Ready to Learn:
Ohio assessment shows charters, magnets get head start

A Report From

Policy Matters Ohio

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EXECUTIVE SUMMARY

Children enrolling in kindergarten at charter and magnet schools in Ohio's urban districts performed significantly better on a required early literacy assessment than did their counterparts in district neighborhood or "default" schools.

A Policy Matters Ohio analysis of the state's Kindergarten Readiness Assessment-Literacy, which measures preparation before beginning school, reveals that children entering charter schools in the seven districts studied scored nearly 8 percent higher than did children entering district schools.

When district magnet school scores were removed from the district average, charter schools averaged more than 10 percent higher on the KRA-L than did district default schools. The magnet school average was more than 18 percent higher than the average score for district default schools. Statistical testing showed that these differences, shown in Table 1, are significant.

Table 1 Average scores on the Kindergarten Readiness Assessment-Literacy aggregated by school type for seven urban districts in Ohio: Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown.

	Average score	**Percent difference**
District magnets	20	Magnets averaged 18.2 percent higher than neighborhood or "default" district schools.
Charter schools	18.27	Magnets averaged 8.7 percent higher than charters.
All district schools	16.89	Charters averaged 7.6 percent higher than all district schools (magnet and default).
Default district schools	16.37	Charters averaged 10.4 percent higher than default district schools.

Source: Charter data from the Ohio Department of Education; school-level district data from individual districts; all data 2008. Maximum possible score on the KRA-L is 29.

We also performed district-level analyses for five of the larger districts: Cincinnati, Cleveland, Columbus, Dayton and Toledo. Overall, the same pattern held true at the district level – magnet schools posted higher KRA-L averages than charters, which reported higher scores than district default schools. Only in Dayton did charters post higher averages than magnets.

In these five districts, the schools with the highest KRA-L averages were much more likely than those with the lowest averages to be charters or magnets and to be designated by the state as Excellent or Effective. Those with the lowest average scores were much more likely to be district default schools and to be designated in Academic Watch or Academic Emergency.

The KRA-L is a screening tool that assesses oral language, rhyming, letter identification and alliteration. The assessment is intended to help target instruction appropriately depending on children's literacy skills when they enter kindergarten. Because educators administer it at the start of the school year, instruction offered by a school does not affect children's scores. KRA-L data from the assessment administered at the beginning of the 2008-09 school year were used for this study.

Higher KRA-L scores at charter and magnet schools suggest that children are coming to these schools better equipped in terms of early literacy, one of several areas that contribute to school readiness. These findings align with research showing that, on the whole, parents who enroll their children in schools that require a decision beyond automatic enrollment in a neighborhood school are more engaged with their children's education. Research has shown that such parental involvement is a key factor in a child's school success.

In practical terms, more involved parents are more likely to have the time to be able to visit a school, sign a "contract" requiring a certain level of involvement with the school or the child's education, or have the resources to pay the application fee charged by some charters.

Recent research on the KRA-L in Cincinnati showed that low-income students and those with no documented preschool experience scored significantly lower on the assessment, and that students who did well on the KRA-L were more likely to score at or above proficiency on the 3rd-grade Ohio Achievement Test in reading.

A separate analysis for this report found an association between the kindergarten assessment and 3rd-grade scores in reading and math on the Ohio Achievement Test. The analysis showed that charter schools with kindergartners who scored higher on the KRA-L at the beginning of the 2008-09 school year tend to have 3rd-grade students who scored higher on the OAT in the same school year. Because these results measure scores of different tests taken by separate cohorts of students, they are not evidence of a causal effect; they do, however, provide strong suggestive evidence that higher KRA-L scores among kindergartners may be carrying over to 3rd-grade test results.

Our findings indicate that charters and magnets get a head start in terms of student preparedness. Given recent research that shows Ohio charter students performing at or below the levels of students enrolled in district schools, both state and federal policymakers need to take another look at their reliance on charters as the solution to the challenges we face in educating children in struggling communities.

INTRODUCTION

Many school reformers see the creation of new schools as a key solution to urban education's ills. Charter advocates – even some who lead traditional school districts – tout these publicly funded, independent schools as the best way to boost achievement. Current federal efforts to help states and districts "turn around" struggling schools include charters as a priority option.

At the same time, educators working within district systems seek to create new specialty-themed magnet schools with the goal of transforming education in their districts one new school at a time.

Ohio is no exception. The charter movement, in particular, has grown exponentially since 1997, when the first charters opened in the state. Few states have seen such rapid growth as Ohio, now home to 324 charter schools.[1] And many of Ohio's urban districts have embraced the magnet concept as a school-improvement strategy, recycling a tool once used primarily in desegregation efforts.

While magnets tend to draw little controversy, at least at the state level, charter school policy is the subject of contentious debate around charter school performance.

At best, recent research has shown mixed results for charters. A June 2009 study by Stanford University's Center for Research on Education Outcomes (CREDO) found that gains for Ohio charter students in reading were not significantly different than their traditional public school peers, while in math students in traditional public school made significantly greater gains than did charter students. The study did find that low-income students enrolled in charters do significantly better in both reading and math than do low-income public school students.[2]

A 2009 study by the Rand Corporation found that "the average performance of nonprimary charters in Ohio is indistinguishable from that of nonprimary" traditional public schools. But when Rand included in the analysis charters and public schools with kindergarten, "the estimated impact of Ohio's charter schools is significantly and substantially negative." According to Rand's researchers, this difference appears to be related to performance at "virtual" charters that deliver instruction to students at home.[3] (Virtual schools were not included in our study on the KRA-L in urban districts because these schools tend to draw across district lines.)

This study seeks to address a second, related question: What kind of students are urban charter schools enrolling in Ohio? If in fact they are reaching the students most likely to fall through the cracks, as many advocates contend, their performance should be seen in

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[1] As of September 2009, according to a file downloaded from the Ohio Department of Education website.

[2] *Charter School Performance in Ohio*, a supplemental report to *Multiple Choice: Charter School Performance in 16 States* by the Center for Research on Education Outcomes (CREDO) at Stanford University, June 2009. Available at http://credo.stanford.edu/.

[3] *Charter Schools in Eight States: Effects on Achievement, Attainment, Integration and Competition.* The Rand Corporation, March 2009. Available at www.**rand**.org/pubs/monographs/2009/**RAND**_MG869.pdf

that context. But if, as many critics assert, charters "skim the cream" by attracting students who are more prepared to learn than are children whose families do not seek options other than neighborhood public schools, then their record of relatively poor performance calls for a rethinking of charter policy in Ohio.

In the case of magnets, advocates often point to these schools as islands of achievement in faltering districts, while critics contend many struggling students and those with special needs are left behind. A better understanding of differences between readiness levels of students at magnet and district schools will help districts develop policies that serve all their students.

In analyzing data from Ohio's Kindergarten Readiness Assessment-Literacy, we sought to determine whether or not kindergartners do arrive at charters and magnets more prepared to learn, essentially giving these schools a head start in terms of student achievement.

Our analysis reveals statistically significant differences in average KRA-L scores by school type across district and charter schools located in seven of Ohio's urban school districts. On average, kindergartners entering charter schools in these districts scored significantly higher on the assessment than did children entering district schools (including magnets). When a separate, seven-district magnet average was calculated, it was significantly higher than the charter average.[4]

The KRA-L is a screening tool that assesses oral language, rhyming, letter identification and alliteration.[5] The assessment is intended to help target instruction appropriately depending on children's literacy skills when they enter kindergarten. Because educators administer it at the start of the school year, instruction offered by a school does not affect children's scores.

Charter schools are publicly funded but independent of direct school district control, while magnets are part of local districts. Both charters and magnets require parents or guardians to choose a particular school, unlike neighborhood or default schools where attendance is based on home address. Like charter schools, most of the magnet schools included in this study do not have academic selection requirements, enrolling students by lottery when they have more applicants than available slots.[6]

Higher KRA-L scores at charter and magnet schools suggest that children are coming to these schools better equipped in terms of early literacy, one of several areas that

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[4] Statistical significance for the seven-district analysis was measured by an ANOVA that showed that averages, weighted by the number of test takers, differed significantly ($p<.01$) by school type. Furthermore, the weighted average for each school type was significantly different from the weighted average for each of the other school types ($p<.05$). See Methodology section.

[5] More information is available at the Ohio Department of Education website: www.ode.state.oh.us; enter "KRA-L" in the search box in the upper right-hand corner.

