State of Ohio
Consolidated Application
Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110)

JANUARY 6, 2003

U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

F: State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.

P: State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).

W: State is still working on formulating a policy to implement this element in its accountability system.

Summary of Implementation Status for Required Elements of State Accountability Systems

Status		State Accountability System Element
Principle 1: All Schools		
P	1.1	Accountability system includes *all schools and districts in the state*.
P	1.2	Accountability system holds *all schools to the same criteria*.
P	1.3	Accountability system incorporates the *academic achievement standards*.
P	1.4	Accountability system provides *information in a timely manner*.
F	1.5	Accountability system includes *report cards*.
P	1.6	Accountability system includes *rewards and sanctions*.
Principle 2: All Students		
P	2.1	The accountability system includes *all students*
P	2.2	The accountability system has a consistent definition of *full academic year*.
P	2.3	The accountability system properly includes *mobile students*.
Principle 3: Method of AYP Determinations		
P	3.1	Accountability system expects *all student subgroups, public schools, and LEAs to reach proficiency by 2013-14*.
P	3.2	Accountability system has a method for determining whether *student subgroups, public schools, and LEAs made adequate yearly progress.*
P	3.2a	Accountability system establishes a *starting point*.
P	3.2b	Accountability system establishes *statewide annual measurable objectives*.
P	3.2c	Accountability system establishes *intermediate goals*.
Principle 4: Annual Decisions		
F	4.1	The accountability system *determines annually the progress* of schools and districts.

STATUS Legend:
F – Final state policy
P – Proposed policy, awaiting State approval
W – Working to formulate policy

Principle 5: Subgroup Accountability

P	5.1	The accountability system *includes all the required student subgroups*.
P	5.2	The accountability system holds *schools and LEAs accountable for the progress of student subgroups*.
F	5.3	The accountability system includes *students with disabilities*.
P	5.4	The accountability system includes *limited English proficient students*.
P	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based *primarily on academic assessments*.

Principle 7: Additional Indicators

F	7.1	Accountability system includes *graduation rate for high school*s.
F	7.2	Accountability system includes an *additional academic indicator for elementary and middle school*s.
P	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

P	8.1	Accountability system holds students, schools and districts separately accountable for *reading/language arts* and *mathematics*.

Principle 9: System Validity and Reliability

P	9.1	Accountability system produces *reliable decisions*.
P	9.2	Accountability system produces *valid decisions*.
P	9.3	State has a plan for addressing *changes in assessment and student population*.

Principle 10: Participation Rate

P	10.1	Accountability system has a means for calculating the *rate of participation* in the statewide assessment.
P	10.2	Accountability system has a means for *applying the 95% assessment criteria to student subgroups and small schools.*

STATUS Legend:
F – Final policy
P – Proposed Policy, awaiting State approval
W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.1 How does the State Accountability System include every public school and LEA in the State?	Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System. State has a definition of "public school" and "LEA" for AYP accountability purposes. • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2).	A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System. State policy systematically excludes certain public schools and/or LEAs.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Ohio will adopt a single statewide accountability system that will be applied to all public school buildings and districts. Determinations of school district and school building designations will be made on the basis of multiple measures – the proportion of Ohio report card indicators met, a performance index score, adequate yearly progress (AYP) as defined by federal statute, and a measure based on individual student achievement gains over time. Ohio will incorporate the growth calculation once grades three through eight reading and mathematics assessments have been implemented for at least two years. Figure 1 provides an overview of the way in which the calculations will be combined to determine each school building's and each school district's designation.

Figure 1

Combining Ohio Report Card Indicators, Performance Index Score, Growth Calculation, and Federal AYP Requirements to Determine School Building and District Designation

