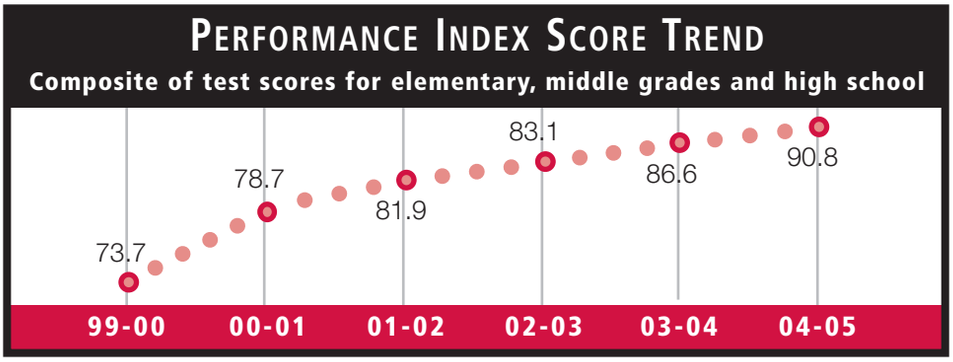
2004-2005

# Annual Report

## on Educational Progress in Ohio

## Academic Progress Continues in Ohio

Our students are achieving at higher levels than ever before. Over the past six years, the average of students' scores on all state tests has increased by more than 17 points, from 73.7 to 90.8. In addition, five out of six school districts improved their performance index score over last year.




*The 2004-2005 performance index includes high school results for the first time.*

## School Districts Improve

| Designations | Districts 2002-2003 | Districts 2003-2004 | Districts 2004-2005 | Schools 2002-2003 | Schools 2003-2004 | Schools 2004-2005 |
|---|---|---|---|---|---|---|
| Excellent | 85 | 117 | 111 | 630 | 920 | 889 |
| Effective | 177 | 229 | 297 | 771 | 906 | 1,136 |
| Continuous Improvement | 278 | 224 | 175 | 1,242 | 1,211 | 962 |
| Academic Watch | 52 | 34 | 21 | 237 | 125 | 239 |
| Academic Emergency | 16 | 4 | 5 | 338 | 222 | 288 |

Ohio districts continue to move up into higher designations each year. Almost 96 percent of districts are rated as Excellent, Effective or Continuous Improvement (583 out of 609). Over the past three years, the number of districts in Academic Watch and Academic Emergency has decreased from 68 to 26. In addition, 85 percent of schools earned the top three designations (2,987 out of 3,514).

## Committed to Success for All

Ohio Department of Education

# MEASURING OUR PROGRESS

| Percentage of Students At or Above Proficient Level | | |
|---|---|---|
| **23 Performance Indicators** | **Ohio's Results 2004-2005** | **Did Ohio Meet the Standard?** |
| **3rd-grade Achievement** | **The state standard is 75 percent** | |
| 1. Reading | **77.3** | **YES** |
| 2. Mathematics | 70.4 | **NO** |
| **4th-grade Achievement** | **The state standard is 75 percent** | |
| 3. Reading | **76.6** | **YES** |
| 4. Writing | **78.1** | **YES** |
| **4th-grade Proficiency** | **The state standard is 75 percent** | |
| 5. Mathematics | 65.5 | **NO** |
| 6. Science | 61.2 | **NO** |
| 7. Citizenship | 66.0 | **NO** |
| **5th-grade Achievement** | **The state standard is 75 percent** | |
| 8. Reading | **76.9** | **YES** |
| **6th-grade Proficiency** | **The state standard is 75 percent** | |
| 9. Reading | 69.8 | **NO** |
| 10. Writing | **83.5** | **YES** |
| 11. Mathematics | 62.5 | **NO** |
| 12. Science | 66.9 | **NO** |
| 13. Citizenship | 72.7 | **NO** |
| **7th-grade Achievement** | **The state standard is 75 percent** | |
| 14. Mathematics | 58.5 | **NO** |
| **8th-grade Achievement** | **The state standard is 75 percent** | |
| 15. Reading | **78.9** | **YES** |
| 16. Mathematics | 60.1 | **NO** |
| **10th-grade OGT** | **The state standard is 75 percent** | |
| 17. Reading | **92.0** | **YES** |
| 18. Writing | **83.7** | **YES** |
| 19. Mathematics | **81.6** | **YES** |
| 20. Science | 73.0 | **NO** |
| 21. Social Studies | **79.3** | **YES** |
| **Attendance Rate** | **The state standard is 93 percent** | |
| 22. All Grades | **94.3** | **YES** |
| **2003-04 Graduation Rate** | **The state standard is 90 percent** | |
| 23. State | 85.9 | **NO** |
| **TOTAL** | - | 11 |

## Four Measures of Success

Ohio's report card system shows the progress of districts and schools in four ways. The four measures listed below are the basis for assigning state designations.