[6] Only in Cleveland did any of the magnets included in this study report use of informal assessments or interviews as part of the admissions process for kindergartners; magnets admitting older children often do have selective admissions requirements.

contribute to school readiness. These findings align with research showing that, on the whole, parents who enroll their children in schools that require a decision beyond automatic enrollment in a neighborhood school are more engaged with their children's education. Research has shown that such parental involvement is a key factor in a child's school success.

What this higher level of engagement can mean in practical terms is that a parent or guardian wishing to enroll a child in a charter school, for example, may have to drive or take a bus to the school during the work day to enroll the child; many charters also require parents to sign a "contract" that commits them to being involved with the school, something public schools generally don't require. Another barrier for many families are application fees charged by some charter schools.[7] Enrolling a child at a district magnet school is also generally more complicated than enrolling a child at a district neighborhood or "default" school.

A more involved application or enrollment process, whether at a charter or a district magnet, can have the effect of pushing away or discouraging parents who may not have the time or resources to see it through. An application fee can effectively discourage low-income parents from applying to enroll their child at a school.

Recent research on the KRA-L in Cincinnati public schools also shows that low-income students and those with no documented preschool experience score significantly lower on the assessment. This research further shows that students who do well on the KRA-L are more likely to score at or above proficiency on the 3rd-grade Ohio Achievement Test in reading.[8]

A separate analysis for this report found an association between the kindergarten assessment and 3rd-grade scores in reading and math on the Ohio Achievement Test. The analysis showed that charter schools with kindergartners who scored higher on the KRA-L at the beginning of the 2008-09 school year tend to have 3rd-grade students who scored higher on the OAT in the same school year.[9] Because these results measure scores of different tests taken by separate cohorts of students, they are not evidence of a causal

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[7] A review of websites of the 21 charters with average KRA-L scores among the 10 highest in each of the five cities for which data were analyzed at the district level showed that seven charge fees, four do not, and the remaining 11 do not provide this information on their websites. Most of the fees are listed as application fees and many are refundable if the child is not admitted; the listed fees range from $25 to $50. One school – Hope Academy Cuyahoga Campus – charges a $25 activity fee, according to its website. Four Cleveland charters – all part of Constellation Schools LLC – charge a $50 refundable application fee that is applied to a $250 materials fee if the child is enrolled. When asked about school fees, representatives of the five urban districts included in this study said their schools did not charge fees; Columbus noted some exceptions at the classroom level for material or lab fees.

[8] *Kindergarten Readiness Report: KRA-L Assessment Report 2008-09.* United Way of Cincinnati Success By 6; Data summary prepared by INNOVATIONS in Community Research and Program Evaluation of Cincinnati Children's Hospital Medical Center, in partnership with Cincinnati Public Schools.

[9] OLS regression models were used to analyze OAT and KRA-L data controlled for five student characteristics: type of school (charter vs. non-charter), economic status, Limited English Proficiency, disability status and race. See sections on State Test Analysis and Methodology for more information.

effect; they do, however, provide some evidence that being able to attract kindergartners with higher KRA-L scores is associated with higher 3rd-grade test results.

Our analysis also suggests a connection between the state's report card designation and KRA-L scores. Schools with higher KRA-L averages were more likely to be designated Excellent or Effective than were schools with lower KRA-L averages. At the same time, schools posting higher averages are more likely to be charters and magnets.

These findings are important in the context of the ongoing debate around how best to address the issues facing urban education. This evidence that charter and magnet schools in Ohio's urban districts have a head start in terms of student achievement should be taken into account as new policies, particularly those promoting charter expansion, are considered for Ohio.

The federal government's plans to put $3.5 billion of stimulus money into efforts to improve struggling schools in urban districts, for example includes an option to convert chronically struggling district schools into charters. Given our analysis, we are doubtful that this strategy will have the intended effect of improving education for all Ohio's children.

This report also points out the danger of splintering Ohio's public education system into smaller, less accountable pieces. While Ohio's urban school districts, in particular, have been criticized and attacked as they've struggled to educate some of the state's most vulnerable children, this report finds evidence that charter proliferation may be siphoning better prepared students away from district schools.

Our findings underline the importance of investing resources to maintain and strengthen public education systems. Even if they include different options, these public systems should be given sufficient resources and held accountable as a whole.

About the KRA-L

The Kindergarten Readiness Assessment-Literacy is a standardized literacy screening assessment that is required to be administered to all children entering public kindergarten in Ohio. According to the Ohio Department of Education, it "accurately assesses early language and literacy skills that are strong predictors of success in learning to read."[10]

Activities used in the assessment include: answering when and why questions; repeating sentences; identifying rhyming words; producing rhyming words; recognizing capital and lower case letters; recognizing beginning sounds.

The KRA-L is not a comprehensive measure of school readiness or children's potential for academic success, and is not intended to be used to make high-stakes decisions, such as placing a child in a particular class or section.[11] Neither does it measure a child's readiness in areas such as physical, social, emotional, or cognitive development. Nevertheless, given that reading is a foundation upon which much learning is built, the KRA-L does give an indication of how "ready" a child is to learn in terms of early literacy.

Statewide Urban Analysis

The average KRA-L score for charter schools in 2008 was 7.6 percent higher than the average for district schools. Charters reported an average score of 18.27 out of a possible 29 points, compared to 16.89 for district schools (both magnet and default) in the seven urban school districts that provided sufficient data for this report. Included in this analysis were 100 charter schools, 253 district neighborhood schools and 37 district magnets, all located in the Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown school districts.[12]

When the 37 magnets were removed from the calculation, the average KRA-L score for default district schools dropped to 16.37, or 10.4 percent lower than the average charter score. The average score at district magnets was 20, 8.7 percent higher than the charter average and more than 18 percent higher than default district schools. Table 1 shows aggregate average KRA-L scores by school type and differences among school types for the seven urban districts included in this analysis. Statistical testing showed that these differences were all significant.[13]

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[10] *How to KRA-L: A Manual for Teachers and Other Education Professionals.* Center for Students, Families and Communities/Ohio Department of Education.

[11] Kindergarten Readiness Assessment-Literacy (KRA-L) Policy. Office of Early Learning and School Readiness, Ohio Department of Education.

[12] The Akron district did not provide average KRA-L scores at the school level, so district schools and charters located in that district were not included in this analysis. "Virtual" or e-schools were not included either, as they tend to draw across district boundaries and this study sought to focus on schools serving urban populations. Otherwise, only schools offering kindergarten for which KRA-L data were available were included in this study.

[13] Statistical significance for the seven-district analysis was measured by an ANOVA that showed that averages, weighted by the number of test takers, differed significantly ($p<.01$) by school type. Furthermore, the weighted average for each school type was significantly different from the weighted average for each of the other school types ($p<.05$). See Methodology section.

Table 1 Average scores on the Kindergarten Readiness Assessment-Literacy aggregated by school type for seven urban districts in Ohio: Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown. The maximum possible score on the KRA-L is 29 points.

	Average score	Percent difference
District magnets	20	Magnets averaged 18.2 percent higher than neighborhood or "default" district schools.
Charter schools	18.27	Magnets averaged 8.7 percent higher than charters.
All district schools	16.89	Charters averaged 7.6 percent higher than all district schools (magnet and default).
Default district schools	16.37	Charters averaged 10.4 percent higher than default district schools.

Source: Charter data from the Ohio Department of Education; school-level district data from individual districts; all data 2008.

The connection between higher KRA-L scores and income is also seen when urban and suburban scores are compared. Table 2 shows that average KRA-L scores calculated for all schools located in each urban school district are substantially lower than the average scores reported by wealthier suburban districts in the same counties. (Lists of KRA-L averages by school and district for five Ohio counties can be found in the appendices.)

Table 2 Average KRA-L scores for all schools (charter and district) located within each city school district's boundaries compared to the suburban district reporting the highest KRA-L average in each county.

County	City	Type	Avg KRA-L Score 2008
Cuyahoga	All Cleveland schools	urban	16.79
	Chagrin Falls Exempted Village	suburban	25.73
Franklin	All Columbus schools	urban	16.59
	Grandview Heights City	suburban	24.64
Hamilton	All Cincinnati schools	urban	18.17
	Wyoming City	suburban	25.34
Lucas	All Toledo schools	urban	17.62
	Ottawa Hills Local	suburban	25.62
Montgomery	All Dayton schools	urban	17.35
	Oakwood City	suburban	24.27

Source: Suburban averages from the Ohio Department of Education; urban averages calculated by Policy Matters Ohio with charter data provided by ODE and district data provided by individual districts. Maximum possible KRA-L score is 29.