	Ohio Report Card Indicators		Performance Index Score	Growth Calculation		AYP Requirements
Excellent	94% to 100% (21 or 22 for districts)	*or*	100 to 120	Once grades 3 to 8 reading and math assessments are implemented and multiple years of data available, Ohio will incorporate a measure of individual student achievement gains to help determine school building and district designations -- either in place of, or in addition to, the Performance Index Score.	*and*	Met AYP
Effective	75% to 93% (17 to 20 for districts)	*or*	90 to 100		*and*	Met AYP
	75% to 100% (17 to 22 for districts)	*or*	90 to 120		*and*	Missed AYP (can miss AYP and earn "effective" designation for up to two years -- with third year missing AYP, designation drops to "continuous improvement")
Continuous Improvement	0% to 74% (0 to 16 for districts)	*and*	0 to 90		*and*	Met AYP
	50% to 74% (11 to 16 for districts)	*or*	80 to 90		*and*	Missed AYP
Academic Watch	31% to 49% (7 to 10 for districts)	*or*	70 to 80		*and*	Missed AYP
Academic Emergency	0% to 31% (0 to 6 for districts)	*and*	0 to 70		*and*	Missed AYP

Shaded rows identify school buildings and districts that missed the AYP standard. Non-shaded rows identify those that met the AYP standard

All public school buildings and districts will be accountable for the performance of student subgroups – including major racial/ethnic subgroups, students with disabilities, limited English proficient students, and economically disadvantaged students – through the AYP determination, provided the subgroup meets the minimum group size requirement. Both Title I and non-Title I school buildings and districts will be part of the single statewide accountability system.

For accountability purposes, school buildings that have no tested grades will be linked with the school buildings into which their students feed. For example, where a kindergarten through grade two school building feeds into a grades three through six school building, the AYP determinations for the grades three through six school building will also apply to the feeder school building.

Section 3302.03(D)(1) of Ohio code requires that the Ohio Department of Education "issue annual report cards for each school district, each building within each district, and for the state as a whole."

"Where Students Statewide Assessment Scores Count" identifies Ohio's business rules for ensuring that all students are accounted for in Ohio's accountability system.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination. If applicable, the AYP definition is integrated into the State Accountability System.	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

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Effective	75% to 93% (17 to 20 for districts)	*or*	90 to 100		*and*	Met AYP
	75% to 100% (17 to 22 for districts)	*or*	90 to 120		*and*	Missed AYP (can miss AYP and earn "effective" designation for up to two years -- with third year missing AYP, designation drops to "continuous improvement")
Continuous Improvement	0% to 74% (0 to 16 for districts)	*and*	0 to 90		*and*	Met AYP
	50% to 74% (11 to 16 for districts)	*or*	80 to 90		*and*	Missed AYP
Academic Watch	31% to 49% (7 to 10 for districts)	*or*	70 to 80		*and*	Missed AYP
Academic Emergency	0% to 31% (0 to 6 for districts)	*and*	0 to 70		*and*	Missed AYP

Shaded rows identify school buildings and districts that missed the AYP standard. Non-shaded rows identify those that met the AYP standard

All public school buildings and districts will be accountable for the performance of student subgroups – including major racial/ethnic subgroups, students with disabilities, limited English proficient students, and economically disadvantaged students – through the AYP determination, provided the subgroup meets the minimum group size requirement. Both Title I and non-Title I school buildings and districts will be part of the single statewide accountability system.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.3 Does the State have, at a minimum, a definition of *basic*, *proficient* and *advanced* student achievement levels in reading/language arts and mathematics?	State has defined three levels of student achievement: *basic*, *proficient* and *advanced*.[1] Student achievement levels of *proficient* and *advanced* determine how well students are mastering the materials in the State's academic content standards; and the *basic* level of achievement provides complete information about the progress of lower-achieving students toward mastering the *proficient* and *advanced* levels.	Standards do not meet the legislated requirements.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Section 3301.0710(A)(2) of Ohio code requires that the State Board shall determine at least four ranges of scores on each state test – advanced, proficient, basic, and below basic levels of skill.

Ohio's contracts to develop tests include the following requirement: "A minimum of four levels of performance (advanced, proficient, basic, and below basic) must be established for each achievement test."

"Proficient" performance is defined in Ohio code as an end-of-grade expectation (Sections 3301.0710(A)(1) and 3313.608((B)(2)). School districts must provide students who score in the "below basic" range with "prevention/intervention services in pertinent subject areas" (Section 3313.6012(B)) "commensurate with the student's test performance" (Section 3301.0711(D)). Students who score "below basic" on the third or fourth grade reading test must be offered "intense remediation services" (Section 3313.608(B)(2)).