- 23 state report card indicators
- The performance index
- Performance index improvement
- Adequate Yearly Progress goals

## Report Card Indicators

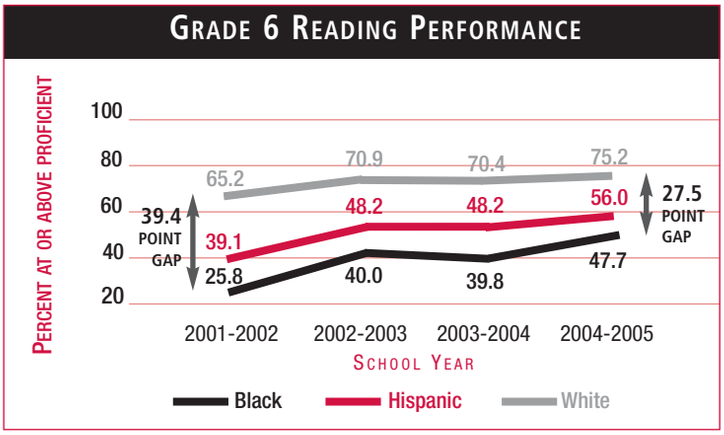
This year, Ohio is completing the phase out of proficiency tests and replacing them with achievement tests, which are aligned to the state's academic content standards.

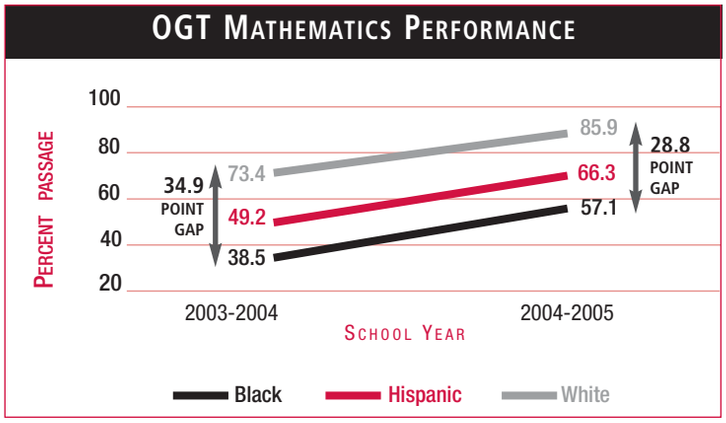
There are 23 state report card indicators this year, including achievement and proficiency tests in third through eighth grade, Ohio Graduation Tests (OGT) in five subjects, and graduation and attendance rates.

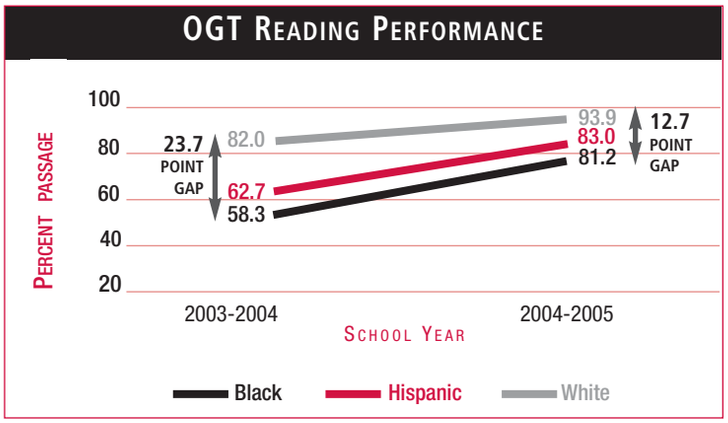
In most grades and subjects, student achievement improved this year. For example, sixth-graders showed significant gains by improving in three subjects over 2003-2004 – reading (5.2 points), science (3.8 points) and citizenship (4.8 points).

