

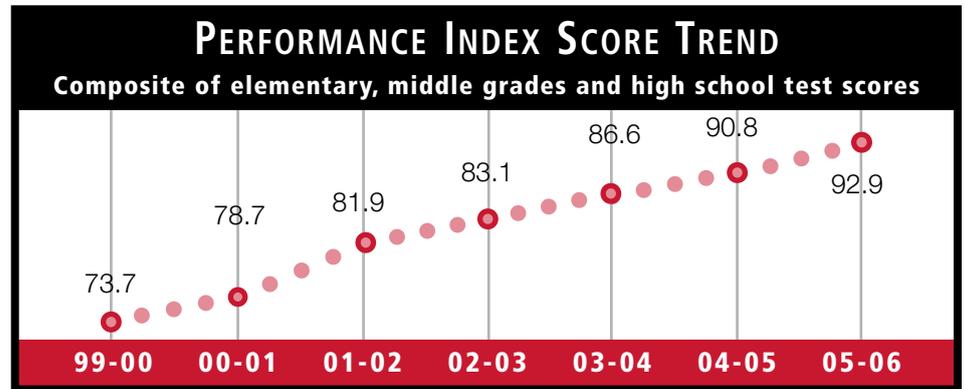
2005 - 2006 Annual Report

on Educational Progress in Ohio



Students Continue to Make Gains

Ohio students have made great gains in academic achievement over the past seven years. The average of all students' scores on state tests has increased by more than 19 points, from 73.7 to 92.9, including a 2.1 point gain in the most recent year. This performance index measures the achievement of every tested student, not just those who score proficient or higher. This year, almost 97 percent of school districts improved their performance index scores over last year.



District and School Ratings Improve

Ohio school districts continue to make progress, with 200 districts moving up at least one designation this year. Eight of 10 districts are Excellent or Effective (491 out of 610). Ohio no longer has any district in Academic Emergency, and only seven remain in Academic Watch. Individual schools also continue to improve, with 88 percent of schools rated in the top three categories (3,150 out of 3,576), compared to 85 percent last year.

| DESIGNATIONS | DISTRICTS | | | | SCHOOLS | | | |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 |
| Excellent | 85 | 117 | 111 | 192 | 630 | 920 | 889 | 1,290 |
| Effective | 177 | 229 | 297 | 299 | 771 | 906 | 1,136 | 1,217 |
| Continuous Improvement | 278 | 224 | 175 | 112 | 1,242 | 1,211 | 962 | 643 |
| Academic Watch | 52 | 34 | 21 | 7 | 237 | 125 | 239 | 218 |
| Academic Emergency | 16 | 4 | 5 | 0 | 338 | 222 | 288 | 208 |



Measuring

our Progress

Four Measures of Success

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

- 25 state report card indicators
- Performance index
- Performance index improvement
- Adequate Yearly Progress

Report Card Indicators

Ohio has now transitioned from proficiency testing to an aligned educational system of standards, curriculum, achievement tests and accountability.

Students are now being tested in reading and mathematics in grades three through eight. Next year, science and social studies tests will be added in grades five and eight and writing in grade seven.

Ohio students made strong progress in mathematics this year, improving in every grade level. For example, the percent of students proficient in mathematics increased by 4.5 points in third grade and 8.5 points in eighth grade.

Although reading scores remain flat since last year, more than three-quarters of students are proficient or better compared to less than one-half in 1995-1996, the first year of statewide reading tests.

In high school, the class of 2008 met the state standard for the Ohio Graduation Tests in four out of five test subjects.

The most recent statewide graduation rate (2004-2005) increased from 85.9 to 86.2 percent.

