

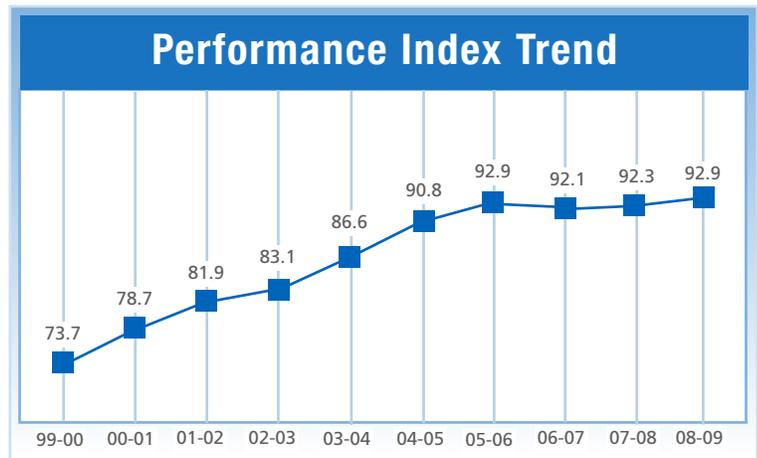
## 2008-2009 Educational Progress in Ohio

### Students Continue to Show Improvement

The ongoing upward trend in the Performance Index illustrates continued improvement by Ohio's students during the 2008-2009 school year.

The Performance Index reflects the achievement of every student. The score is a weighted average of all tested subjects in grades 3-8 and 10. Untested students also are included in the Index.

Ohio's Performance Index increased by more than 26 percent since the measure was introduced during the 1999-2000 school year.



### District and School Ratings Improve

The 2008-2009 school year saw an increase in the number of districts rated Effective or higher. Slightly more than 85 percent of all districts received one of the top three ratings of Effective, Excellent or Excellent with Distinction. Seventy-one percent of Ohio schools received a rating of Effective or higher. Included in the totals are 116 districts and 215 buildings that earned the top designation of Excellent with Distinction.

Of the 610 districts to earn a state designation, a total of 128 districts and 680 school buildings increased their designation by at least one level between last year and this year. Forty-nine districts and 440 school buildings saw a decrease in their designation. Eighty-nine districts received a rating of Continuous Improvement or lower, a decrease of three percent from last year. The number of schools rated Continuous Improvement or lower decreased by almost five percent.

Designation	Districts						Schools					
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<b>Excellent with Distinction</b>	–	–	–	–	74	116	–	–	–	–	158	215
<b>Excellent</b>	117	111	192	139	152	154	920	889	1,290	1,143	1,116	1,258
<b>Effective</b>	229	297	299	347	292	251	906	1,136	1,217	1,255	1,164	998
<b>Continuous Improvement</b>	224	175	112	113	83	79	1,211	962	643	693	589	562
<b>Academic Watch</b>	34	21	7	11	9	9	125	239	218	230	230	220
<b>Academic Emergency</b>	4	5	0	0	0	1	222	288	208	182	234	223

# Four Measures of Success

Ohio's accountability system includes four measures of performance, which show the achievement level of Ohio's students. The four measures listed below are the basis for assigning state designations.

- 30 Performance Indicators
- Performance Index
- Adequate Yearly Progress
- Value-Added Measure

Each of the four measures focuses on a different aspect of a district's or school's performance. It is the combination of the four measures that best depicts a comprehensive picture of the overall performance of the district or school.

## Performance Indicators

The state's accountability system includes 30 statewide indicators. Eighteen of these indicators are results from the Ohio Achievement Tests: reading and mathematics in grades 3 through 8; science and social studies in grades 5 and 8; and writing in grades 4 and 7. Also included in the statewide indicators are results from the Ohio graduation tests at the 10th grade and cumulative results for 11th grade. The attendance and graduation rates complete the 30 statewide indicators.

Ohio met or exceeded the standard in 19 of the 30 measures, an increase of one from last year. Additionally, improvement was observed in 19 of the 30 indicators, a substantial increase from last year when improvement was observed in 12 indicators. The most significant increases were experienced in 4th- and 7th-grade mathematics as well as in 5th-grade science. Moreover, significant gains were realized in four of the five 10th-grade graduation tests. Of the 11 indicators that experienced a decline in achievement, the most notable area of concern is the 8th-grade reading, which saw a seven percentage point drop.

