

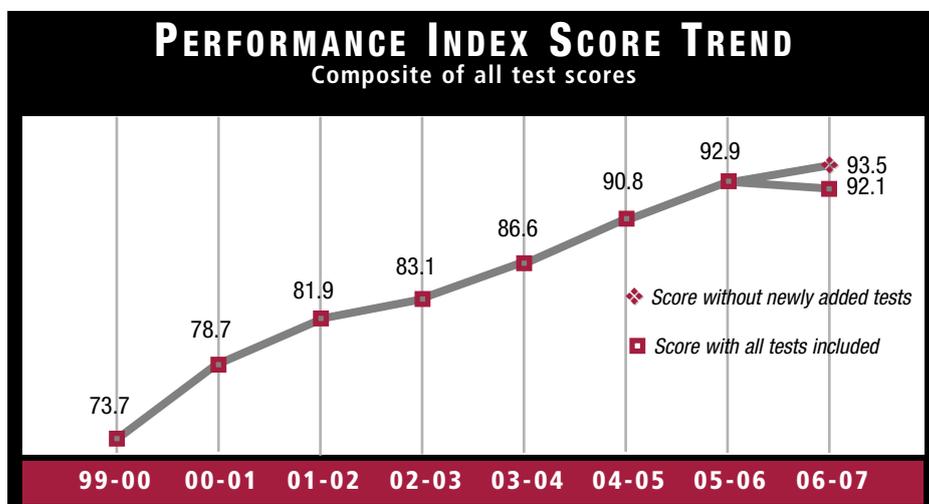
2006 - 2007 Annual Report



on Educational Progress in Ohio

Gains Continue

Ohio students continue to make overall gains in performance. For tests previously administered in 2005-06, the Performance Index improved from 92.9 in 2005-06 to 93.5 in 2006-07. The addition of 5th- and 8th-grade science and social studies tests offset the gains that Ohio made in the other subjects and grades, however. With the inclusion of the new science and social studies tests, the Performance Index declined from 92.9 in 2005-06 to 92.1 in 2006-07.



District and School Ratings

Most districts and schools maintained the rating they earned in 2005-06. Eighty percent of Ohio districts are rated Excellent or Effective and, for the second year in a row, no district is in Academic Emergency. Fewer districts and schools are rated Excellent this year compared to 2005-06. However, the number is higher than in earlier years. The drop in Excellent districts and schools is largely a result of lower performance on the new science and social studies tests.



DESIGNATIONS	DISTRICTS					SCHOOLS				
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Excellent	85	117	111	192	139	630	920	889	1,290	1,143
Effective	177	229	297	299	347	771	906	1,136	1,217	1,255
Continuous Improvement	278	224	175	112	113	1,242	1,211	962	643	693
Academic Watch	52	34	21	7	11	237	125	239	218	230
Academic Emergency	16	4	5	0	0	338	222	288	208	182

Measuring

our

Progress

PERFORMANCE INDICATORS		
PERCENT OF STUDENTS AT OR ABOVE PROFICIENT LEVEL		
30 Performance Indicators	Ohio's Results 2006-2007	Did Ohio Meet the Standard?
3rd Grade Achievement The state standard is 75 percent		
1. Reading	78.3 %	YES
2. Mathematics	84.5 %	YES
4th Grade Achievement The state standard is 75 percent		
3. Reading	80.0 %	YES
4. Mathematics	75.9 %	YES
5. Writing	82.3 %	YES
5th Grade Achievement The state standard is 75 percent		
6. Reading	80.0 %	YES
7. Mathematics	61.2 %	NO
8. Social Studies	57.9 %	NO
9. Science	68.0 %	NO
6th Grade Achievement The state standard is 75 percent		
10. Reading	77.7 %	YES
11. Mathematics	74.0 %	NO
7th Grade Achievement The state standard is 75 percent		
12. Reading	77.5 %	YES
13. Mathematics	71.2 %	NO
14. Writing	81.1 %	YES
8th Grade Achievement The state standard is 75 percent		
15. Reading	80.2 %	YES
16. Mathematics	71.5 %	NO
17. Social Studies	49.3 %	NO
18. Science	62.7 %	NO
10th Grade Ohio Graduation Test The state standard is 75 percent		
19. Reading	86.9 %	YES
20. Mathematics	81.2 %	YES
21. Writing	89.2 %	YES
22. Social Studies	76.4 %	YES
23. Science	72.4 %	NO
11th Grade Ohio Graduation Test* The state standard is 85 percent		
24. Reading	92.8 %	YES
25. Mathematics	88.8 %	YES
26. Writing	93.4 %	YES
27. Social Studies	87.6 %	YES
28. Science	83.6 %	NO
Attendance Rate The state standard is 93 percent		
29. All Grades	94.1 %	YES
2005-06 Graduation Rate The state standard is 90 percent		
30. State	86.1 %	NO

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.

