

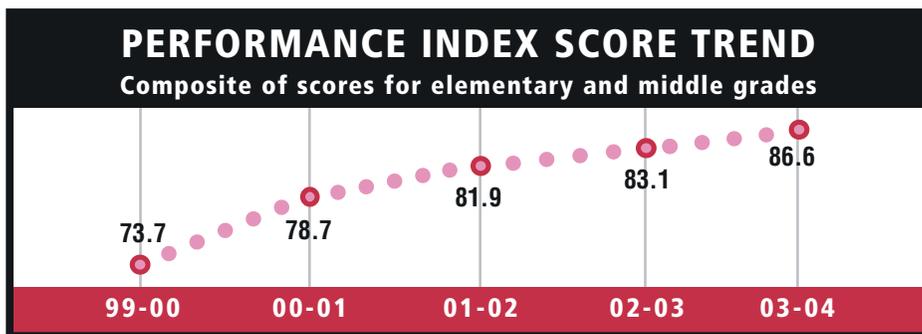
# COMMITTED TO SUCCESS FOR ALL

in Ohio Schools

## Student Achievement Improves

The academic achievement of Ohio's students continues to improve. One way to gauge statewide improvement is through a performance index – the average of all students' scores on state tests.

Over the past five years, the statewide performance index has increased by 12.9 points from 73.7 to 86.6. In addition, 86.5 percent of Ohio's districts improved their performance index scores over last year.



DESIGNATIONS	DISTRICTS		SCHOOLS	
	2002-2003	2003-2004	2002-2003	2003-2004
Excellent	85	117	630	920
Effective	177	229	771	906
Continuous Improvement	278	224	1,242	1,211
Academic Watch	52	34	237	125
Academic Emergency	16	4	338	222

## Districts and Schools Show Progress

All districts and schools in Ohio receive a designation based upon:

- ✓ 18 state indicators
- ✓ A performance index
- ✓ Performance index improvement
- ✓ Adequate Yearly Progress goals

Statewide results show that 93.8 percent of districts and 89.7 percent of schools earned Excellent, Effective or Continuous Improvement designations on the 2003-2004 Local Report Cards.

**2003-2004 Annual Report**

on Educational Progress in Ohio

# IMPROVING Teaching and Learning

## What are state indicators?

The 18 state indicators for 2003-2004 measure student achievement on tests in four grade levels, as well as attendance and graduation rates.

## How did Ohio students perform?

The state met 8 of 18 indicators and had a performance index score of 86.6.

More than 78 percent of third-graders passed the Grade Three Reading Achievement Test in its first year of implementation.

Fourth-graders showed improvement in mathematics (7.2 points), science (5.5 points) and reading (4.5 points) over last year. Sixth-graders made strong gains in mathematics, improving by 12.8 percentage points.

This year's 10th-graders – the last class that must pass the Ninth-Grade Proficiency Test to graduate – made slight improvements over last year in passing percentages in all five subjects.

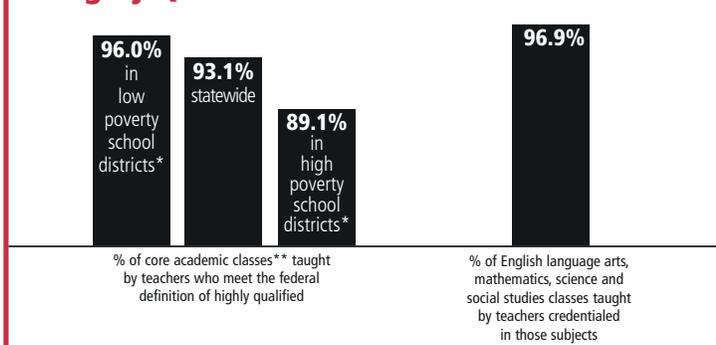
The statewide graduation rate increased from 82.8 percent at the end of the 2001-2002 school year to 84.3 percent at the end of the 2002-2003 school year.

Disaggregated results illustrating achievement gaps between Ohio's highest- and lowest-performing students, including those in the major racial and ethnic groups, low-income students, limited English proficient students and those with disabilities, can be found at [www.ode.state.oh.us/reportcard](http://www.ode.state.oh.us/reportcard).