[1] System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?	State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year. State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.	Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Ohio code specifies that tests be administered in March (Section 3301.0710(C)) and that "not later than sixty days after any administration of any test . . . the department shall send to each school district board a list of the individual test scores of all persons taking the test" (Section3301.0711 (G)).

Ohio's contracts to develop tests include the following requirement: "Annually, for each administration the Contractor must develop, print, and distribute individual, classroom, school, district, and statewide reports within 60 days after each administration (30 days for the third grade reading achievement test)."

The FY03 EMIS Yearend Processing and ESEA Reporting Timeline http://www.ode.state.oh.us/emis/ provides the district reporting timeline. It is modified from previous years to ensure that all AYP determinations are verified and final by August 1, 2003.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.5 Does the State Accountability System produce an annual State Report Card?	The State Report Card includes all the required data elements [see Appendix A for the list of required data elements]. The State Report Card is available to the public at the beginning of the academic year. The State Report Card is accessible in languages of major populations in the State, to the extent possible. Assessment results and other academic indicators (including graduation rates) are reported by student subgroups	The State Report Card does not include all the required data elements. The State Report Card is not available to the public.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Section 3302.03(D)(1) of Ohio code requires that the Ohio Department of Education "issue annual report cards for each school district, each building within each district, and for the state as a whole."

Section 3302.03(D)(3) requires disaggregations of data according to student characteristics, including race, ethnicity, gender, and economic disadvantage. In addition, Section 3302.03(D)(2)(h) specifically allows the Ohio Department of Education to "disaggregate data on student performance according to other categories that the department determines are appropriate."

The state report card is accessible via the state web site at http://www.ode.state.oh.us/reportcard/. In addition to disaggregations that are required by Ohio code, Ohio's report card includes disaggregations by disability status, English proficiency, and migrant status. Beginning with the 2002-03 report card, Ohio will include disaggregated results by economic disadvantage, percentage of students not tested, graduation and attendance rates disaggregated by subgroup, and teacher qualifications, including a comparison of qualifications for schools in the top and bottom quartiles by poverty.

The FY03 EMIS Yearend Processing and ESEA Reporting Timeline http://www.ode.state.oh.us/emis/ has been modified from previous years to ensure that the state report card is available to the public before the start of the next school year.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?[2]	State uses one or more types of rewards and sanctions, where the criteria are: • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs.	State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
Ohio's plan for rewards and sanctions is contained in two linked documents: • "School Building Recognition and Consequences – Consecutive Years Meeting AYP or Missing AYP," and • "District Recognition and Consequences – Consecutive Years Meeting AYP or Missing AYP."		

[2] The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
2.1 How does the State Accountability System include all students in the State?	All students in the State are included in the State Accountability System. The definitions of "public school" and "LEA" account for all students enrolled in the public school district, regardless of program or type of public school.	Public school students exist in the State for whom the State Accountability System makes no provision.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All public school students will be included in Ohio's accountability system and in the statewide AYP calculation. In cases in which the school building or district that serves a student's attendance area has a say in deciding to educate the student in another institution (e.g., the school building/district decided to place students with a particular disability in a school building other than the student's school of residence), the student will be counted at his/her neighborhood school building. In cases in which the school building or district that serves a student's attendance area had no say in deciding to educate the student in another institution (e.g., students who are placed by a court), the student will be counted at the educating institution. Ohio will create one statewide school district to account for all youth who are adjudicated for reasons of unruliness or delinquency (e.g., incarcerated youth and Department of Youth Services placement).

Ohio has developed a comprehensive set of business rules to ensure that each and every student is included in the accountability system and to determine where each student counts. These business rules are codified in the linked document:

- "Where Students Statewide Assessment Scores Count"

For accountability purposes, school buildings that have no tested grades will be linked with the school buildings into which their students feed. For example, where a kindergarten through grade two school building feeds into a grades three through six school building, the AYP determinations for the grades three through six school building will also apply to the feeder school building.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
2.2 How does the State define "full academic year" for identifying students in AYP decisions?	The State has a definition of "full academic year" for determining which students are to be included in decisions about AYP. The definition of full academic year is consistent and applied statewide.	LEAs have varying definitions of "full academic year." The State's definition excludes students who must transfer from one district to another as they advance to the next grade. The definition of full academic year is not applied consistently.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Full academic year is defined as continuous enrollment from the October enrollment accounting period through the March test administration. Student data provided during the October enrollment accounting period determines the allocation of state funds to each district.

