



# COMMITTED TO SUCCESS FOR ALL

in Ohio Schools



**2002-2003 Annual Report**

*on Educational Progress in Ohio*



First and foremost, our system of assessments and accountability is intended to promote better teaching and learning for all of Ohio's students. This year's State Report Card holds true to this principle by reflecting the performance of a broader cross-section of Ohio's students.

The State and Local Report Cards for 2002-2003 reflect the score of each student who took a state test, including students with disabilities and those with limited English proficiency. In previous years, Ohio exempted many of these students from statewide and district results. Now, we are holding ourselves accountable for improving teaching and learning for all students, regardless of race, ethnicity, income level, disability or language background.

In part, this new system is in place because federal legislation requires us to work toward leaving no child behind. But Ohio is doing more than complying with the law. We are building upon a reporting system that started nearly 10 years ago. Our state recognized then, as it does now, that we must all share accountability for providing a good education to all of Ohio's children.

The rules for reporting are different this year. This means that Ohio has a new starting point for measuring and reporting student achievement, and we are in the first year of reporting results in this new system. Comparisons of the 2002-2003 results to those of past years may be misleading, so we must be cautious about how we interpret these data. Whether we are looking at this information at the state, district or school building level, we must ask the same questions: Are we doing better? Are all groups of students achieving? Are we where we want to be?

**Are we doing better? Yes.**

We're doing better. In some areas, the data may not show that much improvement occurred when we compare it to the previous year. To be frank, that's not surprising. We are reporting on the performance of every student enrolled in Ohio public schools. Even with the inclusion of all students, we're still seeing improvement statewide. This year's state performance index (see p. 3) shows that over the past three years, the averages of all students' scores on the proficiency tests increased from 73.7 to 83.1 points.

We also are making significant progress in certain areas. For instance, our sixth-graders this past year increased their reading proficiency rate by 6.8 percentage points when compared to the previous year (58.2 to 65). This tells us that Ohio's investments in teacher professional development in literacy over the past several years have paid off. We will continue to target state resources to other subjects, such as mathematics.

**Are all groups of students achieving? No.**

As we continue to look at achievement over time for various groups of students, we see growth. This past year, African-American students showed the most improvement of any group, making progress on 12 of 20 tests. The greatest gain occurred in sixth-grade reading, with 14.2 percentage points of growth, followed closely by improvement in sixth-grade science (9.1 percentage points), and fourth-grade reading (5.5 percentage points). In addition, we are seeing growth in our urban districts under an accountability system that more fairly measures improvement. Several of our urban districts in low-income communities moved out of Academic Emergency this year.

While the hard work of teachers and administrators resulted in improvement, we still have a long way to go. We can celebrate a narrowing of achievement gaps in 20 tested subjects. In sixth-grade reading, the gap between our highest- and lowest-performing students in the major racial and ethnic groups was narrowed by 13.6 percentage points. However, the gaps still remain unacceptably high. For example, the gap in graduation rate between white and African-American students is 26.4 percentage points.

Closing these achievement gaps is one of the State Board of Education's top priorities. We will continue to work in partnership with schools and communities to increase the alignment of what we expect students to learn with what we teach and assess.

**Are we where we want to be? No.**

As a state, we only met 10 out of 22 indicators in the 2002-2003 school year, and we still have demographic groups of students who are not enjoying the level of academic success we know is possible. When we look at results over time, we are encouraged because the achievement of Ohio's children is much stronger than it was 10 years ago. But we still have much more work to do.

We want a system of public education where all students receive the support they need to graduate from high school and be successful in higher education or the workplace. This system of standards, assessments and accountability is fundamentally about improving the lives of our children. It is the right thing to do.

*Susan Tave Zelman*

Susan Tave Zelman  
Superintendent of Public Instruction

# OHIO'S New Accountability System

In previous report cards, we examined the percentage of students who achieved proficient or advanced levels on the fourth-, sixth- and ninth-grade tests, attended school each day and graduated from high school. We developed 22 state indicators for each of these measures. Our primary way of evaluating schools, districts and the state was based on the number of indicators met. Ohio's new system continues to apply the 22 state indicators,

and adds three new measures to look at the performance of schools and districts: a performance index, a performance index growth calculation, and the federal Adequate Yearly Progress requirements. Based on these measures, districts and schools receive a designation of Excellent, Effective, Continuous Improvement, Academic Watch or Academic Emergency.

## Three New Measures:

**Performance Index Score:** This measure rewards the achievement of every student, not only those who score proficient or higher. Schools and districts earn points based on how well each student does on each proficiency/achievement test. A student scoring at the advanced level earns 1.2 points. A proficient score earns 1 point. A basic score earns 0.6 points. A below basic score earns 0.3 points. Students who are not tested earn 0 points. All the points earned by a school or a school district are averaged and multiplied by 100 to generate a school and district index. Higher designations are given to schools and districts with higher index scores.

**Performance Index Growth Calculation:** This measure rewards Academic Watch and Academic Emergency schools or districts that have made strong improvement. If a school or district improves by at least 10 points over two years on the performance index, it can move up one designation.