While there has been overall improvement in all grade levels over time, the goal is to ensure every student reaches high levels of academic achievement.

| PERCENTAGE OF STUDENTS AT OR ABOVE PROFICIENT LEVEL | | |
|--|--------------------------|-----------------------------|
| 25 Performance Indicators | Ohio's Results 2005-2006 | Did Ohio Meet the Standard? |
| 3rd Grade Achievement The state standard is 75 percent | | |
| 1. Reading | 75.1 % | YES |
| 2. Mathematics | 74.9 % | NO |
| 4th Grade Achievement The state standard is 75 percent | | |
| 3. Reading | 76.8 % | YES |
| 4. Writing | 85.9 % | YES |
| 5. Mathematics | 76.9 % | YES |
| 5th Grade Achievement The state standard is 75 percent | | |
| 6. Reading | 75.3 % | YES |
| 7. Mathematics | 62.7 % | NO |
| 6th Grade Achievement The state standard is 75 percent | | |
| 8. Reading | 83.6% | YES |
| 9. Mathematics | 68.4% | NO |
| 7th Grade Achievement The state standard is 75 percent | | |
| 10. Reading | 78.9 % | YES |
| 11. Mathematics | 63.2 % | NO |
| 8th Grade Achievement The state standard is 75 percent | | |
| 12. Reading | 77.1 % | YES |
| 13. Mathematics | 68.6 % | NO |
| 10th Grade Ohio Graduation Test The state standard is 75 percent | | |
| 14. Reading | 89.4 % | YES |
| 15. Writing | 88.0 % | YES |
| 16. Mathematics | 82.7 % | YES |
| 17. Science | 73.1 % | NO |
| 18. Social Studies | 79.5 % | YES |
| 11th Grade Ohio Graduation Test* The state standard is 85 percent | | |
| 19. Reading | 93.7 % | YES |
| 20. Writing | 91.9 % | YES |
| 21. Mathematics | 88.9 % | YES |
| 22. Science | 82.8 % | NO |
| 23. Social Studies | 86.4 % | YES |
| Attendance Rate The state standard is 93 percent | | |
| 24. All Grades | 94.1 % | YES |
| 2004-05 Graduation Rate The state standard is 90 percent | | |
| 25. State | 86.2 % | NO |

* Results for 11th-grade students who took the test as 10th- and 11th-graders

I M P R O V I N G

Improving

Teaching and Learning

Promising Practices

All students can achieve at high levels. And yet, not all groups of students have traditionally succeeded in our education system, especially low income students, students with disabilities and students of color.

Achievement gaps do not have to exist. Ohio has more than 100 Schools of Promise where all groups of students demonstrate high achievement in reading and mathematics – despite the fact that a high percentage of their students come from low income backgrounds. In studying these schools’ practices, five elements emerge: rigorous standards and instruction; strong instructional leadership; instruction designed for all students’ success; parent and community involvement; and a positive school culture. To learn more, visit www.ode.state.oh.us and search for keyword PROMISE.

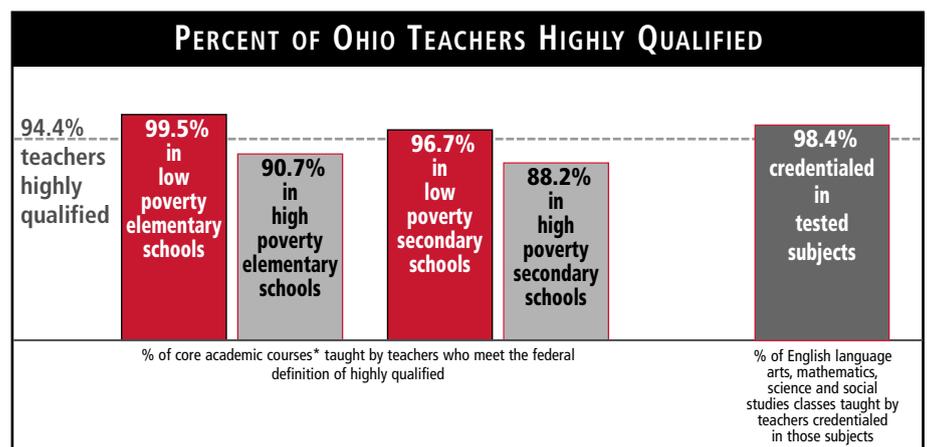
Students with disabilities also can meet high expectations. Ohio has identified Schools of Distinction where at least 75 percent of all students – including students with disabilities – met or exceeded the state standard on all tests administered over the past three years. Students in these schools have access to the general education curriculum, along with individualized instruction and support.