A student attending the same school building from the October enrollment accounting period through the spring statewide test administration will be included when determining if the school building has made adequate yearly progress (AYP). A student attending the same district from the October enrollment accounting period through the spring statewide test administration will be included when determining if the district has made AYP. A student who attends more than one school building within a district during the school year is only included in determining if the district has met AYP standards. All Ohio students will be part of the statewide AYP calculation, including students who have not been enrolled in any single district for a full academic year.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?	State holds public schools accountable for students who were enrolled at the same public school for a full academic year. State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.	State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability. State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability. State holds public schools accountable for students who have not attended the same public school for a full academic year.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
The student data elements that are collected in the statewide data system and used to determine which students have attended the same public school and/or LEA for a full academic year are described at the following web site: http://www.ode.state.oh.us/EMIS/. In addition, Ohio is implementing a statewide system of unique student identifiers that will enhance the capabilities of the statewide data system to account for individual student attendance and mobility. The new statewide system of unique student identifiers is being implemented during the 2002-03 school year, and will be operational during the 2003-04 school year.

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

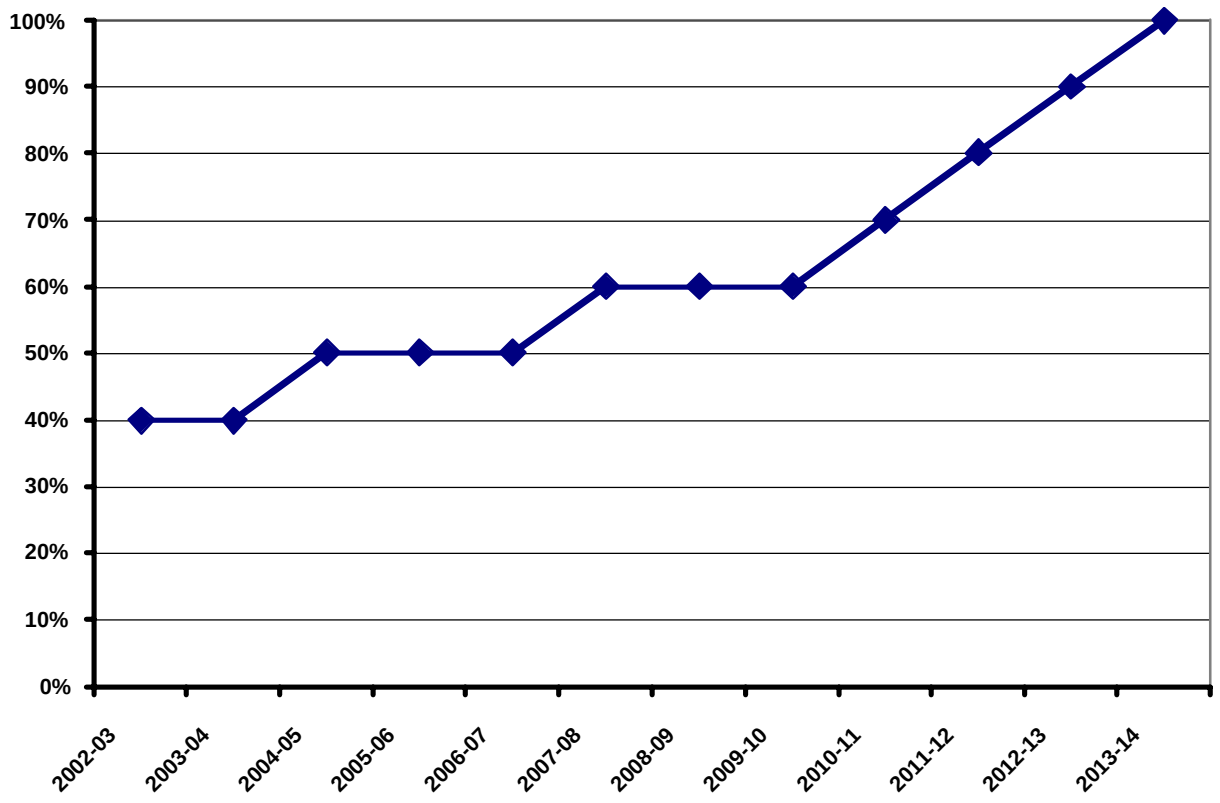
CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts[3] and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.