This year's 10th-graders – the first class required to pass the OGT to graduate – met the state standard in four out of five subjects. Ohio's 2003-2004 graduation rate (the most recent year of available data) increased by 1.6 points over the previous year.

# CLOSING ACHIEVEMENT GAPS




## Achievement for All

The vision for Ohio's educational system is that all students achieve at higher levels, regardless of race, ethnicity, income level, language background, disability status, gender or geography. Currently, achievement gaps exist among students in all subject areas and grade levels – from the early grades through high school.

Gaps in the performance of our two largest demographic groups – Black and White students – are narrowing in some grade levels and subjects. Over the past four years, the gap between Black and White students in sixth-grade reading decreased by 11.9 points (39.4 to 27.5). The gap between Hispanic and White students diminished by 6.9 points over the same time period.

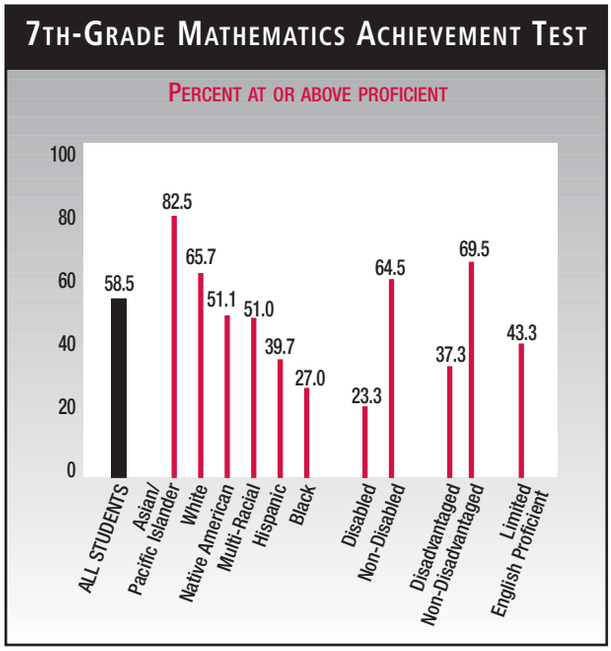
In addition, gaps between disadvantaged and non-disadvantaged students, as well as disabled and non-disabled students, have narrowed in almost every subject area at every grade level.

On the Ohio Graduation Tests, all groups of students made significant gains – with Black and Hispanic students showing the greatest improvements. In mathematics, Black students improved by 18.6 points over last year, while Hispanic students improved by 17.1 points. In reading, Black and Hispanic students improved by 22.9 and 20.3 points, respectively.

# GRADUATION CHALLENGES

## Middle Grades

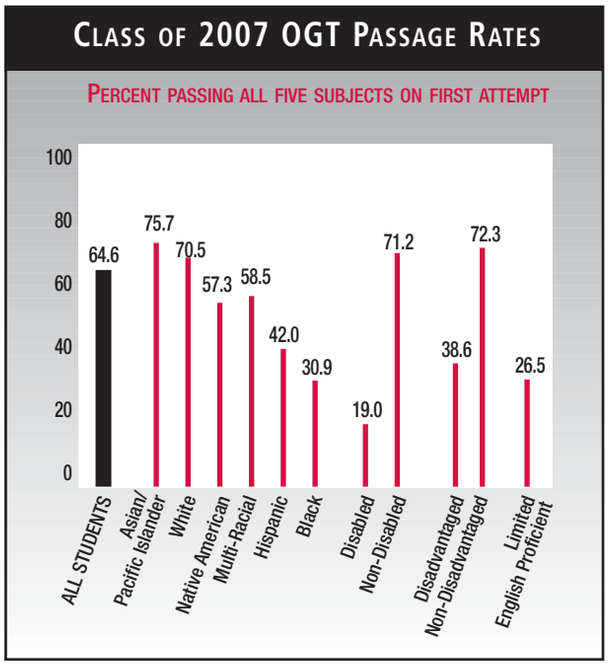
The challenge of ensuring that all students graduate from high school requires that students first master the academic expectations in the middle grades. Some of the largest achievement gaps occur in the middle grades. For example, in seventh-grade mathematics, the gap between Black and White students is 38.7 points. The gap between disadvantaged and non-disadvantaged students is 32.2 points.