**Adequate Yearly Progress (AYP):** This measure rewards attention to the achievement of all demographic groups in a school or district. The federal Adequate Yearly Progress (AYP) requirements identify a series of standards that each school and district must reach. Two of the standards are targets for the percent of students who must score "proficient" or above in reading and mathematics. Another two standards are the requirement of at least 95 percent participation (of enrolled students) separately in reading and mathematics testing. These four standards are applied to each school and district, as well as to each student group (racial/ethnic, students with disabilities, limited English proficient, and economically disadvantaged) within the school and district. In addition, schools and districts must meet targets for attendance and graduation rates. Failure to meet any of the individual standards results in the school or district missing AYP.



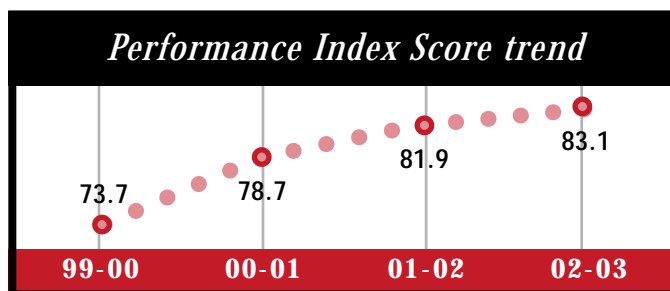
## Percentage of Students at or above Proficient Level

<b>22 PERFORMANCE INDICATORS</b>	<b>Ohio's Results 2002-2003</b>	<b>Did Ohio Meet the Standard?</b>
<b>4th-grade Proficiency</b>	<b>The state standard is 75 percent</b>	
1. Citizenship	60.9	NO
2. Math	58.6	NO
3. Reading	66.3	NO
4. Science	58.9	NO
5. Writing	78.3	YES
<b>6th-grade Proficiency</b>	<b>The state standard is 75 percent</b>	
6. Citizenship	69.9	NO
7. Math	52.8	NO
8. Reading	65.0	NO
9. Science	65.8	NO
10. Writing	85.8	YES
<b>9th-grade Proficiency</b>	<b>The state standard is 75 percent</b>	
11. Citizenship	81.2	YES
12. Math	71.2	NO
13. Reading	86.9	YES
14. Science	74.8	NO
15. Writing	88.2	YES
<b>9th-grade Proficiency<sup>1</sup></b>	<b>The state standard is 85 percent</b>	
16. Citizenship	89.6	YES
17. Math	82.0	NO
18. Reading	93.8	YES
19. Science	86.2	YES
20. Writing	94.0	YES
<b>Attendance Rate</b>	<b>The state standard is 93 percent</b>	
21. All Grades	94.5	YES
<b>Graduation Rate</b>	<b>The state standard is 90 percent</b>	
22. State	83.9	NO
<b>TOTAL</b>	-	<b>10</b>

<sup>1</sup>Results for 10th-grade students who took the test as ninth- and 10th-graders.

The state met 10 of 22 indicators and had a performance index score of 83.1, which results in a Continuous Improvement designation.

By compiling the scores of all students into a performance index, we have a way of gauging statewide improvement. Each student's proficiency test score is weighted from 0 for those who are not tested to 1.2 for students who perform at the advanced level. A comparison of the averages of all students' scores from the last four years shows steady improvement from 73.7 points in 1999-2000 to 83.1 points in 2002-2003.



Approximately 89 percent of Ohio's districts and 82 percent of schools earned Excellent, Effective or Continuous Improvement designations. For school year 2002-2003, the following designations were given:

<b>DESIGNATIONS</b>	<b>Number of Districts</b> <i>608 received designations</i>	<b>Number of Schools</b> <i>3,218 received designations</i>	<b>Schools in Improvement Status</b> <i>*191 schools</i>
Excellent	85	630	-
Effective	177	771	-
Continuous Improvement	278	1242	35
Academic Watch	52	237	36
Academic Emergency	16	338	117

\*Three schools in improvement status did not receive designations because they had fewer than 30 students in the tested grades.



# Adequate Yearly **PROGRESS**

All student groups, except Limited English Proficient students, met the test taking participation requirement. This means that Ohio is testing almost all students, either using the statewide proficiency assessment or an alternate assessment for the most severely handicapped students.

Examining the performance of the student groups in reading, eight out of 10 met the annual goals. The only groups that did not meet the goals were Students with Disabilities and Limited English

Proficient students. In mathematics, six out of 10 student groups met the annual goals. African-American and Economically Disadvantaged students, along with Students with Disabilities and Limited English Proficient students, did not meet the goals in mathematics.



The Ohio Department of Education is committed to providing support services to schools and districts so all student groups meet our goals in future years.