[3] If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Starting points, intermediate goals, and annual measurable objectives will be set separately for reading and mathematics at the elementary, middle, and high school levels. Figure 2 illustrates Ohio's approach to setting intermediate goals and annual measurable objectives, thus determining AYP, for a starting point of 40 percent proficient. In each case, Ohio's definition of adequate yearly progress results in all students meeting or exceeding the proficient level of academic achievement in reading and mathematics not later than 2013-14.

Figure 2



STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS (continued)

To meet the expectations represented by these intermediate goals and annual measurable objectives, schools and districts must make substantial and continuous improvement. To provide a sense of the challenge that Ohio schools and districts will face in meeting these annual measurable objectives and intermediate goals, consider the following:

- If these requirements had been implemented in 2001-02, two of every five Ohio school districts would have missed the AYP standard.

- If these requirements had been implemented in 1999-2000, approximately 70 percent of Ohio's 2,049 elementary and middle schools would have failed the AYP standard by the 2001-02 school year.

- The statewide proficiency rates for some subgroups are substantially below Ohio's AYP starting point. For example:

    - If Ohio's starting point were set on the basis of 2001-02 statewide fourth- and sixth-grade scores, it would be approximately 40 percent proficient for both reading and mathematics. If the starting point were set solely on the basis of Hispanic or African-American performance, it would be approximately 13 percent proficient for both reading and mathematics.

    - Of 277 schools with at least 30 African-American students, more than 90 percent would have failed AYP in 2001-02 on the basis of the African-American subgroup performance.

    - Of 101 Ohio schools with at least 50 students with disabilities, one, and only one, would have met AYP in 2001-02 for the students with disabilities subgroup. The remaining 100 schools would have failed AYP on the basis of the students with disabilities subgroup performance.

- There is a substantial gap between the academic performance of racial subgroups in Ohio. For example:

    - In 2001-02, the fourth grade percent proficient in both reading and mathematics for Hispanic and African-American students trailed that of white students by at least 20 points. The African-American student proficiency rate in both reading and mathematics was one-half of the rate for white students.

    - In 2000-01, only 11 percent of African-American students in the sixth grade achieved the proficient level on all five Ohio proficiency tests. The rate for white sixth grade students was 43 percent.

    - In 2000-01, 59 percent of African-American students graduated, compared with 85 percent of white students.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?	For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators. However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.	State uses different method for calculating how public schools and LEAs make AYP.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

In determining whether each subgroup, school building, and district, as well as the state-as-a-whole meets the annual measurable objectives, Ohio will calculate the percent of the tested students who achieve the proficient level or higher, examine participation rates, implement a uniform averaging procedure, and employ the safe harbor provision.

Participation requirements – School buildings and districts in which at least 95 percent of the students enrolled at the time of the test take the state assessments will meet the AYP standard. School buildings and districts in which fewer than 95 percent of any student subgroup takes the state assessment will not meet the AYP standard, provided the size of the subgroup meets the minimum number required (40 students). If the size of the subgroup is less than 40 students, then a participation rate of less than 95 percent for that subgroup will not result in a failure to meet the AYP standard.

Uniform averaging procedure – Averaging pertains to both grades and years. Ohio will average the percent proficient across grades within a school building and district to determine AYP. The percent proficient will be calculated based on the number of tested students that were enrolled for a full academic year. The mean will be calculated separately for reading and mathematics.

In addition, Ohio will average the most recent three years of test scores (including the current year's scores) and compare the results to the current year's test scores. The highest score will be used to determine the district's/school building's AYP status. This approach rewards school buildings and districts for efforts that result in strong single-year achievement gains and minimizes the potential for falsely inferring that a school building or district has failed to meet AYP standards (Linn, 2002).