Results of this nature highlight the difficulty of assessing changes in performance based on a single year of results. Curricular changes and professional development implemented to promote improvement often take multiple years to demonstrate positive results. Trends over time can help smooth out expected year-to-year variations. Likewise, trends over time provide a more accurate picture of performance when evaluating different groups of students.

State Indicators	Percentage of Students at and above the Proficient Level	
	State 2008-2009	Did Ohio meet the Standard?
<b>3rd Grade Achievement</b>	<i>The state requirement is 75 percent</i>	
1. Reading	77.4 %	YES
2. Mathematics	81.3 %	YES
<b>4th Grade Achievement</b>	<i>The state requirement is 75 percent</i>	
3. Reading	82.0 %	YES
4. Mathematics	78.4 %	YES
5. Writing	84.4 %	YES
<b>5th Grade Achievement</b>	<i>The state requirement is 75 percent</i>	
6. Reading	72.0 %	NO
7. Mathematics	62.3 %	NO
8. Science	70.6 %	NO
9. Social Studies	61.6 %	NO
<b>6th Grade Achievement</b>	<i>The state requirement is 75 percent</i>	
10. Reading	81.3 %	YES
11. Mathematics	75.2 %	YES
<b>7th Grade Achievement</b>	<i>The state requirement is 75 percent</i>	
12. Reading	76.6 %	YES
13. Mathematics	74.3 %	NO
14. Writing	80.5 %	YES
<b>8th Grade Achievement</b>	<i>The state requirement is 75 percent</i>	
15. Reading	72.4 %	NO
16. Mathematics	70.6 %	NO
17. Science	62.8 %	NO
18. Social Studies	51.1 %	NO
<b>Ohio Graduation Tests (10th Grade)</b>	<i>The state requirement is 75 percent</i>	
19. Reading	84.5 %	YES
20. Mathematics	81.4 %	YES
21. Writing	89.7 %	YES
22. Science	76.0 %	YES
23. Social Studies	81.6 %	YES
<b>Ohio Graduation Tests (11th Grade)<sup>1</sup></b>	<i>The state requirement is 85 percent</i>	
24. Reading	92.8 %	YES
25. Mathematics	88.5 %	YES
26. Writing	93.2 %	YES
27. Science	84.2 %	NO
28. Social Studies	88.6 %	YES
<b>Attendance Rate</b>	<i>The state requirement is 93 percent</i>	
29. All Grades	94.3 %	YES
<b>2007-08 Graduation Rate</b>	<i>The state requirement is 90 percent</i>	
30. State	84.6 %	NO

<sup>1</sup>Cumulative results for students who took the tests as 10th- or 11th-graders.

# Value-Added Progress

While achievement scores demonstrate a student's level of proficiency at one point in time, the Value-Added measure reflects how much progress was made since the prior year. Value-Added results are calculated in the subjects of reading and math for all districts and for schools that serve students in at least one grade between four and eight. A district or school that achieves a composite result showing "Above Expected Growth" (depicted by a plus sign "+") for at least two consecutive years may experience an increase in its rating by one designation. For example, a school that would have been rated Effective based on the other three measures may see an increase in its rating to Excellent if it achieves a value added score of "Above" for at least two consecutive years. Beginning with this year's report card, districts

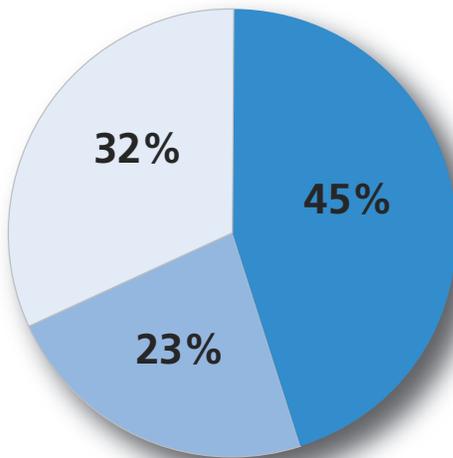
and schools that show smaller than expected gains for three consecutive years (depicted by a minus sign "-") will have their rating reduced by one designation.

72.6 percent of districts exceeded the growth standard this year, in contrast to the 45 percent of districts that exceeded the standard last year. Of the 610 districts to receive ratings, 220 saw an increase in their rating due to Value-Added, while only 14 saw a decrease in the rating.