Highly Qualified Teachers in Every Classroom

Nothing impacts a student’s learning more than the quality of the teacher. In Ohio, 94.4 percent of core courses are taught by teachers who meet the federal definition of a highly qualified teacher – a bachelor’s degree, a state license and competency in the subject area they teach. In addition, more than 55.5 percent of Ohio teachers hold a master’s degree, and 98.4 percent are fully credentialed in the subject they teach.

Data show that there are fewer highly qualified teachers in high poverty schools. Statewide, 5.6 percent of teachers do not meet the highly qualified teacher definition. This percentage increases to 9.3 in high poverty elementary schools and to 11.8 in high poverty secondary schools. Ohio has a nationally recognized plan to provide every child in every classroom across the state with a competent, caring and highly qualified teacher.



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

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

Identifying

Achievement Gaps

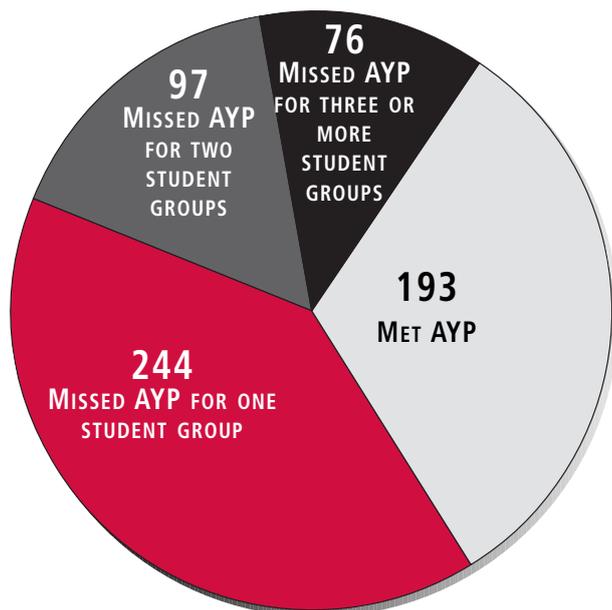
Focusing on All Students

Five years ago, Ohio law did not allow the specific reporting of test data for groups of students. In 2001, a change in law required the state to report results by race, ethnicity, disability status, economic level, language background and gender.

In 2002, the federal *No Child Left Behind Act* required states to hold schools and districts accountable for the achievement of each student group, including the major racial and ethnic groups, low income students, limited English proficient students and students with disabilities. The Adequate Yearly Progress (AYP) measure indicates whether schools and districts have gaps in achievement among these groups of students. AYP requires schools and districts to meet annual goals, with the intent that all students will reach proficient levels in reading and mathematics by the 2013-2014 school year.

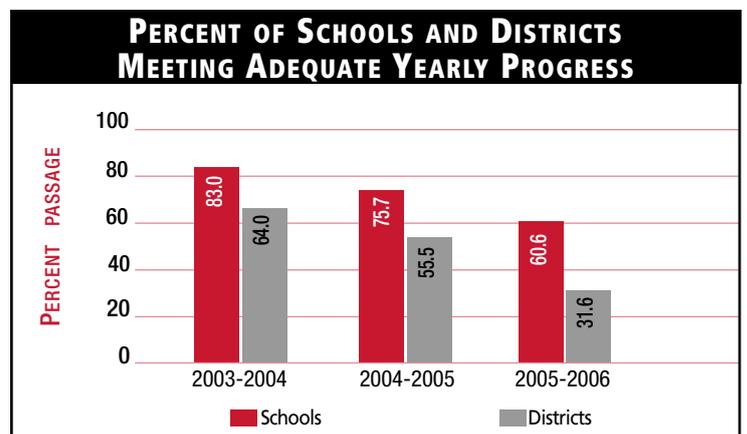


**ADEQUATE YEARLY PROGRESS ANALYSIS
FOR OHIO'S 610 DISTRICTS, 2005-2006**



Taking a Closer Look

As the number of tested grades has increased, more schools and districts are accountable for more student groups than they were in the past. As a result, fewer schools and districts met the AYP goals this year compared to last. In many cases, schools and districts that missed AYP made overall progress; however, each has student groups that are not meeting achievement goals. These schools and districts demonstrated the lowest performance with students with disabilities, economically disadvantaged students and black students.