District-level analysis

In addition to the aggregate analysis, district-level calculations were made for Cincinnati, Cleveland, Columbus, Dayton and Toledo. While differences are evident among the districts in terms of the size of gaps between averages for each school type, patterns similar to the aggregate results emerged, with higher average KRA-L scores at charter and magnet schools than at district default schools.

The only exception is in Dayton, where the average score for district magnets is somewhat lower than the city charter average; in the other four cities, magnets averaged higher KRA-L scores than charters and there was a wide gap between district magnets and default schools. District-level analyses were not performed for Canton or Youngstown, because those smaller districts had relatively few schools in the study.[14]

In these five districts, the schools with the highest KRA-L averages were much more likely than those with the lowest averages to be charters or magnets and to be designated by the state as Excellent or Effective. Those with the lowest average scores were much more likely to be district default schools and to be designated in Academic Watch or Academic Emergency.

Of the 50 schools with the highest average KRA-L scores (the top 10 in each of these five districts), half were designated as either Excellent or Effective, while none of the 50 schools with the lowest average scores (the bottom 10 in each district) were designated as such. Nearly 80 percent (37) of the 50 schools with the lowest KRA-L averages were in Academic Watch or Academic Emergency, while only 20 percent (10) of the schools with the highest KRA-L averages were designated this way on their state report cards.

In terms of school type, of the 50 schools with the highest KRA-L averages across the five districts (10 in each), 40 percent were charters, 28 percent were magnets and 32 percent were district default schools; in the 50 schools with the lowest averages, 12 percent were charters, 4 percent were magnets and 84 percent were district default schools. As a baseline, the percentage breakdown of all the schools in these five districts by school type is as follows: 26 percent charters, 10 percent magnets and 64 percent district default.

Cincinnati

Average KRA-L scores were available for 14 charters, 12 magnets and 30 default schools in Cincinnati, representing the assessment of 3,156 kindergartners at the start of the 2008-09 school year.

Table 3 shows that Cincinnati charters averaged 8.7 percent higher than district default schools, while magnets averaged 17.7 percent higher than default schools and nearly 10 percent higher than charters.

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[14] KRA-L data were available for 17 schools in Canton, including one charter, 15 default schools and one magnet, with 910 children taking the assessment; For Youngstown, data were available for four charters and seven default schools, with 663 children taking the test.

Table 3 Average scores on the Kindergarten Readiness Assessment-Literacy by school type for the Cincinnati district.

	Average score	Percent difference
District magnets	20.46	Magnets averaged 17.7 percent higher than neighborhood or "default" district schools.
Charter schools	18.45	Magnets averaged 9.8 percent higher than charters.
All district schools	18.1	Charters averaged 1.9 percent higher than all district schools (magnet and default).
Default district schools	16.84	Charters averaged 8.7 percent higher than default district schools.

Source: Charter data from the Ohio Department of Education; school-level district data from the United Way of Greater Cincinnati/Success by 6; all data 2008. Maximum possible score on the KRA-L is 29.

Of the Cincinnati schools included in this study, the 10 with the highest KRA-L averages included six district magnets, two charters and two district default schools. As Table 4 shows, schools with higher average KRA-L scores are more likely than those with lower averages to be rated highly on their state report cards. Of the 10 schools with the highest averages, five were designated Excellent by the state in 2009 (three magnets, one charter, one default), two magnets were rated Effective, one magnet was in Continuous Improvement, and one charter in Academic Watch.[15] (No 2009 report card rating was available for Mt. Auburn International Academy, the other charter on this list.)

Among the 10 with the lowest averages, eight were district default schools, one was a charter and one was a district magnet. Of these, two defaults and one magnet were in Continuous Improvement, two defaults and one charter were in Academic Watch, and four defaults were in Academic Emergency.

The Cincinnati school with the highest average KRA-L score was a district default school, Kilgour Elementary (24.3); this score falls between averages for suburban Indian Hill (24.71) and Mariemont (24.11), the school districts reporting the 3rd and 4th highest KRA-L averages in Hamilton County, respectively.

Three district magnets had similar averages: Fairview Clifton German Language (24); North Avondale Montessori (23.9); and Sands Montessori (23.4). All reported average scores slightly higher than suburban Forest Hills (23.34). The charter reporting the highest average was T.C.P. World Academy (22.86). (See Appendix A for complete listing.)

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[15] Excellent with distinction is the highest rating, followed in order by Excellent, Effective, Continuous Improvement, Academic Watch and the lowest rating of Academic Emergency.

Table 4 State ratings of the Cincinnati schools with the highest KRA-L averages.

Name	Type	Avg KRA-L score	State rating
Kilgour Elementary	default	24.30	Excellent w/distinction
Fairview-Clifton German Language	magnet	24.00	Excellent
North Avondale Montessori	magnet	23.90	Effective
Sands Montessori	magnet	23.40	Effective
T.C.P. World Academy	charter	22.86	Excellent
Dater Montessori	magnet	21.60	Excellent
Schiel Primary School for Arts Enrichment	magnet	21.10	Excellent
Cincinnati Prep & Fitness Academy	charter	20.97	Academic Watch
Silverton Paideia Academy	magnet	20.40	Continuous Improvement
Mt. Auburn International Academy	charter	20.39	na

Source: 2008-09 ratings from the Ohio Department of Education; 2008 KRA-L scores from ODE and United Way of Greater Cincinnati/Success by 6. A state rating was not available for Mt. Auburn International Academy. Maximum possible KRA-L score is 29.

Cleveland

Average KRA-L scores were available for 32 charters, 7 magnets and 77 default schools in Cleveland, representing the assessment of 4,347 kindergartners at the beginning of the 2008-09 school year.

As Table 5 shows, in Cleveland the gap between charters and district default schools is the widest – nearly 20 percent – among the five districts for which district-level calculations were made. This gap is also greater than the 10.4 percent difference for the aggregated seven-district averages.

An additional note: Only in the Cleveland school district does magnet enrollment at the kindergarten level involve informal assessments or interviews, introducing an element of selection on the part of the school staff. Table 5 shows that the average KRA-L score for 32 Cleveland charters is 19.16, virtually the same as the average score of 19.35 for the district's seven magnets. This slim gap in average scores suggests a similar distribution of students to charters enrolling by lottery and magnets that have a selection process, at least in the case of Cleveland with its relatively small sample size. In the other three districts where magnets showed higher average scores than charters (Cincinnati, Columbus and Toledo) even though magnet schools in the study did not have a selective admissions process, the gaps between magnets and charters were all substantially larger than in Cleveland.[16]

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[16] The absence or presence of selective enrollment criteria was determined through a combination of interviews with school or district staff and a review of information available on district websites.

Table 5 Average scores on the Kindergarten Readiness Assessment-Literacy by school type for the Cleveland district.

	Average score	Percent difference
District magnets	19.35	Magnets averaged 20 percent higher than neighborhood or "default" district schools.
Charter schools	19.16	Magnets averaged 1 percent higher than charters.
All district schools	15.87	Charters averaged 17.2 percent higher than all district schools (magnet and default).
Default district schools	15.48	Charters averaged 19.2 percent higher than default district schools.

Source: Charter data from the Ohio Department of Education; school-level district data from the Cleveland school district; all data 2008. Maximum possible score on the KRA-L is 29.

Of the Cleveland schools included in this study, the 10 with the highest average KRA-L scores included seven charters, two district magnets and one district default school. As Table 6 shows, schools with higher average KRA-L scores were more likely than those with lower averages to be rated highly on their state report cards. Of these 10 schools with the highest average scores, three charters and one magnet were designated Excellent by the state in 2009, two charters and a magnet were rated Effective, one charter and one default school were in Continuous Improvement, and one charter was in Academic Watch.

All 10 of the schools with the lowest average scores were default schools. Of these, two were in Academic Watch and eight were in Academic Emergency.

At Cleveland schools in the top range, Westpark Community (23.14), a charter, reported a score that was virtually the same as the average for the suburban Rocky River and Strongsville school districts (23.1 and 23.02 respectively).