## ***AYP Goals Met in Ohio for the 2002-2003 School Year***

STUDENT GROUPS	Reading		Mathematics		Attendance Rate	Graduation Rate
	% Tested (Goal: 95%)	% Proficient or above *(Goal: 52.4%)	% Tested (Goal: 95%)	% Proficient or above *(Goal: 42.3%)	Goal: 93%	Goal: 73.6%
African-American	<b>97.6</b>	<b>53.2</b>	<b>97.3</b>	33.1	<b>93.1</b>	61.9
Native American	<b>98.7</b>	<b>71.7</b>	<b>98.0</b>	<b>56.5</b>	<b>93.5</b>	66.3
Asian/Pacific Islander	<b>97.6</b>	<b>78.1</b>	<b>97.8</b>	<b>78.3</b>	<b>96.5</b>	<b>92.0</b>
Hispanic	<b>96.4</b>	<b>60.1</b>	<b>96.0</b>	<b>46.7</b>	<b>93.9</b>	69.1
Multi-Racial	<b>98.9</b>	<b>69.2</b>	<b>98.8</b>	<b>53.8</b>	<b>94.3</b>	<b>79.5</b>
White	<b>99.5</b>	<b>78.0</b>	<b>99.5</b>	<b>67.7</b>	<b>94.8</b>	<b>88.3</b>
Economically Disadvantaged	<b>98.4</b>	<b>55.4</b>	<b>98.3</b>	40.3	<b>93.3</b>	<b>81.0</b>
Limited English Proficient	91.6	42.4	91.7	41.3	<b>95.2</b>	73.5
Students with Disabilities	<b>97.8</b>	38.9	<b>97.7</b>	31.7	<b>93.0</b>	<b>78.0</b>
All Students	<b>99.1</b>	<b>73.2</b>	<b>99.0</b>	<b>61.1</b>	<b>94.5</b>	<b>83.9</b>

AYP goals are prescribed by federal statute and may differ from the state standards on page 3.

Bold type indicates goal was met.

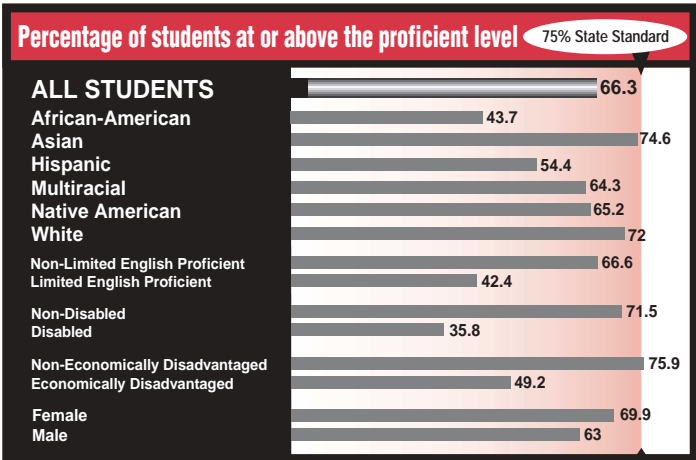
\*The statewide goal is the combination of the fourth-, sixth- and ninth-grade goals. Each district and school have customized goals based on their number of fourth-, sixth- and ninth-graders.



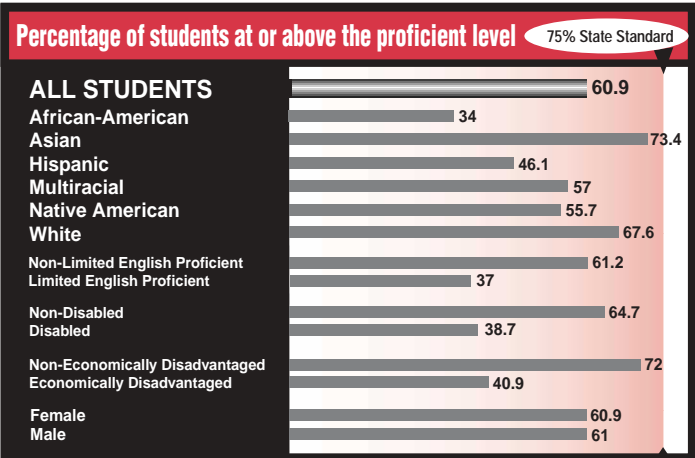
# fourth-grade RESULTS



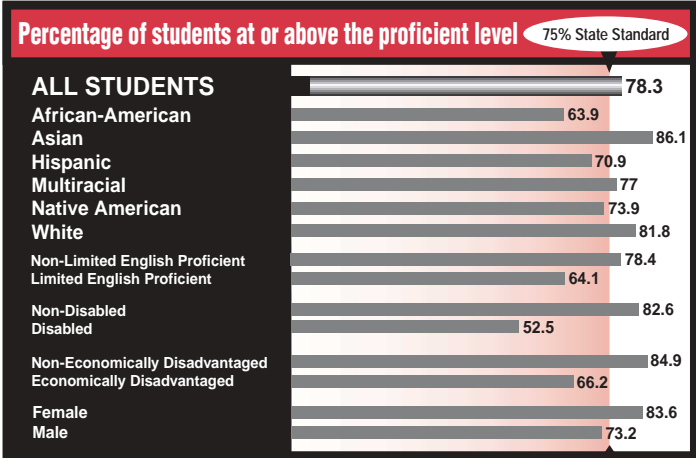
*Across student groups, Native American, African-American and Hispanic students showed the most improvement over the previous year, increasing the percent proficient or above in reading by 5.1, 5.5 and 2.3 percentage points respectively.*