- 30 performance indicators
- Performance Index
- Performance Index improvement
- Adequate Yearly Progress

Performance Indicators

Students are tested in reading and mathematics in the 3rd through 8th grades, in science and social studies in the 5th and 8th grades, and in writing in the 4th and 7th grades. These are in addition to the five Ohio Graduation Test (OGT) subjects.

In mathematics, Ohio students made a second year of overall gains. Proficiency rates for the 3rd, 6th, 7th and 8th grades jumped considerably. For example, the percent of students proficient increased by 9.6 points in the 3rd grade and by 8 points in the 7th grade. The 4th, 5th and 10th grades saw slight decreases of about one point in proficiency rates compared to 2005-06.

Reading scores improved overall, with strong gains occurring in the 3rd, 4th, 5th and 8th grades and declines in the 6th, 7th and 10th grades. The overall gains in reading follow two years of flat reading scores, although the declines spotlight the need for continued attention to middle and high school reading programs.

Compared to other subjects, scores on the writing tests are some of the strongest, with more than 80 percent of students scoring proficient or higher.

Proficiency rates on the science and social studies tests generally are lower than those of other subjects at the same grades.

Students who miss the passing score on the OGT in 10th grade achieve higher passing rates by the end of 11th grade.

The most recent graduation rate (2005-06) of 86.1 percent is a 0.1 point decline from 2004-05.

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

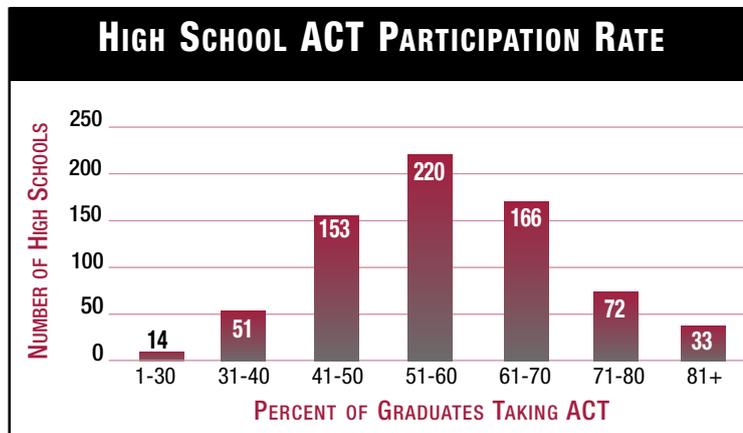
Preparing for the 21st Century

Access to Challenging Curriculum

High quality, challenging curriculum at the high school level is essential for ensuring that students are prepared for postsecondary education, careers and citizenship. Today's workplace demands that students think critically, solve problems and communicate well. Three key measures of access to and success with challenging curriculum are the ACT, Advanced Placement (AP) and Post Secondary Enrollment Options (PSEO).

ACT

Approximately two-thirds of Ohio seniors take the ACT, although the percent of seniors taking the ACT differs from school to school. In fact, in three-fourths of Ohio high schools, fewer than two-thirds of students participate. The school-level average ACT score ranges from 11 to 26 (the maximum possible score is 36). One-half of all high schools have an average score between 20.1 and 22.1.



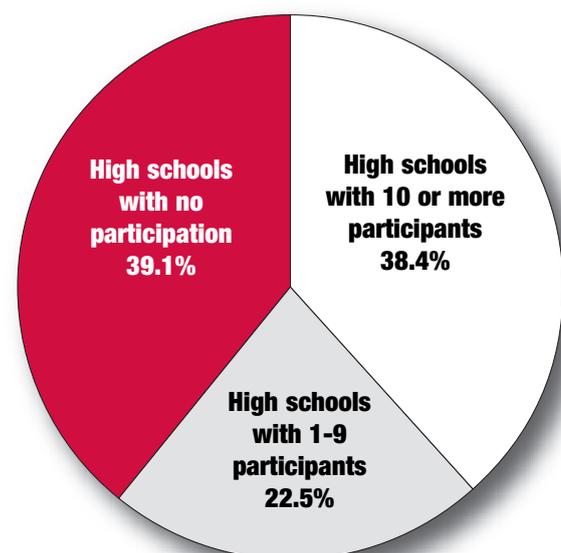
Post Secondary Enrollment Options (PSEO)

Ohio students have the opportunity to enroll in college-level courses and receive college credit through the state's PSEO Program. About one-fourth of Ohio high schools have students participating in PSEO.