18 PERFORMANCE INDICATORS	Ohio's Results 2003-2004	Did Ohio Meet the Standard?
<b>3rd grade</b>	The state standard is 75 percent	
1. Reading	78.2	YES
<b>4th grade</b>	The state standard is 75 percent	
2. Citizenship	59.4	NO
3. Math	65.8	NO
4. Reading	70.8	NO
5. Science	64.4	NO
6. Writing	78.6	YES
<b>6th grade</b>	The state standard is 75 percent	
7. Citizenship	67.9	NO
8. Math	65.6	NO
9. Reading	64.6	NO
10. Science	63.1	NO
11. Writing	90.3	YES
<b>10th grade*</b>	The state standard is 85 percent	
12. Citizenship	92.1	YES
13. Math	84.5	NO
14. Reading	95.7	YES
15. Science	88.3	YES
16. Writing	95.8	YES
<b>Attendance Rate</b>	The state standard is 93 percent	
17. All Grades	94.5	YES
<b>2002-03 Graduation Rate</b>	The state standard is 90 percent	
18. State	84.3	NO
<b>TOTAL</b>	-	8

\*Class of 2006 on the Ninth-Grade Proficiency Test through the end of grade 10

## Highly Qualified Teachers in the Classroom



\*High and low poverty school districts are measured by property wealth and income levels of residents in the district.

\*\*Core academic subjects are English, language arts, reading, science, mathematics, arts, foreign language, government and civics, history, economics and geography.

## How qualified are Ohio teachers?

Quality teaching has a major impact on improving the achievement of all students. Already, 93.1 percent of core courses in Ohio are taught by teachers who meet the definition of a highly qualified teacher. Ohio is well on the way to reaching the federal goal of 100 percent by the end of the 2005-2006 school year. In addition, 49.1 percent of Ohio teachers have at least a master's degree.

# Adequate Yearly PROGRESS

## What is Adequate Yearly Progress?

Adequate Yearly Progress (AYP) is the minimum performance required of each district and school in Ohio. The federal *No Child Left Behind* Act requires Ohio to set AYP goals each year and raise the bar in gradual increments so that all of Ohio's students are proficient on state reading and mathematics assessments by the 2013-2014 school year.

For 2003-2004, AYP is determined by reading and mathematics test scores in fourth and sixth grades, as well as on the Ohio Graduation Test. To meet AYP, schools and districts must also test at least 95 percent of enrolled students in reading and mathematics, and meet targets for attendance and graduation rates.

AYP goals must be met for all students, as well as those in each of the major racial and ethnic groups, low-income students, limited English proficient students and those with disabilities.

## What is improvement status?

Districts and schools that do not make AYP for two or more years in a row move into District Improvement or School Improvement status. Once they are in improvement status, districts and schools receive support and intervention and are subject to consequences.

## What are the consequences?

Districts and schools in improvement status must develop an improvement plan and keep parents informed of their efforts. Consequences escalate the longer a district or school is in improvement status, and range from offering transfer options or tutoring for students (Title I funded schools only) to restructuring of the school or district governance.

## How are Ohio schools progressing?

In 2003-2004, 83 percent of Ohio schools and 64 percent of districts met AYP goals. Among the 219 districts that missed AYP, 80 percent met the AYP goals for all but one student group.

This is the first year that districts are being identified in District Improvement status. Ohio has 49 school districts in District Improvement status and 429 schools in School Improvement status. An additional 59 schools, which do not have tested grades, have been identified in School Improvement status because their students feed into a school that has been identified in School Improvement. Out of the 191 schools in improvement status last year, 106 met AYP this year.

## AYP Goals Met in Ohio for the 2003-2004 School Year

Bold type indicates goal was met.