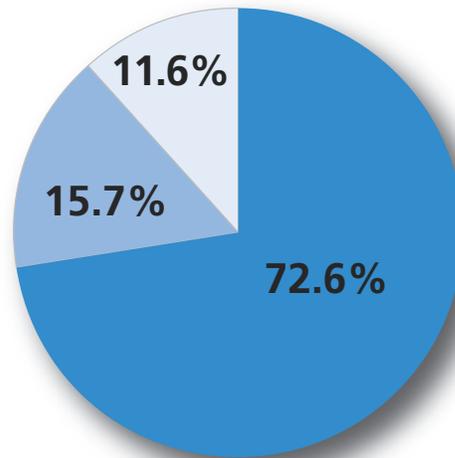
Of the 2,674 buildings that received a Value-Added rating, 513 experienced an increase in the rating due to Value-Added while only 59 schools saw a decrease in their rating.

## District Value-Added Data

2007-2008



2008-2009



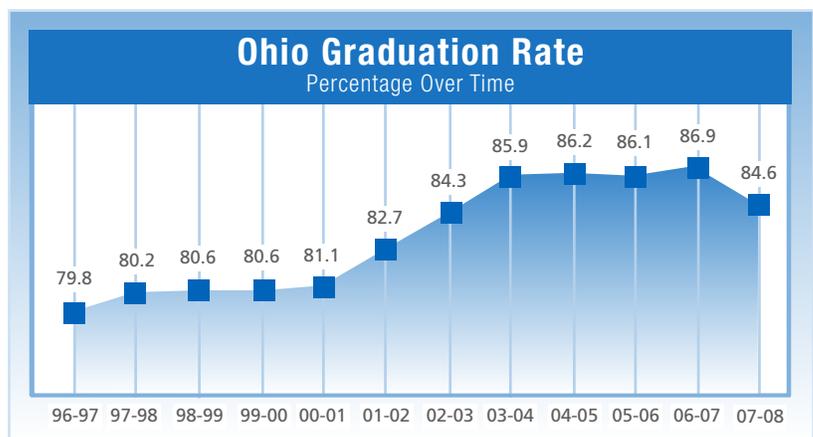
+ Percentage of districts above expected growth    ✓ Percentage of districts meeting expected growth    - Percentage of districts below expected growth

## Graduation Rate

Ohio's graduation rate for 2007-2008 (the most recent year of available data) is 84.6 percent. This represents only the second decrease in the graduation rate in the past 10 years. In 1997-1998, 80.2 percent of Ohio's students graduated from high school.

Although Ohio's graduation rate has shown progress over time, the challenge remains to ensure that gains continue, and that all students graduate with the knowledge and skills needed for success in postsecondary education and the workforce.

At the same time, the data show that not all groups of students are graduating at the same rate. Despite the fact that some gaps between groups of students have



narrowed, African American, Hispanic, disabled and low-income students graduate at much lower rates compared to white students.

# Higher Achievement for All Students



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25 South Front Street  
Columbus, Ohio  
43215-4183



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I wish to extend my gratitude to educators across our state for the many ways in which classroom instruction has been enhanced over the past year. We can all be proud of the progress made on this year's state report card and Ohio's improved ranking by Education Week to 6th in the nation. Gains were made in key areas such as fourth-grade mathematics, and tenth-grade science.

While it is important to celebrate Ohio's success, we must continue to address the many challenges and the barriers to learning which our students face on a daily basis. Among these hurdles is the decline in the graduation rate experienced this year. With our economic demand for a well-educated workforce, increasing the number of high school graduates remains a top priority for the future of our state. The state report card indicates that we still have significant work ahead in order to push us to the next level of progress.

It remains vital that we implement innovative ways to engage students and strengthen content knowledge across all grade levels. It will be the combined energy of educators, parents, families, students and their communities that will make the improvements necessary to produce higher levels of student achievement and positive contributors to our global economy.

Ohio stands at a critical crossroads on its journey of transforming our education system to one that is viewed as a national model. As we begin to plan for and implement the many education reform components included as part of the 2010-2011 budget bill, it is essential for us to keep these challenges at the forefront of our thinking and never lose sight of this goal. We must graduate all students with a sense of purpose and prepare them for college, a career, and life.

Thank you for continuing to believe in our students and working tirelessly to support them as we challenge them to attain higher goals.

Deborah S. Delisle  
*Superintendent of Public Instruction*