Safe harbor provision – If a school building or district fails to meet the annual measurable objective, or if one or more subgroups fail to meet the annual measurable objective, then the school building or district makes adequate yearly progress if both of these conditions are met:

1) the percentage of tested students in that school building, district, or subgroup below the proficient achievement level decreases by at least ten (10) percent from the preceding year. In calculating the percentage decrease, Ohio will average the most recent three years of test scores (including the current year's scores) and compare the results to the current year's test scores. The highest score will be used to determine whether the school building, district, or subgroup achieved the ten (10) percent reduction from the previous year.

2) the students in that school building, district, or subgroup:
   a) meet the threshold for the other academic indicators or
   b) make progress on one or more of the other academic indicators.

Reference

Linn, Robert L. & Haug, Carolyn (2002). Stability of School-Building Accountability Scores and Gains. *Educational Evaluation and Policy Analysis*, *24*(1), 29-36.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.2a What is the State's starting point for calculating Adequate Yearly Progress?	Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement. Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level. A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools…).	The State Accountability System uses a different method for calculating the starting point (or baseline data).

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Ohio's starting point will be calculated by averaging 1999-2000, 2000-01, and 2001-02 statewide test scores. Three starting points each will be set for reading and mathematics – one each for elementary (grades three to five), middle (grades six to eight), and high schools. In each case the starting point will be the higher of (1) the percentage of proficient students in the lowest-achieving subgroup and (2) the percentage of proficient students in the school building in which is enrolled the student at the 20th percentile of Ohio's total enrollment. In setting the starting point, students who took the assessment with extended accommodations will be assigned a non-proficient score. Students who took the alternate assessment and limited English proficient students who were exempted from the statewide tests will not be included in determining the starting point. The reading and mathematics starting points will be applied to each school building and school district, as well as to each subgroup at the school building, district, and statewide levels to determine AYP status. For the 2002-03 school year, the elementary starting point comprises the fourth grade scores, the middle grades starting point comprises the sixth grade scores, and the high school starting point comprises the ninth grade scores. The only year in which high school AYP will be based on ninth-grade proficiency test scores is 2002-03. Beginning with school year 2003-04, the status of school buildings that encompass grades nine through twelve will be judged against AYP standards based on Ohio's new tenth grade tests. The intermediate goals and annual measurable objectives will be re-established using scores from the 2002-03 administration of the tenth grade test – the first year of administration of the new tenth grade test. When calculating the results statewide, for school districts, and for school buildings with multiple levels, as well as for subgroups within them, the starting point will be the average of the starting points for grades four, six, and nine. This average will be based on the higher of – for each of grades four, six, and nine – (1) the percentage of proficient students in the lowest-achieving subgroup and (2) the percentage of proficient students in the school building in which is enrolled the student at the 20th percentile of Ohio's total enrollment. Ohio is analyzing test results for 1999-2000, 2000-01, and 2001-02 to determine the starting point for calculating adequate yearly progress. Final starting points will be identified by February 18, 2003.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?	State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments. The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline. The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.	The State Accountability System uses another method for calculating annual measurable objectives. The State Accountability System does not include annual measurable objectives.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Ohio will establish separate reading and mathematics statewide annual measurable objectives for elementary, middle, and high school grades that identify a minimum percentage of students that must meet the proficient level of academic achievement. Annual measurable objectives will utilize the same percent proficient as the most recent intermediate goal. The reading and mathematics annual measurable objectives will be applied to each school building and school district, as well as to each subgroup at the school building, district, and statewide levels to determine AYP status. When calculating the 2002-03 results statewide, for school districts, and for school buildings with multiple levels, as well as for subgroups within them, the annual measurable objective will be an average of the elementary, middle, and high school annual measurable objectives for reading and mathematics respectively.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	State has established intermediate goals that increase in equal increments over the period covered by the State timeline. • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years.	The State uses another method for calculating intermediate goals. The State does not include intermediate goals in its definition of adequate yearly progress.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Ohio will establish separate reading and mathematics intermediate goals for elementary, middle, and high school grades that increase in equal increments over the 12-year timeline. There will be five intermediate goals total. The intermediate goals will take effect with the 2004-05, 2007-08, 2010-11, 2011-12, and 2012-13 school years (see Figure 2 in response to Principle 3.1).