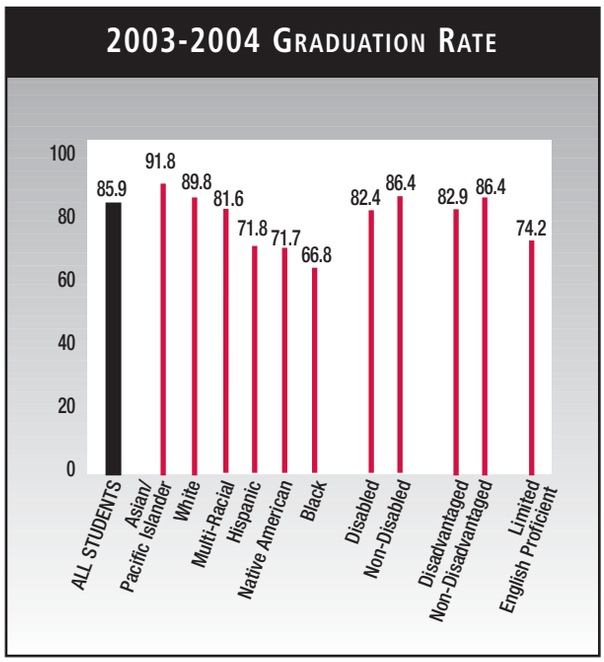



## High School

Challenges continue at the high school level on the Ohio Graduation Tests (OGT) and in graduation rates. Overall, 64.6 percent of students in the Class of 2007 passed all five sections of the OGT on the first attempt. However, significant gaps exist, with 30.9 percent of Black and 42 percent of Hispanic students passing all five tests compared to 70.5 percent of White and 75.7 percent of Asian students.

The statewide graduation rate has increased by 6.1 points over the past seven years to 85.9 percent in 2003-2004. While more students are graduating from high school, not all groups of students are graduating at the same rate. For example, despite a 2.7 point narrowing of the gap over last year, the difference between Black and White students' graduation rates is 23 points.



# IMPROVING TEACHING AND LEARNING

## Adequate Yearly Progress

The federal *No Child Left Behind Act* requires Ohio to set Adequate Yearly Progress (AYP) goals each year for the percentage of students who must score proficient or above on state reading and mathematics tests. 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.

The AYP goals increase over time so that all students will reach proficiency by the 2013-2014 school year.

This is the first year Ohio has increased the goals, which must be met in each school and district for all students, as well as students in each of the major racial and ethnic groups, low-income students, limited English proficient students and those with disabilities.

This year, 55.5 percent of districts and 75.7 percent of schools met AYP goals. Districts and schools that do not meet AYP for two or more years in a row may move into District Improvement or School Improvement status. Ohio has 59 districts and 512 schools in improvement status.

Districts and schools in improvement status face increasing consequences the longer they continue to miss AYP. Consequences range from offering transfer options or tutoring for students (Title I funded schools only) to restructuring of the school or district governance.

**AYP Goals Increase**

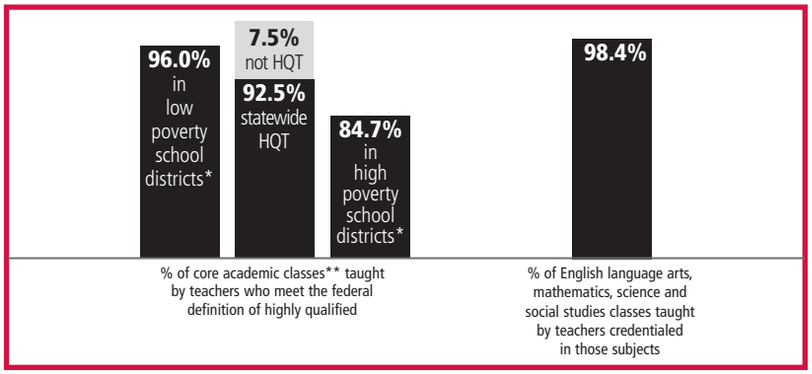
| Grade and Test | Percent Proficient 2003-2004 | Percent Proficient 2004-2005 |
|---|---|---|
| 3rd-grade Reading Achievement | NA* | 71.2% |
| 4th-grade Reading Proficiency | 40.5% | NA* |
| 4th-grade Mathematics Proficiency | 35.9% | 46.6% |
| 6th-grade Reading Proficiency | 36.0% | 46.7% |
| 6th-grade Mathematics Proficiency | 36.8% | 47.3% |
| 10th-grade Reading OGT | 66.2% | 71.8% |
| 10th-grade Mathematics OGT | 52.0% | 60.0% |