The Intergenerational School, a charter, and Douglas MacArthur, an all-girls district magnet, averaged 22.62 and 22.28 respectively, similar to school districts in South Euclid-Lyndhurst (22.63), North Royalton (22.06) and Berea (22.05). (See Appendix B for a complete list.)

Table 6 State ratings of the Cleveland schools with the highest KRA-L averages.

School	Type	Avg KRA-L score	State rating
Westpark Community Elementary	Charter	23.14	Effective
Old Brooklyn Community Elementary	Charter	22.8	Excellent
Intergenerational School	Charter	22.62	Excellent
Douglas MacArthur	Magnet	22.28	Effective
Warner Elementary	Magnet	21.05	Excellent
Hope Academy Cuyahoga Campus	Charter	21	Continuous Improvement
Noble Academy-Cleveland	Charter	20.94	Excellent
Westside Community School for the Arts	Charter	20.57	Effective
Stockyard Community Elementary	Charter	20.43	Academic Watch
Oliver H. Perry Elementary	Default	20.21	Continuous Improvement

Source: 2008-09 ratings from the Ohio Department of Education; 2008 KRA-L scores from ODE and the Cleveland school district. Maximum KRA-L score is 29.

Columbus
Average KRA-L scores were available for 22 charters, 10 magnets and 69 default schools in Columbus, representing the assessment of 5,303 kindergartners at the beginning of the 2008-09 school year.

As Table 7 shows, in Columbus the gap between magnets and default schools is the widest of the five districts for which district-level calculations were made, while the gap between averages scores for charters and district default schools is relatively small.

Table 7 Average scores on the Kindergarten Readiness Assessment-Literacy by school type for the Columbus district.

	Average score	Percent difference
District magnets	20.35	Magnets averaged 21.2 percent higher than neighborhood or "default" district schools.
Charter schools	16.83	Magnets averaged 17.3 percent higher than charters.
All district schools	16.52	Charters averaged 1.8 percent higher than all district schools (magnet and default).
Default district schools	16.03	Charters averaged 4.8 percent higher than default district schools.

Source: Charter data from the Ohio Department of Education; school-level district data from the Columbus school district; all data 2008. Maximum possible score on the KRA-L is 29.

Of the Columbus schools included in this study, the 10 with the highest KRA-L averages included three district magnets, two charters, and five district default schools. As Table 8

shows, schools with higher average KRA-L scores are more likely than those with lower averages to be rated highly on their state report cards. Of these 10 schools with the highest average scores, three magnets and one default school were designated Excellent by the state in 2009, two district magnets were rated Effective, two charters and one default were in Continuous Improvement and one default school was in Academic Watch.

Among the 10 with the lowest averages were nine default schools and one charter. Of these, six default schools and one charter were in Continuous Improvement and three defaults were in academic watch.

Unlike Cleveland, where magnets and charters reported average scores on the KRA-L that were virtually the same, Columbus magnets averaged 12 percent higher than charters, and this gap is reflected in local rankings.

The schools in the study reporting the highest averages scores were Indianola Informal K-8 Alternative (24.2) and Berwick Elementary (23), both district magnets. These averages were slightly higher than suburban districts Worthington (23.46) and Dublin (22.66).

The two charters reporting averages in the top ten of schools in this study were George Washington Carver Prep (21.44) and FCI Academy (20.80). These averages were virtually identical to scores reported by the suburban districts Canal Winchester (21.41) and Hilliard (20.95). (See Appendix C for complete list.)

Table 8 State ratings of the Columbus schools with the highest KRA-L averages.

School	Type	Avg KRA-L score	State rating
Indianola Informal (K-8) @Everett	Magnet	24.20	Excellent
Berwick Elementary School	Magnet	23.00	Effective
Winterset Elementary School	Default	22.50	Excellent
Clinton Elementary School	Default	22.10	Excellent
Ecole Kenwood (K-8)	Magnet	21.60	Effective
George Washington Carver Prep	Charter	21.44	Continuous Improvement
Indian Springs Elementary School	Default	21.40	Excellent w/ Distinction
FCI Academy	Charter	20.80	Continuous Improvement
Maybury Elementary School	Default	20.70	Academic Watch
Northtowne Elementary School	Default	20.00	Continuous Improvement

Source: 2008-09 ratings from the Ohio Department of Education; 2008 KRA-L scores from ODE and the Columbus school district. Maximum possible KRA-L score is 29.

Dayton

Average KRA-L scores were available for 10 charters, 3 magnets and 20 default schools in Dayton, representing the assessment of 1,624 kindergartners at the beginning of the 2008-09 school year.

As in the other urban districts included in this study, children entering kindergarten at both district magnets and charters in Dayton scored higher on the KRA-L than did children at default district schools, with charters averaging 13.5 percent higher than default schools. But Dayton was the only district of the five studied where average KRA-L scores were not higher at district magnets than at charters. Table 9 shows that average charter scores were 4 percent higher than for district magnets, unlike findings from other district-level calculations and for the aggregate seven-district analysis.

A possible explanation is that the Dayton district has been transitioning from a magnet-oriented system to one that is focused on neighborhood schools. The magnet system put in place as part of desegregation efforts meant there had been no neighborhood schools for some 20 years. As a result, many children are still being bused to what are now neighborhood schools.[17] This transition may weaken the in-district selection effect seen more strongly in other urban districts. Also, the Dayton school district has lost almost half its student enrollment since the mid 1990s, much of it to charters, which have established a large presence in the district.

Table 9 Average scores on the Kindergarten Readiness Assessment-Literacy by school type for the Dayton school district.

	Average score	Percent difference
District magnets	18.2	Magnets averaged 9.9 percent higher than neighborhood or "default" district schools.
Charter schools	18.87	Charters averaged 4 percent higher than district magnets.
All district schools	16.56	Charters averaged 12.2 percent higher than all district schools (magnet and default).
Default district schools	16.32	Charters averaged 13.5 percent higher than default district schools.

Source: Charter data from the Ohio Department of Education; school-level district data from the Dayton school district; all data 2008. Maximum possible score on the KRA-L is 29.

Of the Dayton schools included in this study, the 10 with the highest KRA-L averages included two district magnets, four charters and four district default schools. As Table 10 shows, schools with higher average KRA-L scores are more likely than those with lower averages to be rated highly on their state report cards. Of these 10 with the highest average scores, one charter was designated Excellent by the state in 2009, six schools were in Continuous Improvement (three charters, two district magnets and two district defaults), two were in Academic Emergency (one charter and one default), and one default was in Academic Watch.

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[17] Interview, Jill Moberley, Dayton school district public information officer, September 17, 2009.

The 10 reporting the lowest averages included nine district default schools and one charter. Of these, two defaults were in Academic Watch and seven defaults and one charter were in Academic Emergency.

One charter and one district school reported averages similar to the suburban districts reporting the highest averages in Montgomery County. The average reported by Richard Allen Academy II (22.26), a charter, was slightly higher than the average score at the suburban Brookville district; Horace Mann PreK-8 (21.7) came in above the suburban Kettering district (21.49). (See Appendix D for a complete list.)

Table 10 State ratings of the Dayton schools with the highest KRA-L averages.

School	Type	Avg KRA-L score	State rating
Richard Allen Academy II	Charter	22.26	Continuous Improvement
Horace Mann PreK-8	Default	21.70	Continuous Improvement
Pathway School of Discovery	Charter	20.72	Excellent
Valerie	Default	20.70	Continuous Improvement
City Day Community School	Charter	20.65	Continuous Improvement
Dayton Boys Prep Academy	Magnet	20.50	Continuous Improvement
N. Dayton School Of Science & Discovery	Charter	18.57	Academic Emergency
Eastmont	Default	18.20	Academic Watch
Charity Adams Earley Academy	Magnet	18.10	Continuous Improvement
Meadowdale Elementary	Default	18.10	Academic Emergency

Source: 2008-09 ratings from the Ohio Department of Education; 2008 KRA-L scores from ODE and the Dayton school district. Maximum possible KRA-L score is 29.

Toledo

Average KRA-L scores were available for 17 charters, 4 magnets and 35 default schools in Toledo, representing the assessment of 2,633 kindergartners at the beginning of the 2008-09 school year.

Table 11 shows that there is a relatively small gap between the average scores of Toledo charters and district default schools, similar to the gap in Columbus.

Table 11 Average scores on the Kindergarten Readiness Assessment-Literacy by school type for the Toledo district.