The intermediate goals for elementary, middle, and high school reading and mathematics will be applied to each school building, as well as to each subgroup at the school building level to determine AYP status. When calculating the 2002-03 results statewide, for school districts, and for school buildings that span multiple levels, as well as for subgroups within them, the intermediate goal will be an average of the elementary, middle, and high school intermediate goals for reading and mathematics respectively.

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually.[4]	AYP decisions for public schools and LEAs are not made annually.

[4] Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Ohio code requires that the Ohio Department of Education "issue annual report cards for each school district, each building within each district, and for the state as a whole" (Section 3302.03(D)(1)). AYP decisions will be made annually for each public school and LEA in Ohio.

Consecutive years of failing AYP requirements will be predicated on failing the same subject (reading or mathematics) for multiple years. This approach is consistent with *No Child Left Behind*'s goal of successfully remediating subject performance deficiencies and will mitigate the potential for falsely inferring that a school building or district is not meeting AYP standards.

The following school building example illustrates this approach:

Year 1 – students with disabilities miss the AYP reading standard – all other AYP targets are met

Year 2 – economically disadvantaged students miss the AYP reading standard – all other AYP targets are met – the school is now in improvement and must offer choice

Year 3 – limited English proficient students miss the AYP reading standard – all other AYP targets are met – the school continues in improvement status and must offer choice and supplemental services

Year 4 – students with disabilities miss the AYP math standard – all other targets met – school remains in improvement status and must continue to offer choice and supplemental services

Year 5 – there are four possible scenarios:

a) one or more subgroups misses the AYP reading standard and one or more subgroups misses the AYP math standard – the school is now in corrective action
b) one or more subgroups misses the AYP reading standard and all subgroups meet the AYP math standard – the school is now in corrective action
c) all subgroups meet the AYP reading target and one or more subgroups misses the AYP math standard – the school is now in year one of school improvement and must offer choice
d) all subgroups meet the AYP reading and math targets – the school is no longer in school improvement

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency. Provides definition and data source of subgroups for adequate yearly progress.	State does not disaggregate data by each required student subgroup.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Ohio currently disaggregates data for the state report card. Please see a sample on-line at: www.ode.state.oh.us/reportcard. All public school buildings and districts will be accountable for the performance of student subgroups – including major racial/ethnic subgroups, students with disabilities, limited English proficient students, and economically disadvantaged students – through the AYP determination, provided the subgroup meets the minimum group size requirement. Districts submit data for each individual, which includes demographic information, through the Educational Management Information System. A description of required student data elements is available at www.ode.state.oh.us/EMIS.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

In determining whether each school building and district, as well as the state-as-a-whole, meets the annual measurable objectives, Ohio will calculate, for each subgroup, the percent of the tested students who achieve the proficient level or higher, examine participation rates, implement a uniform averaging procedure, and employ the safe harbor provision.

Participation requirements – School buildings and districts in which fewer than 95 percent of any student subgroup takes the state assessment will not meet the AYP standard, provided the size of the subgroup meets the minimum number required (40 students). If the size of the subgroup is less than 40 students, then a participation rate of less than 95 percent for that subgroup will not result in a failure to meet the AYP standard.

Uniform averaging procedure – Ohio will average the most recent three years of test scores (including the current year's scores) for each subgroup and compare the results to the current year's test scores for the same subgroup. The highest score will be used to determine the district's/school building's AYP status. This approach rewards school buildings and districts for efforts that result in strong single-year achievement gains and minimizes the potential for falsely inferring that a school building or district has failed to meet AYP standards (Linn, 2002).

Safe harbor provision – If one or more subgroups fail to meet the annual measurable objective, then the school building or district makes adequate yearly progress if both of these conditions are met:

1) the percentage of tested students in that subgroup below the proficient achievement level decreases by at least ten (10) percent from the preceding year. In calculating the percentage decrease, Ohio will average the most recent three years of test scores (including the current year's scores) and compare the results to the current year's test scores. The highest score will be used to determine whether the subgroup achieved the ten (10) percent reduction from the previous year.

2) the students in that subgroup:
   a) meet the threshold for the other academic indicators or
   b) make progress on one or more of the other academic indicators.