**Test not included in AYP determination.*

| AYP Results | Districts 2003-2004 | | Districts 2004-2005 | | Schools 2003-2004 | | Schools 2004-2005 | |
|---|---|---|---|---|---|---|---|---|
| AYP Met | 389 | 64.0% | 338 | 55.5% | 3,239 | 83.0% | 2,906 | 75.7% |
| AYP Not Met | 219 | 36.0% | 271 | 44.5% | 662 | 17.0% | 932 | 24.3% |
| TOTAL | 608 | | 609 | | 3,901 | | 3,838 | |

## Highly Qualified Teachers (HQT) in the Classroom

We know that the quality of the teacher in the classroom is the single most important factor in determining how well a student learns. Ohio's teachers demonstrate their qualifications in several different ways. More than 53 percent of teachers in the state have at least a master's degree, and 98.4 percent are fully credentialed in the subject they teach. In addition, 92.5 percent of core courses in Ohio are taught by teachers who meet the definition of a highly qualified teacher. Federal guidelines require that all teachers in core content areas be highly qualified by the fall of 2006.




*High and low poverty school districts are measured by the percentage of economically disadvantaged students enrolled in the district.

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

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# HIGHER Achievement for all students

Ohio students are doing better in school than ever before. I'm proud of the dedicated educators throughout the state who work hard to help every child succeed. They are shaping the thinkers, the innovators and the leaders of the 21st century. All Ohioans should be proud of the academic gains that our students achieved in 2004-2005.

## Students improve

Data from the past six years clearly show that we're moving in the right direction. The statewide average of all students' test scores – the performance index – has increased by 17 points since 1999-2000.

Districts from all areas of the state are improving. Almost 96 percent of Ohio school districts are rated as Excellent, Effective or Continuous Improvement. Six years ago, all eight of our major urban school districts were in Academic Emergency – today, three of those are in Continuous Improvement and two are in Academic Watch.

The graduation rate has increased in each of the past seven years – up to 85.9 percent in 2003-2004. On the Ohio Graduation Tests, all groups of students made significant gains in reading and mathematics from last year, with Black and Hispanic students making the most progress. The achievement of low-income students and students with disabilities continues an upward trend of improvement in almost every subject at every grade level.

## Achievement for all

In today's global economy, every student must graduate from high school and be prepared to go on to higher education and the workforce. Jobs for the future require new knowledge and skills that all students must obtain by taking more challenging courses at the middle and high school levels.

For Ohio to continue building a competitive workforce in the 21st century, we must continue improving teaching and learning in the classroom. It is vital that we focus on raising achievement levels for every student, regardless of race, ethnicity, income level, language background or disability.

While the overall achievement of students is up, and the achievement of all student groups is improving, there still remain unacceptable gaps among groups of students. Some of the largest gaps occur in middle grades mathematics and in high school test results. For example, the gap between White and Black seventh-graders in mathematics is 38.7 points. On the Ohio Graduation Tests, the gap between White and Black students is 28.8 points in mathematics and 12.7 points in reading. Even though we see increasing numbers of students graduating, we still find that our Black students are three times more likely to drop out of high school than our White students, and almost 30 percent of our Hispanic students are not graduating.

## Accelerate the progress

We must accelerate the progress we are currently making and ensure that districts and schools have the resources they need to expedite student achievement. We know achievement gaps do not have to exist because we have *Schools of Promise* in Ohio where all groups of students from low-income communities are achieving. At the state level, our goal is to bring their best practices to life in all schools. We must rethink and redesign Ohio's middle and high schools so they can provide students with a strong, rigorous curriculum that is relevant to the real world and prepares them for the future.

Schools are important to more than just those who have school-age children. Superior schools attract and keep jobs in our state, advance our standard of living and promote the overall well-being of our communities. Advancing high achievement for all students will ensure that Ohio remains a wonderful place to live, work and raise a family.

Public education is the foundation for the future of Ohio. Together, let's accelerate the progress in our public education system to fully realize the promise of a bright future for every child.

Susan Tave Zelman
Superintendent of Public Instruction

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