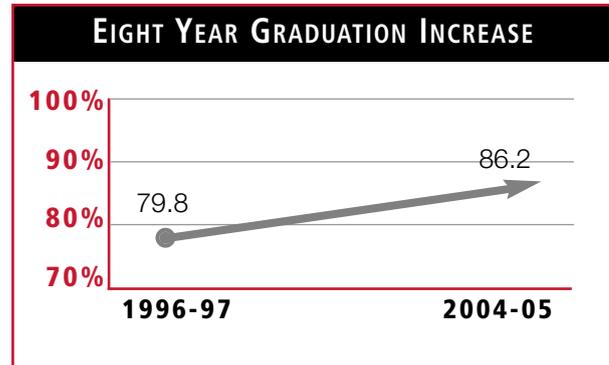


FOR ALL STUDENTS

Succeeding in High School

Graduation Rate Climbs Steadily

For the eighth year in a row, Ohio's graduation rate increased. In 2004-2005 (the most recent year of available data), 86.2 percent of Ohio students graduated from high school, compared to 79.8 percent in 1996-1997. While these results demonstrate progress, the challenge remains to ensure all students are prepared for higher education and the workforce.



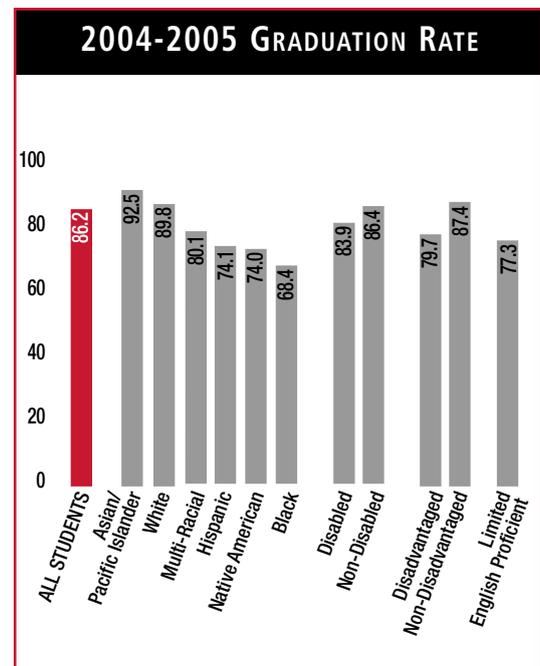
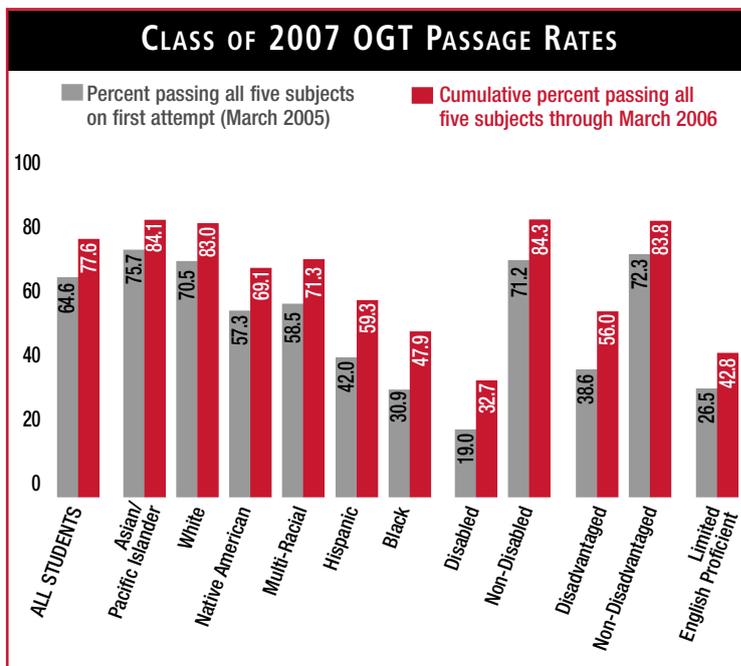
Gaps Remain a Challenge