	Average score	Percent difference
District magnets	19.07	Magnets averaged 8.9 percent higher than neighborhood or "default" district schools.
Charter schools	18.14	Magnets averaged 4.9 percent higher than charters.
All district schools	17.49	Charters averaged 3.6 percent higher than all district schools (magnet and default).
Default district schools	17.37	Charters averaged 4.2 percent higher than default district schools.

Source: Charter data from the Ohio Department of Education; school-level district data from the Toledo school district; all data 2008. Maximum possible score on the KRA-L is 29.

Of the Toledo schools included in the study, the 10 with the highest averages included five charters, four district default schools and one district magnet. As Table 12 shows, schools with higher average KRA-L scores are more likely than those with lower averages to be rated highly on their state report cards. Of these 10 schools with the highest average scores, two district default schools were rated Excellent by the state in 2009, a district magnet and a default were rated Effective, a default and a charter were in Continuous Improvement, a charter was in Academic Watch and three charters were in Academic Emergency.

The 10 with the lowest averages included six district default schools, three charters and one magnet. Of these, two defaults and the magnet were in Continuous Improvement, four defaults were in Academic Watch, and the three charters were in Academic Emergency.

One district magnet and three default schools report the highest KRA-L averages of the schools studied: Grove Patterson (23.63); Elmhurst (22.49); Beverly (22.45); and Crossgates (22.37). All reported scores slightly higher than suburban districts Sylvania (22.34) and Maumee (22.16). The highest average among Toledo charters was reported by Aurora Academy (20.88), just above suburban Washington. (See Appendix E for a complete list.)

Table 12 State ratings of the Toledo schools with the highest KRA-L averages.

School	Type	Avg KRA-L score	State rating
Grove Patterson	Magnet	23.63	Effective
Elmhurst	Default	22.49	Excellent
Beverly	Default	22.45	Effective
Crossgates	Default	22.37	Continuous Improvement
Harvard	Default	21.93	Excellent
Aurora Academy	Charter	20.88	Academic Emergency
Eagle Academy	Charter	20.58	Continuous Improvement
Victory Academy of Toledo	Charter	20.08	Academic Emergency
Academy of Business and Technology	Charter	20.05	Academic Emergency
Imani Learning Academy	Charter	19.94	Academic Watch

Source: 2008-09 ratings from the Ohio Department of Education; 2008 KRA-L scores from ODE and the Toledo school district. Maximum possible KRA-L score is 29.

State test analysis

A separate analysis of Ohio Achievement Test scores at urban charter and district schools across all the urban districts for which KRA-L average scores were available reveals an association between the kindergarten assessment and 3rd-grade scores in reading and math on the Ohio Achievement Test.

For every 1-point increase in KRA-L scores, there was a 1.6-point increase in 3rd-grade math proficiency and a 2.2-point increase in 3rd-grade reading proficiency. In other words, the selection effect in incoming kindergarten classes as shown by higher average KRA-L scores may help inflate school performance outcomes. In addition to type of school (charter vs. noncharter), this analysis controlled for other student characteristics

These results do not demonstrate a causal effect, since the KRA-L scores are from incoming kindergarteners, rather than the current 3rd-graders for whom we have Ohio Achievement Test results. However, these findings provide evidence that the higher KRA-L scores among kindergarteners in charter and magnet schools may be carrying over to 3rd-grade test results. In other words, these schools may be getting higher-scoring kindergarten students at the outset, which may in turn be inflating their scores once these students reach third grade. The possibility of this selection effect will be examined in a future report, once we have both KRA-L and 3rd-grade test scores for the same cohort.

At the same time, a study of Cincinnati KRA-L scores has tracked students who took the 2004 KRA-L and the 2008 3rd-grade Ohio Achievement Test in reading, and found that children who did better on the KRA-L also did better on the OAT.[18] For more information on this study, see the section below titled "Research on the KRA-L in Ohio."

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[18] *Kindergarten Readiness Report: KRA-L Assessment Report 2008-09.* United Way of Cincinnati Success By 6; Data summary prepared by INNOVATIONS in Community Research and Program Evaluation of Cincinnati Children's Hospital Medical Center, in partnership with Cincinnati Public Schools.

Methodology

KRA-L data used for both analyses – the comparison of KRA-L school-level averages by school type and the analysis of KRA-L and OAT data – were based on scores from the KRA-L administered at the start of the 2008-09 school year.

For the KRA-L comparison, all seven districts provided not just average KRA-L scores for each school but counts of kindergartners who took the assessment, allowing the calculation of weighted averages. Similar school-level data for charters is available from the Ohio Department of Education. Student-level data was not available for all schools.

Statistical significance for the seven-district analysis was measured by an ANOVA that showed that averages, weighted by counts of test takers, differed significantly ($p<.01$) by school type. Furthermore, the weighted average for each school type was significantly different from the weighted average for each of the other school types ($p<.05$). In other words, magnet schools had the highest average score, which was significantly higher than the average score for charters, which was in turn significantly higher than the average score for neighborhood or default district schools.

These findings should be interpreted cautiously because of the limited nature of the data. For example, no data on prior achievement, economic status, or documented preschool experience were used in this analysis, so we don't know why some children scored higher on the KRA-L than others. These demographic variables and others not included in this study may influence student scores.

The second analysis, which found an association between KRA-L and OAT scores, used ordinary least squares (OLS) regression models and controlled for five student characteristics – type of school (charter vs. non-charter), economic status, Limited English Proficiency, disability status and race. Unweighted averages were used for both the 3rd-grade test scores and the KRA-L. For this analysis 3rd-grade data were used from achievement tests administered toward the end of the 2008-09 school year. The resulting caveat is that this analysis is based on scores from different students taking different tests in the same year (kindergartners vs. 3rd-graders).

Research on the KRA-L in Ohio

Two studies of KRA-L results merit mention in the context of this report.

Success by Six

This study analyzed KRA-L data in Cincinnati and found statistically significant differences in scores by income, race and documented preschool experience. The report, published by Success by 6 program of the United Way of Greater Cincinnati, also reported a correlation between KRA-L scores and scores on the Ohio Achievement Test.[19]

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[19] Ibid.

Income – According to the report, "income remains the strongest predictor of student performance on the KRA-L." The analysis found that students classified as "other income" scored an average of 18.8 percentage points higher than "low-income" students.

Preschool – Children who attended preschool for two years before entering kindergarten scored 3.3 percentage points higher than those with no documented preschool experience, according to the study. "Other income" children scored higher than "low-income" children whether or not they had documented preschool experience, but within income levels, students with documented preschool scored higher than those without.

Race/ethnicity – The report notes that white students scored significantly higher than did African-American students, but adds that this finding may have been skewed by the fact that there were many more African Americans than whites classified as low income.

Ohio Achievement Test – Of Cincinnati public school students who took the KRA-L in 2004, its first year, 1,580 students stayed in the district and took the 3rd-grade reading OAT in 2008. Of those scoring 0 to 13 points on the KRA-L, 43.4 percent scored at or above proficient on the 3rd-grade reading test; of those scoring 14 to 23 points, 65.1 percent were proficient; of those scoring 24 to 29 (the highest score), 87 percent were proficient.

groundWork
The second report focused on the 61 school districts that began Public Preschool programs in the 2007-08 school year. This analysis, by groundWork, found that 72 percent of those districts saw an increase in KRA-L scores when those children entered kindergarten in 2008.[20] The state-funded Public Preschool program provides education and comprehensive services for children ages three to five at or below 200 percent of the federal poverty line.

Conclusion and Recommendations

It is clear from this analysis of Kindergarten Readiness Assessment-Literacy data that charter and magnet schools in Ohio's urban districts have a head start in terms of student achievement. On average, children who attend these schools enroll in kindergarten better prepared in terms of early literacy skills than do their counterparts at neighborhood or "default" district schools.

Reasons for this inequitable distribution of students probably include income disparities, preschool experience and parents who are more engaged in their children's education. The benefits for charters and magnets appear to include better performance on the state's standardized tests in reading and math by these schools' 3rd-graders.

This evidence that charters and magnets get a head start in terms of student preparedness is particularly important in the context of the polarized debate surrounding charters in

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[20] *Ohio's Early Childhood Education Program Works for Kids: An Analysis of KRA-L Scores from Districts Starting Public Preschool in the 2007-08 School Year.* groundWork, 2009.

Ohio. If charters are getting better-prepared students and producing equal or lower achievement when compared to district schools, then charters should be scaled back, not expanded.