STUDENT GROUPS	Reading		Mathematics		Attendance Rate	Graduation Rate
	% Tested (Goal: 95%)	% Proficient or above *(Goal: 47.6%)	% Tested (Goal: 95%)	% Proficient or above *(Goal: 41.6%)	Goal: 93%	Goal: 73.6%
African-American	<b>95.2</b>	<b>47.6</b>	<b>95.0</b>	38.3	<b>93.1</b>	62.9
Native American	<b>96.2</b>	<b>65.2</b>	<b>96.2</b>	<b>62.9</b>	92.9	67.0
Asian/Pacific Islander	<b>99.0</b>	<b>79.4</b>	<b>99.1</b>	<b>83.4</b>	<b>96.4</b>	<b>92.1</b>
Hispanic	<b>96.9</b>	<b>54.1</b>	<b>96.7</b>	<b>51.5</b>	<b>93.6</b>	71.6
Multi-Racial	<b>97.5</b>	<b>66.5</b>	<b>97.4</b>	<b>60.3</b>	<b>94.4</b>	<b>79.5</b>
White	<b>98.2</b>	<b>76.3</b>	<b>98.2</b>	<b>72.7</b>	<b>94.8</b>	<b>88.6</b>
Economically Disadvantaged	<b>96.9</b>	<b>52.4</b>	<b>96.7</b>	<b>46.8</b>	<b>93.7</b>	<b>81.0</b>
Limited English Proficient	<b>97.0</b>	40.9	<b>97.0</b>	<b>47.7</b>	<b>95.4</b>	<b>73.8</b>
Students with Disabilities	<b>96.2</b>	32.6	<b>96.0</b>	30.5	<b>93.2</b>	<b>78.9</b>
All Students	<b>97.7</b>	<b>71.1</b>	<b>97.6</b>	<b>66.6</b>	<b>94.5</b>	<b>84.3</b>

\*AYP goals are prescribed by federal statute and may differ from the state standards on page 2. The statewide goal is the combination of the fourth- and sixth-grade and Ohio Graduation Test goals. Each district and school has customized goals based on their number of fourth-, sixth- and 10th-graders.





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# HIGHER Achievement for all students



Ohio's standards-based educational system has placed great demands on educators throughout the state, and I thank them for rising to the challenge. There's no question that the hard work of Ohio educators is paying off.

We see more students reaching higher levels of achievement on state tests. We see more districts and schools moving out of Academic Emergency and Academic Watch into Continuous Improvement, Effective and Excellent designations. And we see more districts and schools meeting Adequate Yearly Progress (AYP) goals under the federal *No Child Left Behind* Act. Together, we are improving teaching and learning in the state of Ohio.

Whether we look at the improvements being made at the student, school, district or state level, we must ask ourselves: Are Ohio students doing better? Are all groups of students achieving? Is the system working?

### Are Ohio students doing better? Yes.

Students' scores continue to rise every year. Over the past five years, the average of all students' scores on state tests increased from 73.7 to 86.6, a 12.9 point increase.

Statewide results show that 93.8 percent of Ohio districts and 89.7 percent of Ohio schools earned Excellent, Effective or Continuous Improvement designations. In addition, 83 percent of Ohio schools are meeting federal AYP goals for every group of students.

We have also seen growth in the achievement of various groups of students. African American students made progress on 11 of the 15 statewide tests that were given last year, and Hispanic students improved on six of the 15 tests.

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

Despite this progress, achievement gaps continue to pose a major challenge to Ohio. This year's data show that achievement gaps have remained at unacceptable levels in all grades and in graduation rates.

Too often, the students who are not achieving at high levels are low-income students, minorities or students with disabilities. It is the highest priority of the State Board of Education and the Ohio Department of Education to improve achievement for all students while closing these gaps. We also will continue to focus on ensuring that our districts and schools have the resources they need to build upon their improvements.

The world is changing rapidly, and our students now must compete in a complex 21st century global economy. More than ever, today's world requires an academically and technologically advanced workforce. It is critical to the future of our state and nation that we ensure that all of Ohio's 1.83 million students – including those in the major racial and ethnic groups, low-income students, limited English proficient students and special education students – have the knowledge and skills they need to succeed beyond graduation.

### Is the system working? Absolutely.

The standards-based educational system that Ohio has put in place over the past five years is working. The previous educational system did not necessarily align what our students were being taught with what they were expected to know and be able to do. The new standards-based system is ensuring that the knowledge and skills essential to success are taught and tested in Ohio's classrooms.

Ohio's new accountability system was designed to recognize progress and be sensitive to improvement. Previously, districts and schools were only measured on the number of state indicators they achieved. The new system allows us to measure and acknowledge progress at all levels, while more specifically identifying areas that need improvement. We believe this system provides a more complete picture of the academic health of each district and building.

I am confident that together, we will ensure that all students in Ohio are prepared for success in college, careers and life in the 21st century.

  
Susan Tave Zelman  
Superintendent of Public Instruction



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