Advanced Placement (AP) Courses

AP courses provide an opportunity for high school students across the United States to take college-level courses and earn college credit or receive advanced placement. While AP courses are taken in 60.9 percent of Ohio high schools, only 38.4 percent of Ohio high schools have at least 10 AP participants. In the typical high school, about two-thirds of AP participants earn at least a 3 (on a scale of 1-5), which most colleges recognize as college entry level.

THREE OF FIVE HIGH SCHOOLS HAVE AT LEAST ONE STUDENT TAKING AN AP COURSE



Reducing the Achievement Gap

Achievement Gaps

Achievement gaps remain one of the greatest challenges for Ohio and for the nation. For some groups, the gaps in performance are large. The encouraging news for Ohio is that when 2005-06 and 2006-07 performance is compared, gaps in achievement narrowed.

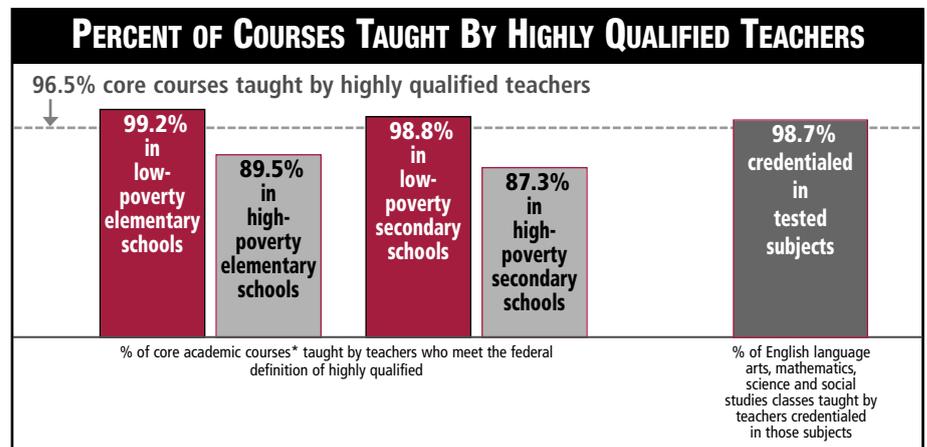
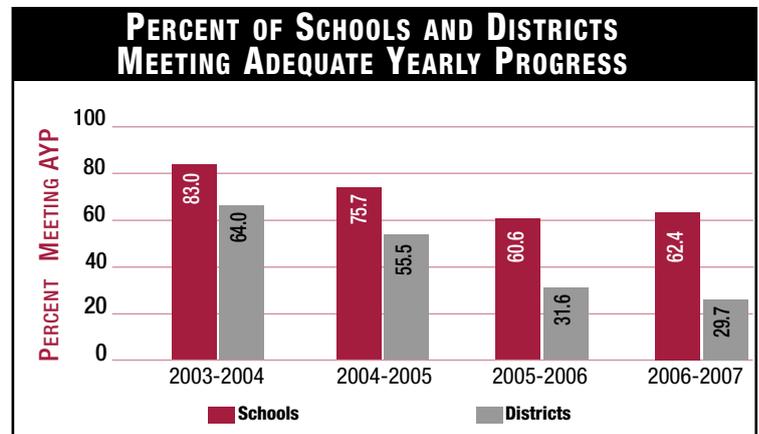
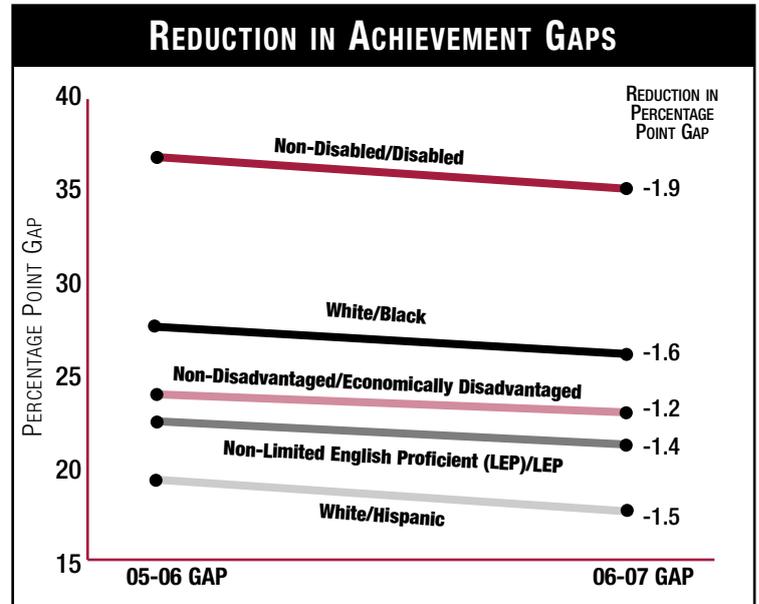
The federal *No Child Left Behind Act* requires that states hold schools and districts accountable for the achievement of each student group, including racial and ethnic groups, low-income students, limited English proficient students, and students with disabilities. The Adequate Yearly Progress (AYP) 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 2013-14 school year.