In the case of magnets, a better understanding of differences between readiness levels of students at magnet and default schools will help districts develop policies that serve all their students.

In today's environment of high-stakes tests and sanctions for K-12 schools that don't meet expectations, it is imperative that Ohio policymakers take into account the uneven school readiness that can help boost the performance of children entering some schools. Not only can it affect test scores, but it also can leave other less-prepared children behind in schools that start at a disadvantage, often with high concentrations of low-income, low-achieving students.

Our findings suggest that, on the whole, charter schools are not educating the state's poorest and most at-risk children as charter advocates often claim. This is important because education policy advocates, at both the state and federal level, often look to charter school expansion as a solution to the problem of educating children in struggling urban schools.

The federal government's plans to put $3.5 billion of stimulus money into efforts to improve struggling schools in urban districts, for example, includes an option to close such schools and re-open them as charters. This study indicates that, at least in Ohio, such an approach is likely to be misguided because charters in this state have not shown better results than traditional public schools, and those magnets and charters that do have better results appear to be enrolling students with stronger preparation in early literacy.

Furthermore, policymakers must continue to improve Ohio's accountability system. Including directly into rating systems some measure of the school readiness described in this report could be one approach.

Finally, the state must continue to boost its efforts to expand quality early learning opportunities such as public preschool. As described in this report and extensively in other research, strong pre-K programs can do far more to boost school readiness for the Ohio children who most need it than can many policy changes that get far more attention.

Appendix A – Hamilton County.

Cincinnati schools included in the study are in gray; in white are suburban districts and schools not included in this study's analysis; aggregate scores for urban schools are in bold.

School/district name	Type	Avg KRAL Score 2008
Wyoming City	suburban district	25.34
Madeira City	suburban district	25.03
Indian Hill Exempted Village	suburban district	24.71
Kilgour Elementary	district default	24.30
Mariemont City	suburban district	24.11
Fairview-Clifton German Language	district magnet	24.00
North Avondale Montessori	district magnet	23.90
Sands Montessori	district magnet	23.40
Forest Hills Local	suburban district	23.34
Ohio Connections Academy, Inc	virtual charter	23.08
Sycamore Community City	suburban district	23.05
T.C.P. World Academy	urban charter	22.86
Loveland City	suburban district	22.17
St Bernard-Elmwood Place City	suburban district	22.08
Dater Montessori	district magnet	21.60
Three Rivers Local	suburban district	21.46
Finneytown Local	suburban district	21.26
Deer Park Community City	suburban district	21.22
Oak Hills Local	suburban district	21.13
Schiel Primary School for Arts Enrichment	district magnet	21.10
Cincinnati Prep & Fitness Academy	urban charter	20.97
Hamilton County Math & Science	suburban district	20.58
All Cincinnati magnets	**Aggregate**	**20.46**
Silverton Paideia Academy	district magnet	20.40
Mt. Auburn International Academy	urban charter	20.39
Covedale Elementary	district default	20.30
Cincinnati College Prep Academy	urban charter	20.11
Mt. Washington	district default	20.10
Northwest Local	suburban district	19.96
Pleasant Ridge Montessori	district default	19.70
College Hill Fundamental Academy	district magnet	19.60
Reading Community City	suburban district	19.1
Academy of World Languages	district magnet	18.80
Roberts Paideia Academy	district magnet	18.80
Southwest Local	suburban district	18.75
Princeton City	suburban district	18.55
Winton Montessori	district magnet	18.50
All Cincinnati charters	**Aggregate**	**18.45**
North College Hill City	suburban district	18.38
Woodford Paideia Elementary	district magnet	18.30
Cincinnati Leadership Academy	urban charter	18.00
Orion Academy	urban charter	17.95

Riverview East Academy	district default	17.90
Norwood City	suburban district	17.87
Alliance Academy of Cincinnati	urban charter	17.81
Cincinnati City*	**urban district**	**17.8**
King Academy Community School	urban charter	17.76
Bond Hill Academy	district default	17.60
Cheviot Elementary	district default	17.40
Midway Elementary	district default	17.30
Winton Woods City	suburban district	17.26
Millvale Elementary	district default	17.20
Mt Healthy City	suburban district	17.19
Chase Elementary	district default	17.00
Sayler Park Elementary	district default	17.00
Lockland Local	suburban district	16.98
Hartwell Elementary	district default	16.90
Mt. Airy	district default	16.90
V L T Academy	urban charter	16.87
Phoenix Community Learning Ctr	urban charter	16.71
Pleasant Hill Academy	district default	16.60
Cincinnati Speech & Reading	urban charter	16.59
Oyler Elementary	district default	16.50
Cincinnati Academy of Excellence	urban charter	16.38
NIA University Community School	urban charter	16.21
John P. Parker Elementary	district default	16.20
Rees E. Price Elementary	district default	16.20
Roll Hill Academy	district default	16.10
Rockdale Academy	district default	15.70
Rothenberg Preparatory Academy	district default	15.50
Frederick Douglass Elementary	district default	15.40
Winton Hills Academy	district default	15.30
Quebec Heights Elementary	district default	15.20
Hoffman-Parham Elementary	district default	14.60
Carson Neighborhood	district default	14.30
Riverside Academy	urban charter	14.22
George W. Hayes Elementary	district default	14.00
South Avondale	district default	14.00
William H. Taft Elementary	district default	13.80
Roselawn Condon Elementary	district default	13.50
Academy for Multilingual Immersion Studies	district magnet	13.40
Westwood Elementary	district default	13.30
*This average for Cincinnati City Schools listed is from data reported to the Ohio Department of Education, and is somewhat different from the district average calculated by Policy Matters and used in the body of this report.		

Appendix B -- Cuyahoga County

Cleveland schools included in the study are in gray; aggregate scores for Cleveland all district schools, Cleveland charters and district magnets are in bold; suburban school districts and suburban charters are in white.

School/district name	Type	Avg KRA-L Score 2008
Chagrin Falls Exempted Village	suburban district	25.73
Independence Local	suburban district	25.69
Bay Village City	suburban district	25.62
Orange City	suburban district	24.91
Beachwood City	suburban district	24.76
Westlake City	suburban district	24.7
Solon City	suburban district	24.55
Olmsted Falls City	suburban district	23.83
Shaker Heights City	suburban district	23.71
Constellation Schools: Parma Community	suburban charter	23.68
Cuyahoga Heights Local	suburban district	23.65
Brecksville-Broadview Heights City	suburban district	23.47
Westpark Community Elementary (Constellation)	urban charter	23.14
Rocky River City	suburban district	23.1
Strongsville City	suburban district	23.02
Education Alternatives Community School	suburban charter	22.94
Fairview Park City	suburban district	22.9
Old Brooklyn Community Elementary (Constellation)	urban charter	22.8
South Euclid-Lyndhurst City	suburban district	22.63
Intergenerational School	urban charter	22.62
Douglas MacArthur	district magnet	22.28
North Royalton City	suburban district	22.06
Berea City	suburban district	22.05
Pinnacle Academy	suburban charter	21.99
Mayfield City	suburban district	21.76
Brooklyn City	suburban district	21.48
Warner Elementary	district magnet	21.05
Hope Academy Cuyahoga Campus	urban charter	21
Noble Academy-Cleveland	urban charter	20.94
Lakewood City	suburban district	20.81
Parma City	suburban district	20.77
Apex Academy	suburban charter	20.64
Westside Community School for the Art (Constellation)	urban charter	20.57
Stockyard Community Elementary (Constellation)	urban charter	20.43
Cleveland Heights-University Heights City	suburban district	20.39
Richmond Heights Local	suburban district	20.39
Oliver H. Perry Elementary	district default	20.21
Horizon Science Academy Elementary School	urban charter	20.19
Cleveland School of Arts -- Dike	district magnet	20.02
Citizens Academy	urban charter	20
North Olmsted City	suburban district	19.96
Puritas Community Elementary (Constellation)	urban charter	19.79