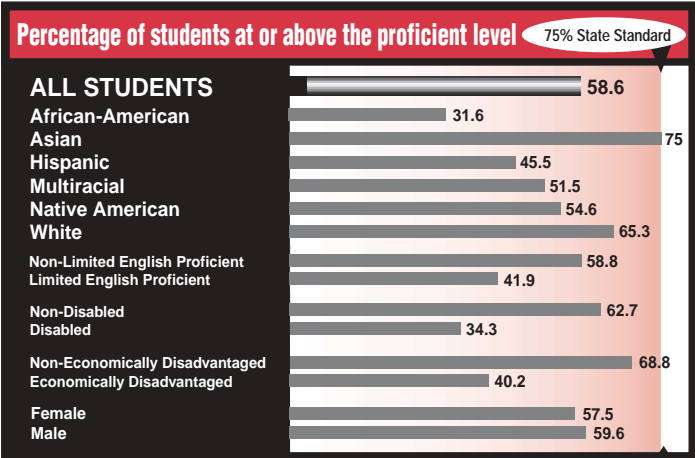
## Reading



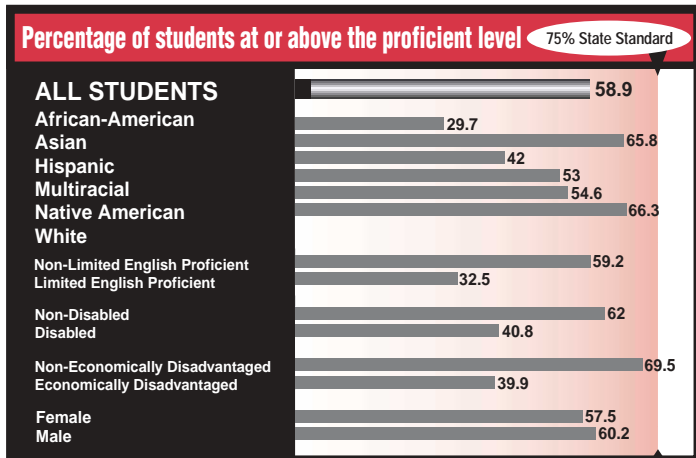
## Citizenship



## Writing



## Mathematics



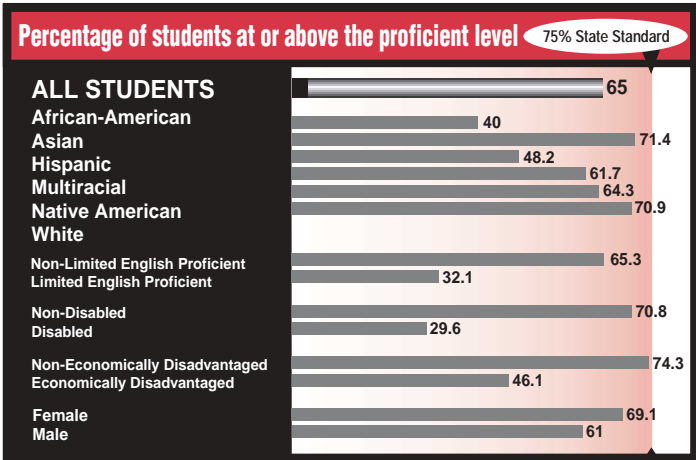
## Science



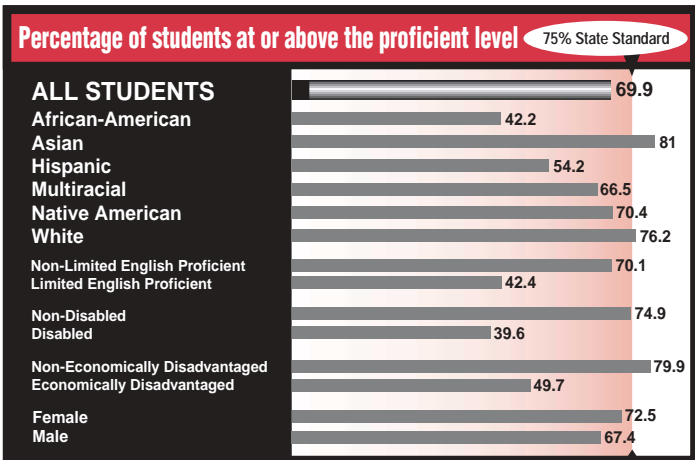
# sixth-grade RESULTS



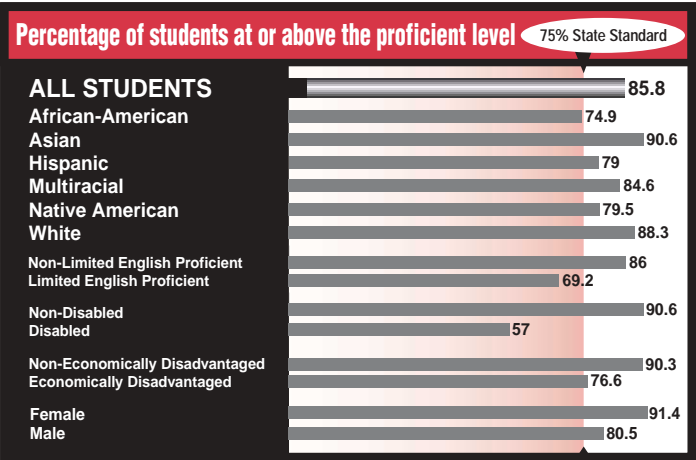
*The results in sixth grade were the highlight for the state this year. Performance in four out of five subjects improved over last year, with reading and science showing the highest increase in the percent proficient.*