Because the number of tests counting for AYP has increased, more schools and districts have become accountable for more student groups than in the past. The proportion of schools and districts meeting AYP in 2006-07 is similar to that of 2005-06.

Highly Qualified Teachers

The quality and effectiveness of teachers have the greatest impact on students' learning. In Ohio, 96.5 percent of core courses are taught by teachers who meet the federal definition of highly qualified teachers – a bachelor's degree, a state license and demonstrated competency in the subject area they teach. This is a 2.1-point increase over the 2005-06 results.

Students in high-poverty schools are less likely to be taught by highly qualified teachers than students in low-poverty schools. Statewide, 3.5 percent of teachers do not meet the *highly qualified* definition. This figure is 10.5 in high-poverty elementary schools, while the percentage in high-poverty high schools is 12.7. Ohio continues to implement plans to provide a highly qualified teacher to every child.



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

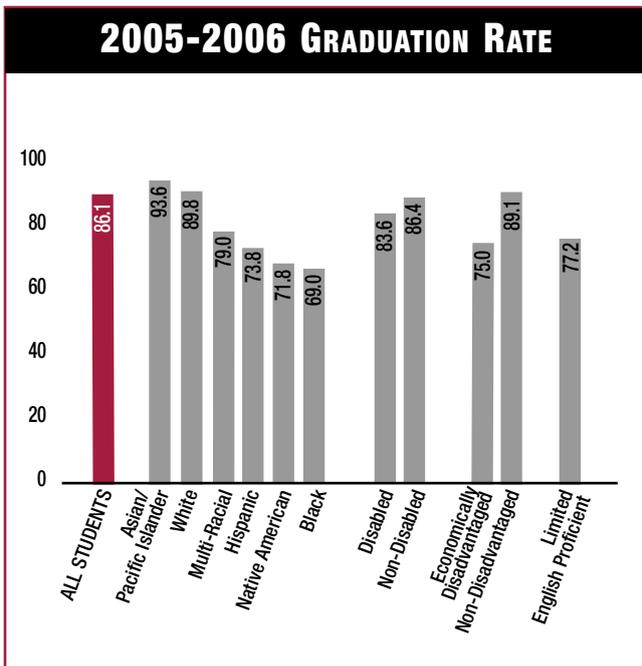
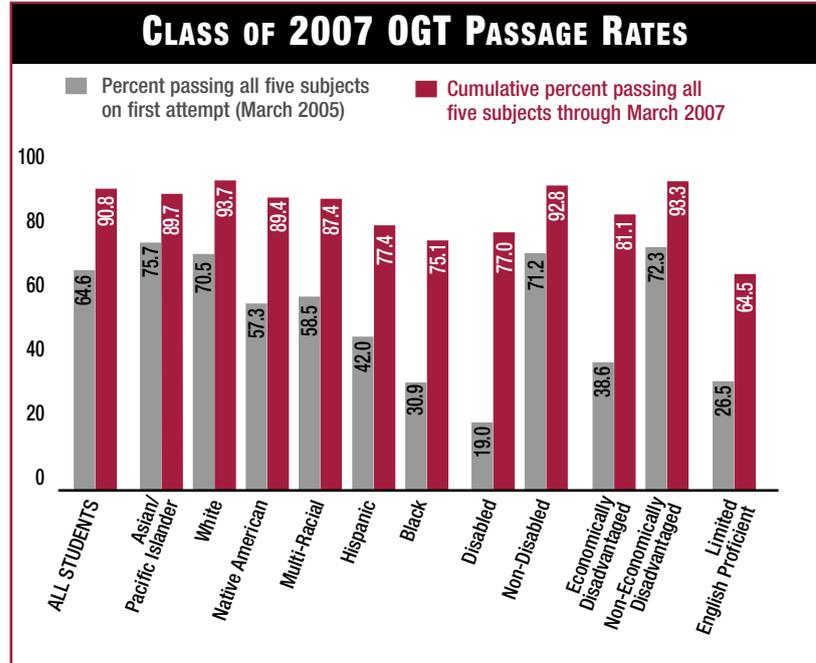
* Core academic courses are English language arts, reading, science, mathematics, arts, foreign language, government and civics, history, economics and geography.