Kenneth W. Clement	district magnet	19.74
Hope Academy Chapelside Campus	urban charter	19.61
Hope Academy Northwest Campus	urban charter	19.6
Madison Community School (Constellation)	urban charter	19.58
Riverside	district default	19.50
All Cleveland magnets	**Aggregate**	**19.35**
Bedford City	suburban district	19.32
Cleveland Lighthouse Community School	urban charter	19.29
Louisa May Alcott	district default	19.29
Hope Academy East Campus	urban charter	19.23
All Cleveland charters	**Aggregate**	**19.16**
Garfield Heights City	suburban district	19.1
Maple Heights City	suburban district	18.94
Nathan Hale	district default	18.91
Cleveland Arts and Social Sciences Academy	urban charter	18.9
Gracemount	district default	18.88
Euclid City	suburban district	18.73
Charles H. Lake	district default	18.67
Harvard Avenue Community School	urban charter	18.6
Daniel E. Morgan	district default	18.49
Early Childhood Center	district default	18.46
William Cullen Bryant	district default	18.34
Virtual Schoolhouse, Inc.	e-charter	18.25
Case	district default	18.22
Elite Academy of the Arts	urban charter	18.13
Patrick Henry	district default	18.10
Forest Hill Parkway	district default	18.09
Bolton	district default	18.09
Hope Academy Broadway Campus	urban charter	18.03
Hope Academy Cathedral Campus	urban charter	18.03
Hannah Gibbons-Nottingham	district default	17.86
Audubon	district default	17.79
Horizon Science Academy Denison Elementary School	urban charter	17.77
Greater Heights Academy	urban charter	17.7
Newton D. Baker	district default	17.69
Andrew K. Rickoff	district default	17.44
Warrensville Heights City	suburban district	17.42
Washington Park Community	urban charter	17.4
Marion C. Seltzer Elementary	district default	17.37
Union	district default	17.35
Adlai E. Stevenson	district default	17.28
Empire	district default	17.24
Iowa Maple	district default	17.15
Giddings	district default	17.08
Tremont Elementary	district magnet	17.07
Memorial	district default	17.04
Artemus Ward	district default	16.66
Buckeye-Woodland	district default	16.66

Henry W. Longfellow	district default	16.50
Hope Northcoast Academy	urban charter	16.37
Benjamin Franklin	district default	16.30
Joseph F. Landis	district default	16.20
Louis Agassiz	district default	16.19
Charles A. Mooney	district default	16.18
Woodland Hills	district default	16.18
Alexander Graham Bell	district default	16.16
Paul L. Dunbar	district default	16.14
John W. Raper	district default	16.12
Valley View	district magnet	16.06
Hope Academy Lincoln Park	urban charter	16
Cleveland Municipal*	**Aggregate**	**15.81**
John D. Rockefeller	district default	15.87
Michael R. White	district default	15.83
Mound	district default	15.81
Lion of Judah Academy	urban charter	15.79
Clara E. Westropp	district default	15.75
George Washington Carver	district default	15.71
Paul Revere	district default	15.70
East Cleveland City	suburban district	15.69
Marion Sterling	district default	15.62
Watterson-Lake	district default	15.51
Carl & Louis Stokes Central Academy	district default	15.40
Buhrer	district default	15.27
Charles Dickens	district default	15.24
Mary M. Bethune	district default	15.23
Franklin D. Roosevelt	district default	15.23
Marcus Garvey Academy	suburban charter	15.14
Arts and Science Preparatory Academy	urban charter	15
Phoenix Village Academy Secondary	urban charter	15
Wilbur Wright	district default	14.71
Mary B. Martin	district default	14.70
Sunbeam	district default	14.70
Willow	district default	14.68
Robinson G. Jones	district default	14.63
Emile B. Desauze Contemporary Academy	district default	14.63
Robert H. Jamison	district default	14.59
Miles Park	district default	14.45
Captain Arthur Roth	district default	14.39
Miles	district default	14.30
Orchard	district default	14.30
Clark Elementary	district default	14.21
Waverly	district default	14.04
Almira	district default	13.97
H. Barbara Booker	district default	13.93
Robert Fulton	district default	13.83
Anton Grdina	district default	13.81
Lakeside College Preparatory Academy	urban charter	13.63

Wade Park Elementary	district default	13.45
Walton Elementary	district default	13.19
Brooklawn	district default	13.13
McKinley	district default	13.02
Scranton	district default	12.79
Harvey Rice	district default	12.60
Fullerton	district default	12.57
Denison	district default	12.44
Albert B. Hart	district default	12.30
Joseph M Gallagher	district default	12.26
Charles W. Eliot	district default	11.43
East Clark	district default	11.03
Luis Munoz Marin	district default	7.98
*This average for Cleveland Municipal is from data reported to the Ohio Department of Education, and is somewhat different from the district average calculated by Policy Matters and used in the body of this report.		

Appendix C -- Franklin County

Columbus schools included in the study are in gray; in white are suburban school districts and suburban charters; in bold are aggregate scores for urban schools.

School/district name	Type	Avg KRA-L Score 2008
Grandview Heights City	suburban district	24.64
Bexley City	suburban district	24.58
Upper Arlington City	suburban district	24.56
New Albany-Plain Local	suburban district	24.45
Indianola Informal (K-8) @Everett	district magnet	24.20
Worthington City	suburban district	23.46
Wickliffe Progressive Community School	suburban charter	23.19
Berwick Elementary School	district magnet	23.00
Dublin City	suburban district	22.66
Winterset Elementary School	district default	22.50
Gahanna-Jefferson City	suburban district	22.49
Cornerstone Academy Community	suburban charter	22.12
Clinton Elementary School	district default	22.10
Westerville City	suburban district	21.87
Whitehall Preparatory and Fitness Academy	suburban charter	21.76
Ecole Kenwood (K-8)	district magnet	21.60
George Washington Carver Prep	urban charter	21.44
Canal Winchester Local	suburban district	21.41
Indian Springs Elementary School	district default	21.40
Hilliard City	suburban district	20.95
FCI Academy	urban charter	20.80
Maybury Elementary School	district default	20.70
All Columbus district magnets	**aggregate**	**20.35**
Northtowne Elementary School	district default	20.00
Electronic Classroom Of Tomorrow	e-charter	19.91
Reynoldsburg City	suburban district	19.63
Chase Academy for Communication Arts	urban charter	19.53
Oakland Park Alt. Elementary School+A97	district magnet	19.50
Northland Preparatory and Fitness Academy	urban charter	19.44
South Scioto Academy	urban charter	19.35
Livingston Elementary School	district default	19.30
Olde Orchard Alt. Elementary School	district default	19.30
Columbus Spanish Immersion Acad.	district magnet	19.20
Liberty Elementary School	district default	19.20
Africentric EC Elementary School	district magnet	19.00
Columbus Arts & Technology Academy	urban charter	18.89
Hamilton Local	suburban district	18.77
Columbus Preparatory	urban charter	18.73
Cedarwood Alt. Elementary School	district default	18.60
Arlington Park Elementary School	district default	18.50
Shady Lane Elementary School	district default	18.40
Millennium Community School	urban charter	18.33
Avalon Elementary School	district default	18.30
Colerain Elementary School	district default	18.20

Cesar Chavez College Preparatory School	urban charter	18.14
Columbus Humanities, Arts and Technology	urban charter	18.02
Literature Based Alt. at Hubbard ES	district magnet	18.00
Parkmoor Elementary School	district default	18.00
Duxberry Park Alt. Elementary School	district magnet	17.90
Horizon Science Academy Elementary School	urban charter	17.88
Zenith Academy	urban charter	17.86
Georgian Heights Alt. Elem. School	district default	17.80
Douglas Alt. Elementary School	district magnet	17.70
Groveport Community School	suburban charter	17.63
West Mound Elementary School	district default	17.60
Watkins Elementary School	district default	17.50
Maize Elementary School	district default	17.20
Siebert Elementary School	district default	17.20
Cranbrook Elementary School	district default	17.10
Devonshire Alt. Elementary School	district default	17.10
Leawood Elementary School	district default	17.10
Fairwood Alt. Elementary School	district default	16.90
Westgate Alt. Elementary School	district default	16.90
Academy of Columbus	urban charter	16.86
Performance Academy Eastland	suburban charter	16.84
All Columbus charters	**aggregate**	**16.83**
Alpine Elementary School	district default	16.80
C.M. Grant Leadership Academy	urban charter	16.8
South-Western City	suburban district	16.75
Binns Elementary School	district default	16.70
Columbus City*	**urban district**	**16.62**
North Linden Elementary School	district default	16.60
Woodcrest Elementary School	district default	16.60
Deshler Elementary School	district default	16.50
Innis Elementary School	district default	16.50
Groveport Madison Local	suburban district	16.43
Educational Academy for Boys & Girls	urban charter	16.42
Fair Alt. Elementary School	district default	16.40
W C Cupe Community School	urban charter	16.29
Easthaven Elementary School	district default	16.20
Ohio Elementary School	district default	16.20
Weinland Park Elementary School	district default	16.10
Harrisburg Pike Community School	urban charter	16.01
Beatty Park Elementary School	district default	16.00
Como Elementary School	district default	16.00
Eastgate Elementary School	district default	16.00
Noble Academy-Columbus	urban charter	15.83
Stewart Alt. Elementary School	district magnet	15.80
Broadleigh Elementary School	district default	15.80
Lindbergh Elementary School	district default	15.80
Moler Elementary School	district default	15.80
Parsons Elementary School	district default	15.80
Columbus Prep & Fitness Academy	urban charter	15.76