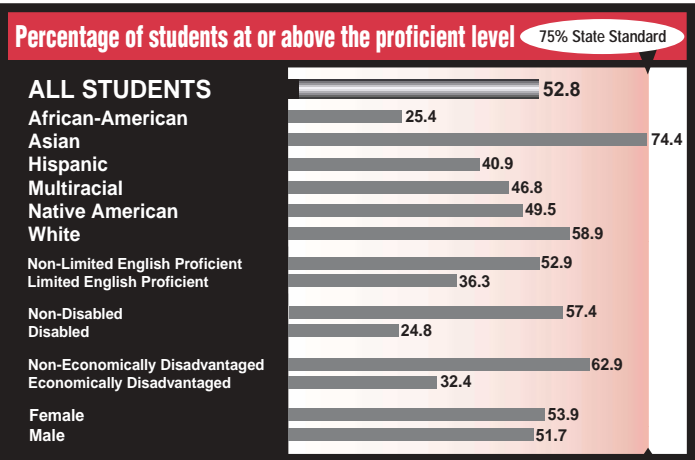
**Reading**



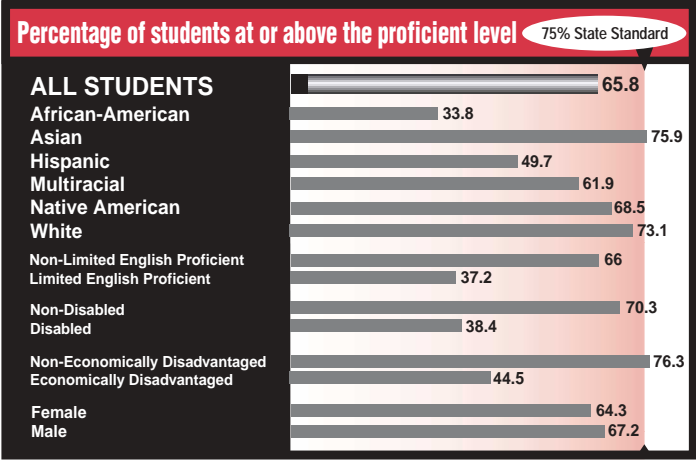
**Citizenship**



**Writing**



**Mathematics**



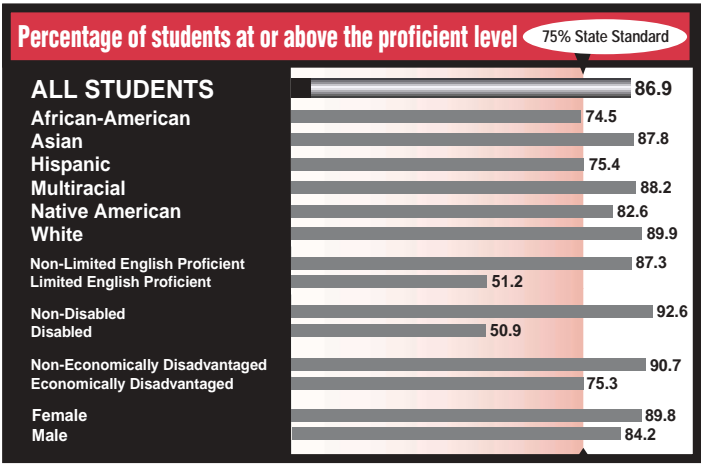
**Science**



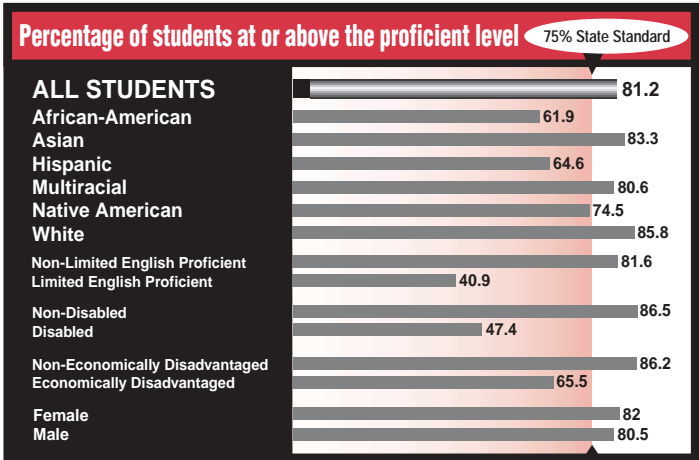


# ninth-grade RESULTS

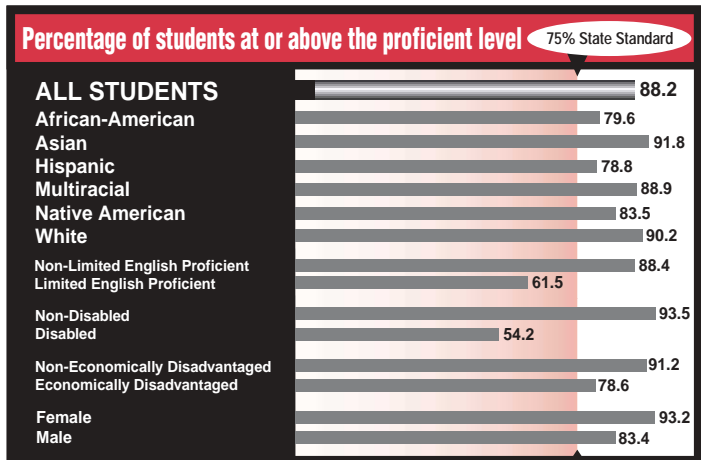
*Students who were ninth-graders in the 2002-2003 school year are the last group required to pass the Ninth-Grade Proficiency Test to graduate. For the third year in a row, the majority of students in each group met the standards in reading and writing.*



