More Franklin County students are economically disadvantaged; many attend suburban schools

- 43% of Ohio public school students are economically disadvantaged, up from 33% five years ago.

- Much of this increase has taken place in suburban schools such as Worthington, where the rate of disadvantaged students rose from 6 to 22% in five years.

- 44% of Franklin County’s disadvantaged students are enrolled in a suburban school district.

- 11 of Franklin County’s 16 school districts have a rate of disadvantaged students above 20 percent; five of these have rates over 50%; 65% of students attending Franklin County brick-and-mortar charter schools are disadvantaged, up from 44% five years ago.

- Disadvantaged students— as a group— have lower achievement levels and lower graduation and college completion rates. But, many disadvantaged students achieve at high levels. Disadvantaged students often require additional attention to help close knowledge and skill gaps.

“We do not ask first graders if they are going to college. We ask students, “Where are you going to college?”
– Jana Alig, Principal, Reynoldsburg elementary school
Kids aren’t stupid just because they come from a situation with poverty. (Our school has) a culture of high expectations for all students.” – Tina Thomas-Manning, Principal of Hannah J. Ashton Middle School in Reynoldsburg

- All but two Franklin County school districts earned an A or B rating on the 2009-2010 state report card.
- All but three Franklin County school districts met or exceeded the level of academic growth they were expected to make from school year 2008-2009 to 2009-2010.
- All but six met Adequate Yearly Progress, which measure how well ethnic and economic subgroups of students perform on state tests.
- All but five districts are participating in Ohio’s Race to the Top plan, which is a $400 million federal grant aimed at improving academic achievement, improving the recruitment, evaluation, retention, and rewarding of effective teachers and principals; making more effective use of data to improve instruction; and turning around the lowest-performing schools.
“There is a significant disparity between our buildings. In some Worthington elementary schools, as many as 40% of children are disadvantaged; while, only 2 or 3% are disadvantaged in other district schools.” - Worthington Superintendent Melissa Conrath
What do two suburban Franklin County superintendents have to say about the increase in student need among their schools?

“Our job is to help all kids learn; not just the easy-to-educate kids. Our teachers remain committed to ensuring that all students are successful.”
~Superintendent Conrath

“I see the central office as a resource to assist buildings. We get resources where they are needed most, based on student need.”
~Superintendent Dackin

“Our teachers are passionately committed to being successful with all students, regardless of their economic status.”
~Superintendent Conrath

“We focus on results. Every kid matters.”
~Superintendent Dackin

“We purposely build small buildings, so every child is known. You can’t teach kids well, if you don’t know them.”
~Superintendent Dackin

“If we’re not getting the job done, parents should have the option to go elsewhere. When it comes down to it, we believe we can do it as well or better than anybody.”
~Superintendent Dackin

“It’s refreshing to hear teachers’ conversations center on meeting the unique needs of disadvantaged students.”
~Superintendent Conrath

*Reynoldsburg Superintendent: Steve Dackin

**Worthington Superintendent: Melissa Conrath

Want to read more from the leaders of Worthington and Reynoldsburg schools?
Visit: www.KidsOhio.org