Whitehall City	suburban district	15.75
Burroughs Elementary School	district default	15.60
Hamilton STEM Acad PreK-6	district default	15.60
Valleyview Elementary School	district default	15.60
East Linden Elementary School	district default	15.50
Gables Elementary School	district default	15.50
Trevitt Elementary School	district default	15.20
Heyl Elementary School	district default	15.10
Cassady Alt. Elementary School	district default	15.00
Valley Forge Elementary School	district default	15.00
Great Western Academy	urban charter	14.79
Huy Elementary School	district default	14.60
Oakmont Elementary School	district default	14.60
Linden STEM Acad. PreK-6	district default	14.50
Windsor STEM Academy PreK-6	district default	14.50
East Columbus Elementary School	district default	14.20
South Mifflin STEM Acad. PreK-6	district default	14.00
West Broad Elementary School	district default	13.40
Sullivant Avenue Community School	urban charter	13.39
Southwood Elementary School	district default	13.30
Eakin Elementary School	district default	13.20
Sullivant Elementary School	district default	13.00
Forest Park Elementary School	district default	12.80
Highland Elementary School	district default	12.60
Lincoln Park Elementary School	district default	12.30
Salem Elementary School	district default	12.00
Dana Elementary School	district default	11.80
Scottwood Elementary School	district default	11.40
Fifth Avenue Alt. Elementary School	district default	11.00
Avondale Elementary School	district default	10.20
Fairmoor Elementary School	district default	8.90
Westside Academy	urban charter	7.81
*This average for Columbus City Schools listed is from data reported to the Ohio Department of Education, and is somewhat different from the district average calculated by Policy Matters and used in the body of this report.		

Appendix D – Montgomery County
Dayton schools included in the study are in gray; in white are suburban school districts and suburban charters; in bold are aggregate scores for urban schools.

School/district name	Type	Avg KRA-L Score 2008
Oakwood City	suburban district	24.27
Valley View Local	suburban district	23.69
Richard Allen Academy II	urban charter	22.26
Brookville Local	suburban district	21.71
Horace Mann PreK-8	district default	21.70
Kettering City	suburban district	21.49
Centerville City	suburban district	21.08
Northmont City	suburban district	21.05
Vandalia-Butler City	suburban district	20.80
Pathway School of Discovery	urban charter	20.72
Valerie	district default	20.70
City Day Community School	urban charter	20.65
Dayton Boys Prep Academy	district magnet	20.50
Richard Allen Academy III	suburban charter	20.41
Miamisburg City	suburban district	19.95
Huber Heights City	suburban district	19.29
Northridge Local	suburban district	18.97
All Dayton charters	**aggregate**	**18.87**
Trotwood Fitness & Prep Academy	suburban charter	18.68
N. Dayton School Of Science & Discovery	urban charter	18.57
West Carrollton City	suburban district	18.53
Eastmont	district default	18.20
All Dayton district magnets	**aggregate**	**18.20**
Trotwood-Madison City	suburban district	18.14
Charity Adams Earley Academy	district magnet	18.10
Meadowdale Elementary	district default	18.10
Klepinger Road Community School	urban charter	18.02
Dayton Academy The	urban charter	17.70
Emerson Academy of Dayton	urban charter	17.57
Miami Valley Academies	urban charter	17.57
Orville Wright	district default	17.50
Mad River Local	suburban district	17.48
New Lebanon Local	suburban district	17.21
Cleveland Elementary	district default	17.10
Kiser	district default	17.10
Franklin Montessori	district magnet	16.80
Dayton City*	**urban district**	**16.66**
Rosa Parks	district default	16.60
Ruskin PreK-8	district default	16.20
Dayton View Academy	urban charter	16.15
Kemp PreK-8	district default	15.90
Belle Haven	district default	15.80
Fairview Elementary	district default	15.80

World of Wonder Elementary School	district default	15.70
Loos	district default	15.40
E.J. Brown PreK-8	district default	15.30
Jefferson Township Local	suburban district	15.03
Edison PreK-8 @ Fairview	district default	14.40
Patterson Kennedy	district default	14.40
Westwood PreK-8	district default	13.10
Louise Troy PreK-8	district default	13.00
Wogaman Elementary	district default	12.70
Academy of Dayton	urban charter	12.00
*This average for Dayton City Schools is from data reported to the Ohio Department of Education, and is somewhat different from the district average calculated by Policy Matters and used in the body of this report.		

Appendix E – Lucas County

Toledo schools included in the study are in gray; in white are suburban school districts and suburban charters; in bold are aggregate scores for urban schools.

School/district Name	Type	Avg KRA-L score
Ottawa Hills Local	suburban district	25.62
Anthony Wayne Local	suburban district	24.00
Ohio Virtual Academy	e-school	23.68
Grove Patterson	district magnet	23.63
Elmhurst	district default	22.49
Beverly	district default	22.45
Crossgates	district default	22.37
Sylvania City	suburban district	22.34
Maumee City	suburban district	22.16
Alternative Education Academy	e-school	22.00
Harvard	district default	21.93
Oregon City	suburban district	21.48
Aurora Academy	urban charter	20.88
Washington Local	suburban district	20.71
Eagle Academy	urban charter	20.58
Springfield Local	suburban district	20.32
Wildwood Environmental Academy	suburban charter	20.22
Victory Academy of Toledo	urban charter	20.08
Academy of Business and Tech	urban charter	20.05
Imani Learning Academy	urban charter	19.94
Longfellow	district default	19.84
Edgewater	district default	19.39
Bennett Venture Academy	urban charter	19.32
Bridge Academy of Ohio	urban charter	19.17
All Toledo district magnets	**aggregate**	**19.07**
Old West End	district magnet	18.98
Ottawa River	district default	18.97
Winterfield Venture Academy	urban charter	18.91
Arlington	district default	18.72
Larchmont	district default	18.71
Burroughs	district default	18.43
Clay Avenue Community School	urban charter	18.35
All Toledo charters	**aggregate**	**18.14**
Hawkins	district default	17.95
Madison Avenue School of Arts	urban charter	17.89
N. Hale AC	district default	17.82
Lake Erie Academy	urban charter	17.56
Whittier	district default	17.55
Old Orchard	district default	17.48
Toledo City*	**urban district**	**17.46**
Glenwood	district default	17.18
Meadows Choice Community	urban charter	16.92
Chase STEM	district default	16.89

Fulton	district default	16.79
Raymer	district default	16.72
East Side Central	district default	16.46
McKinley	district default	16.39
Navarre	district default	16.37
Sherman	district default	16.36
Walbridge	district default	16.31
Glendale-Feilbach	district default	16.29
Star Academy of Toledo	urban charter	16.27
Marshall	district default	16.15
Ella Stewart Academy for Girls (formerly Stewart AC)	district magnet	16.12
Birmingham	district default	16.12
Keyser	district default	16.06
Oakdale	district default	15.90
Paul Lawrence Dunbar Academy	urban charter	15.88
Pickett	district default	15.59
Westfield	district default	15.42
Toledo Academy of Learning	urban charter	15.37
Englewood Peace Academy	urban charter	15.04
Lincoln Academy for Boys (formerly Lincoln AC)	district magnet	14.96
Reynolds	district default	14.92
Riverside	district default	14.79
Garfield	district default	14.48
Lagrange	district default	14.42
Rosa Parks (formerly Cherry)	district default	14.24
Alliance Academy of Toledo	urban charter	14.13
*This average for Toledo City Schools is from data reported to the Ohio Department of Education, and is somewhat different from the Toledo district average calculated by Policy Matters and used in the body of this report.		

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