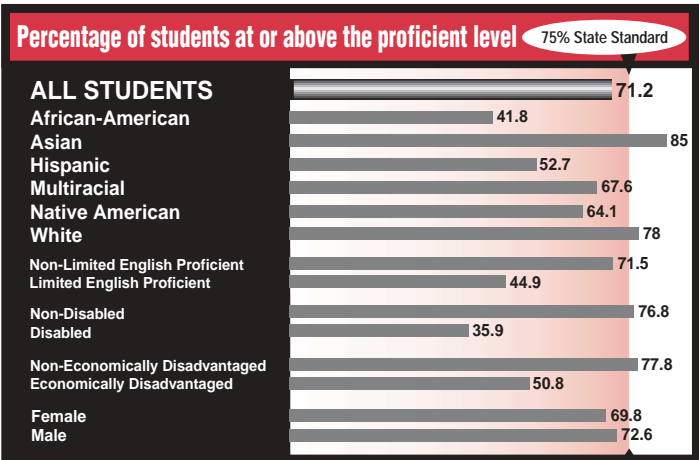
## Reading



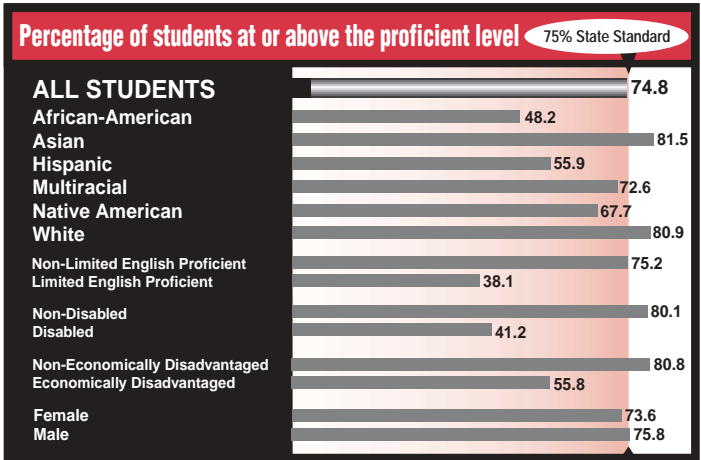
## Citizenship



## Writing



## Mathematics

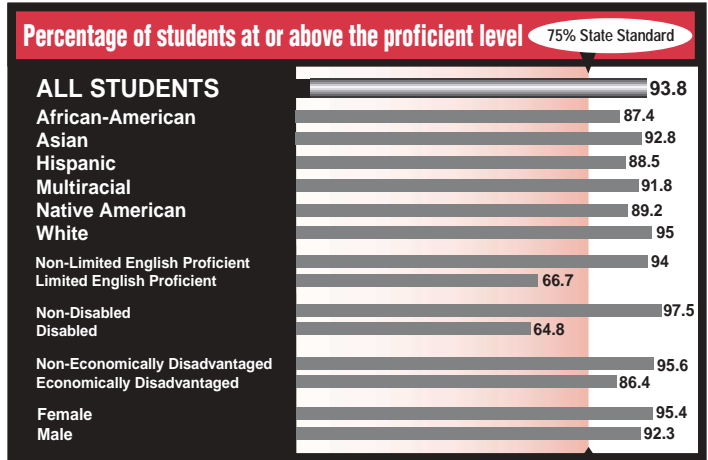


## Science

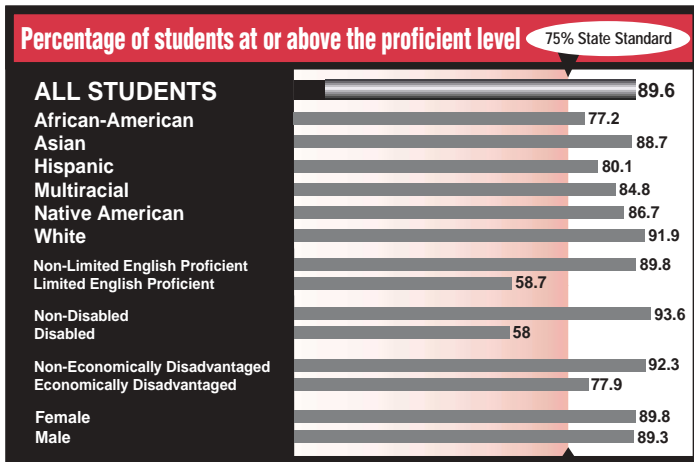


# 10<sup>th</sup>-grade RESULTS

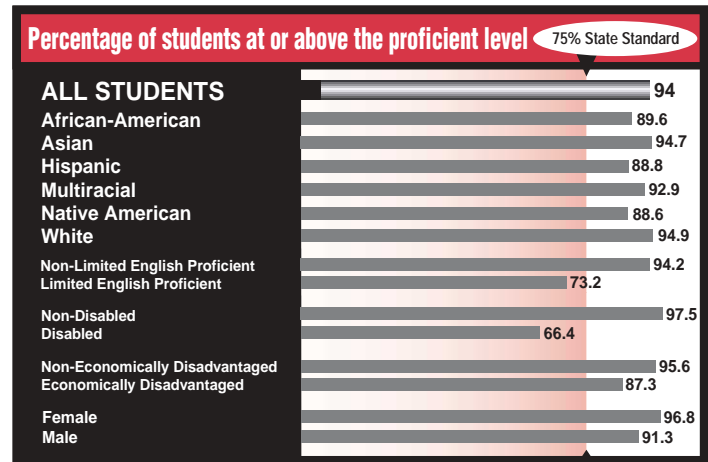
*The results of the ninth-grade test reported as cumulative attempts by the end of grade 10 show that Hispanic students made the most improvement over the previous year, gaining 3.9 percentage points in science.*