FUTURE

Graduating from High School

Ohio Graduation Tests

The Ohio Graduation Tests (OGT) replaced the ninth-grade proficiency tests as one of the graduation requirements beginning with the class of 2007. The tests measure how well students have mastered the 10th-grade expectations in reading, writing, mathematics, science and social studies. Students have multiple chances to pass the OGT. On their first attempt (March 2005), 64.6 percent of the class of 2007 passed all five tests. By March of their senior year (2007), more than 90 percent of the class had met this requirement by passing all five.



Graduation Rate

Ohio's graduation rate of 86.1 percent for 2005-06 (the most recent year of available data) is one-tenth of one percent lower than for 2004-05. This rate remains higher than in previous years. As recently as 1996-97, Ohio's graduation rate was below 80 percent.

Graduation rates differ among groups of students and are reflective of differences that we see with other performance data. Gaps in graduation rates are large in some instances, although they have narrowed for some groups. For example, the gap in graduation rate between white and black students narrowed for the third year in a row (2005-06 compared to 2002-03) for a total reduction of 4.9 points.

Higher Achievement for All Students

“The people of Ohio are sending us a clear message to...focus on the core issues...creating living-wage jobs, building an education system, from pre-school through college, that doesn't just compete with our neighbors like Indiana and Kentucky, but rivals the best schools in the world...”

—Governor Ted Strickland



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In Ohio, we believe that each child deserves a world class education. We have no greater aspiration than to prepare our children to thrive and to build a future that promotes the well-being of generations to come.

Providing Meaningful Education

Providing a useful and meaningful education was never so challenging as it is today.

In the 19th century, a useful education often meant the informal passage of trade or agricultural knowledge from one generation to the next. This education was adequate to compete at a local level and served many generations well.

In the 20th century, providing a good foundational education in “readin,’ writin’ and ‘rithmetic” was a pathway well-suited to realizing the American Dream, often in manufacturing.

The 21st century, however, presents even greater challenges. An education received by one generation will likely never again be suitable for the next.

As we reflect upon the gains in student achievement over the past few years, we must remember that our progress has occurred in an environment of unprecedented changes and new technologies that allow employers to hire highly skilled workers from around the world. Our children will compete in a global economy where only highly skilled workers will succeed.

This state report card incorporates new elements that focus on ensuring that today’s students are being prepared for tomorrow’s world. It celebrates the continued successes of Ohio’s students, educators, parents and communities while keeping us focused on the challenges that will define future accomplishments.

Educating for 21st Century Skills

Today, we must focus on the skills needed for critical thinking, problem solving and communication. I take comfort knowing our students continue to achieve at higher levels than ever in reading and mathematics – the skills that provide the basis for success in science and social studies. In 2006-07, we introduced new science and social studies tests in 5th and 8th grades, and

these initial results tell us that we need to examine the quality of the curriculum in the elementary and middle grades.

We have raised the standard on the graduation test to a 10th-grade level. Preliminary results on this new test for the class of 2007 are encouraging and show, once again, that Ohio’s students and educators are up to the challenge of meeting a higher bar.

Gaps in achievement between groups of students – based on race, poverty, gender, disability and language background – continue to present our greatest challenges. While the gaps are sobering, I am encouraged to report continued progress in narrowing those gaps.

As achievement levels increase and more students meet and exceed expectations – not only in reading and mathematics, but also in science, social studies, technology, the arts and world languages – increasing numbers of students will enter high school and college prepared for more advanced work. These are the accomplishments that distinguish the demands of this century from those of the past.

Promoting a 21st Century Education

When we reflect upon the great changes in our educational system over the past decade, and the increasing demands of a high-tech, global workplace, we have good reason to be proud of our successes. We know that much of what matters in the classroom is not measured by tests and course-taking patterns. Each day, in every classroom, Ohio’s teachers encourage curiosity, cultivate empathy, and promote critical thinking and creativity.

I thank all educators and families who each day rise to the challenge of supporting and providing quality education in Ohio. While elected officials and policymakers can prescribe a world class education, it is our students, parents, educators, and communities who ultimately turn this vision into a reality. Working together, we can make a positive difference in the lives of our children.

Susan Tave Zelman
Superintendent of Public Instruction