In the 2004-2005 school year, 116,607 students graduated out of a class of more than 135,000. Almost 18 percent of the graduates received an honors diploma by earning both a 3.5 grade point average and achieving high scores on the ACT or SAT.

But that still leaves nearly 19,000 students who dropped out of the system. A closer look at the data shows that black, Hispanic, Native American, economically disadvantaged and limited English proficient students graduated at the lowest rates, despite the fact that some gaps have narrowed. For example, in the past two years, the gap between black and white students has decreased by 4.3 points. Ohio must close these gaps for all groups so that all students graduate with the skills and knowledge they need to be ready for work and college.

Ohio Graduation Tests Raise Expectations

The 10th-grade Ohio Graduation Tests (OGT) replace the ninth-grade proficiency tests as a graduation requirement beginning with the class of 2007. The tests gauge how well students have learned information reflected in Ohio's reading, writing, mathematics, science and social studies standards. By the end of their junior year, 84.7 percent of the class of 2007 had passed at least four out of the five tests; 77.6 percent of the class had passed all five tests. Rates are much lower for some student groups. Students have at least seven chances to pass the OGT.



Higher Achievement for All Students



Department of
Education

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Every Ohio child deserves a quality education. I want to personally thank our teachers, principals, superintendents, support staff and families who work hard every day to prepare Ohio's students for their future. As a result of their efforts, our students continue to achieve at higher levels each year.

Our Successes

I know that tests do not measure everything. Each day in Ohio's classrooms, great things happen that cannot be tested. Caring teachers help reserved children build self-confidence. School administrators challenge at-risk students to continue their education. Students learn the value of cooperation and respect for others. While this report card cannot directly measure all the wonderful things that occur in Ohio's schools, it does demonstrate the positive impact of educators' efforts on student learning.

The hard work of our educators is making a difference. Schools and districts continue to improve their ratings. For the first time, we have no districts in Academic Emergency. Five of our eight urban districts have moved up to Continuous Improvement. The performance index reflects rising test scores this year and over the past seven years. And we are graduating more students each year.

Ohio's instructional system is in place. We now have a complete system that aligns what we expect with how we teach and what we assess. Educators are working hard to deliver instruction to help all students meet high expectations.

Our Challenges

While we have seen success in many areas, major challenges remain. Ohio's accountability system allows us to identify achievement gaps between groups of students.

We must close these gaps, especially for students with disabilities, students from low income families and students of color.

Two out of three districts missed Adequate Yearly Progress this year because of gaps among different groups of students.

No one can deny the tremendous impact that poverty can have on student achievement. But we have many high performing schools that are also high performing. The efforts of the teachers and administrators in these schools make a positive difference in student learning. We are sharing their practices across the state.

Our Future

Although we are making gains in our students' academic progress, the world is changing more rapidly than our gains are increasing. Our state's economy desperately needs a more skilled workforce, and the job of education is to ensure students have the skills to succeed in a future we cannot predict.

In a fiercely competitive global marketplace, the destiny of our state and our nation depend upon the success of our youth. High paying jobs for the future will be based on skills that cannot be automated or outsourced. Today's students must not only learn information in all subject areas, they must think critically, be able to connect knowledge across subjects and develop creative solutions to complex problems. Ohio has a long history of innovation and scientific invention, and we need to ensure that our children become the leaders, entrepreneurs and inventors of the 21st century.

Educators cannot do this alone. It will take the leadership and resources of business and labor, legislators, higher education and local communities to prepare our students for the workforce and life. An investment in public education is crucial.

Together, we must guarantee the future of our children.

Susan Tave Zelman
Superintendent of Public Instruction



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