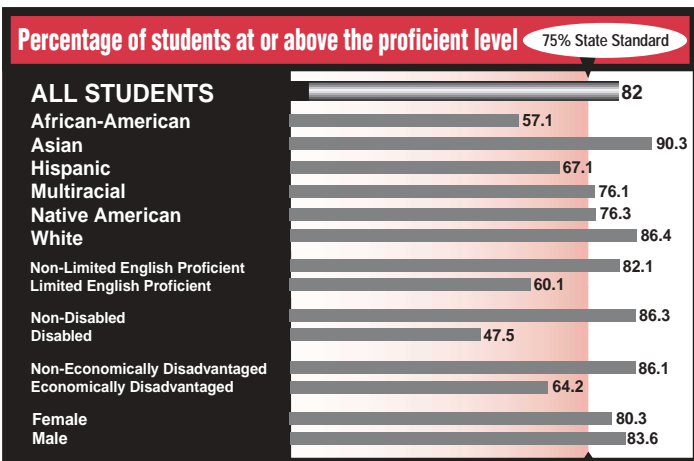
## Reading



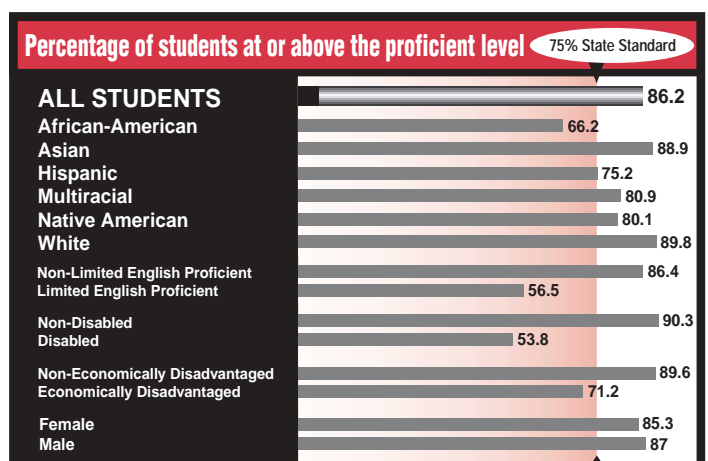
## Citizenship



## Writing



## Mathematics

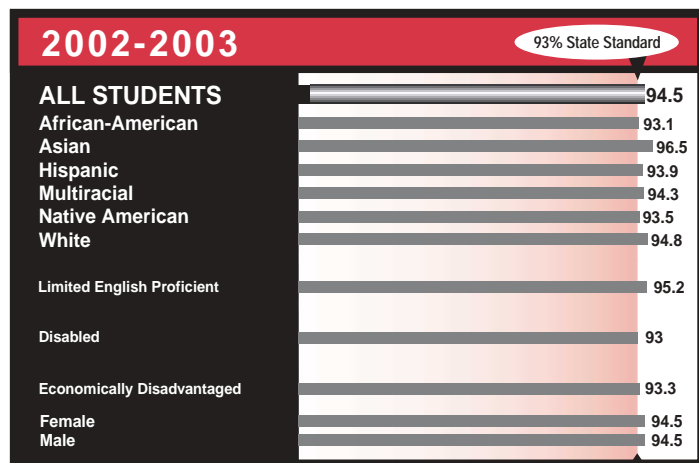


## Science

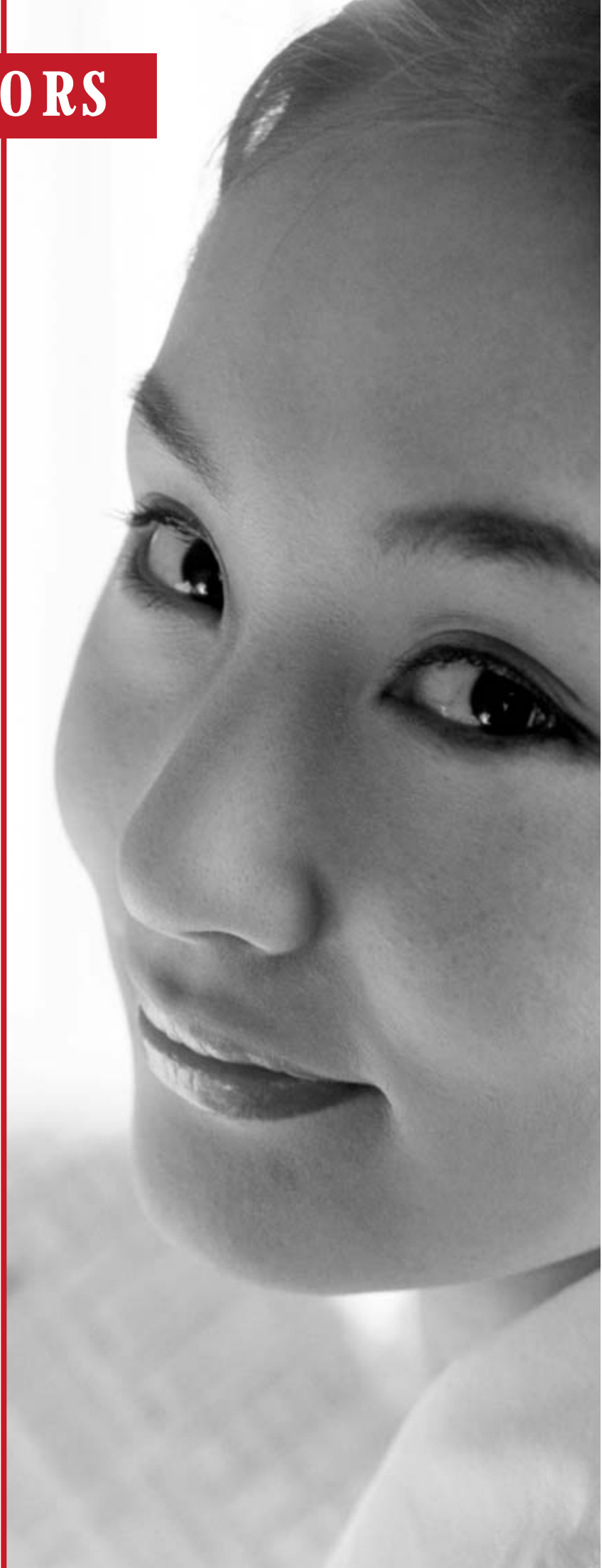
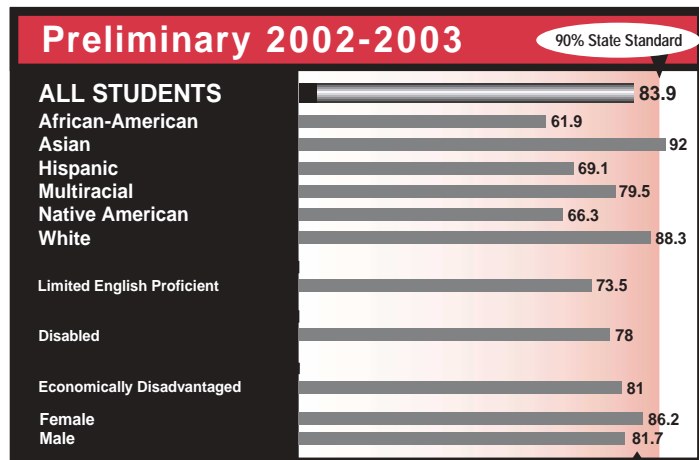
# non-test INDICATORS

*For the second year in a row, Asian students were the only student group to meet the graduation rate indicator. The gap between African-American and White graduation rates of 26.4 percentage points is a continuing concern and focus of the Ohio Department of Education. Achieving a high graduation rate for all students is important to ensure that Ohio has an adequately prepared workforce and that students are ready to begin college level work.*

## Attendance



## Graduation



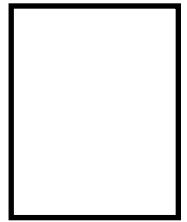
# five LESSONS LEARNED

Schools in Ohio are proving that we can get all students to achieve high academic standards, even when the school serves a low-income community. There are more than 30 Ohio schools, identified as Schools of Promise, where the majority of students met low-income criteria yet more than 75 percent achieved proficiency in mathematics or reading. Also, more than 75 percent of every major racial and ethnic group achieved proficiency. The lessons learned from these Schools of Promise are:

- ***Deliver rigorous instruction aligned to the standards:*** Align curriculum and instruction to the state academic content standards so that children are being taught what they are expected to learn. Tailor instruction so that all students demonstrate the achievement of expected knowledge and skills.
- ***Design instruction to ensure every student's success:*** Use multiple ways to teach students with diverse abilities. Integrate reading and mathematics instruction throughout the school day.
- ***Provide leadership that results in continuous improvement of instruction:*** Provide teachers and administrators with information and support that improves their daily performance and promotes a shared responsibility for improving teaching and learning. Structure regular opportunities for educators to plan, work and learn with each other, such as sessions during which teachers analyze student work from one another's classes to determine if standards are being mastered.
- ***Engage parents and community to support student success:*** Provide families with the resources and information they need to make daily contributions to their children's success in school. Create opportunities for parents and community members to make valuable contributions to the school, such as mentoring tutoring participating on curriculum audit committees, helping other parents help their children with homework, or other efforts that can significantly improve the quality of the school.
- ***Create a culture where each individual feels valued:*** Emphasize and embrace the uniqueness of each student and each educator. Create and nurture a system where everyone believes all students can succeed in an atmosphere where students feel they are part of a small learning community.

For more information about Schools of Promise, go to [www.ode.state.oh.us/achievement\\_gaps](http://www.ode.state.oh.us/achievement_gaps).





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