Reference

Linn, Robert L. & Haug, Carolyn (2002). Stability of School-Building Accountability Scores and Gains. *Educational Evaluation and Policy Analysis*, *24*(1), 29-36.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.3 How are students with disabilities included in the State's definition of adequate yearly progress?	All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled. State demonstrates that students with disabilities are fully included in the State Accountability System.	The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments. State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The requirement for full participation of students with disabilities in the statewide testing program is codified in Ohio law in Section 3301.0711(C). The requirement that the performance of students with disabilities on statewide tests be included in school and district accountability calculations is found in Section 3302.03(E) of Ohio code.

Ohio requires all students with disabilities to participate in the statewide assessment program by taking the regular assessment without accommodations, by taking the regular assessment with approved accommodations, or taking the alternate assessment. The scores for students with disabilities who take the alternate assessment will be included in the assessment data in the accountability system within the parameters defined by federal statute and regulations.

For 2002-03, students with disabilities who take Ohio's existing alternate assessment will be included in subgroup, school, district, and statewide data. As defined in Ohio's timeline agreement with the United States Department of Education, beginning with the 2003-04 school year Ohio will administer new alternate assessments. Effective with school year 2003-04, students with disabilities who take Ohio's new alternate assessment will be included in subgroup, school, district, and statewide data.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?	All LEP students participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards. State demonstrates that LEP students are fully included in the State Accountability System.	LEP students are not fully included in the State Accountability System.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
The Ohio Department of Education is requiring that all limited English proficient students participate in the statewide testing program in 2002-03. Evidence of this requirement includes the February 27, 2002 memorandum from Mitchell D. Chester, Assistant State Superintendent, to all Ohio district superintendents, which is entitled "Maximizing Student Participation in March 2002 Proficiency Testing." The memorandum provided the following directive (original emphasis included): "**The only students exempted** from being included in the calculation of school and district achievement and the determination of Adequate Yearly Progress **are those who have been enrolled in the school district for less than one year**. All other students, including special education and limited English proficient students, will be included in the determination of school and district achievement and progress for purposes of Title I." Current Ohio statute requires the participation of limited English proficient students according to the following provisions (Section 3301.0711(C)(3)): "As used in this division, "English-limited student" means a student whose primary language is not English, who has been enrolled in United States schools for less than three full school years, and who within the school year has been identified, in accordance with criteria provided by the department of education, as lacking adequate proficiency in English for a test under this section to produce valid results with respect to that student's academic progress. A school district board or governing authority of a nonpublic school may grant a temporary, one-year exemption from any test administered under this section to an English-limited student. Not more than three temporary one-year exemptions may be granted to any student. During any school year in which a student is excused from taking one or more tests administered under this section, the school district shall assess that student's progress in learning English, in accordance with procedures approved by the department. No district board or governing authority of a chartered nonpublic school shall prohibit an English-limited student from taking a test under this section." The Ohio Department of Education is recommending to the legislature modifications in Ohio code to bring Ohio statute into full alignment with the limited English proficient student participation requirements contained in the *No Child Left Behind Act*, Sections 1111(b)(3)(C)(ix)(III)) and 1111(b)(3)(C)(x). These recommendations will ensure that each student in this subgroup is receiving direct services and/or is being monitored until such time as s/he no longer meets the federal definition of limited English proficient contained in Section 9101(25) of the *No Child Left Behind Act***.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?	State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.[5] Definition of subgroup will result in data that are statistically reliable.	State does not define the required number of students in a subgroup for reporting and accountability purposes. Definition is not applied consistently across the State. Definition does not result in data that are statistically reliable.

[5] The minimum number is not required to be the same for reporting and accountability.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The minimum size of subgroups will vary based on the purpose of the calculation and concerns specific to the students with disabilities subgroup. The purposes for adopting a minimum subgroup size are for reporting results, calculating participation rates, and accountability for results.

Reporting Results

For reporting purposes, but not for determining AYP, we will employ a minimum size of 10 for all subgroups.

Calculating Participation Rates

For determining participation rate as part of the AYP calculation we will employ a minimum size of 40 for all subgroups (except students with disabilities). The federal requirement for participation – 95 percent – allows little room for extenuating circumstances when small groups of students are involved. The 95 percent participation requirements means that all students must be tested when the subgroup numbers less than 20; no more than one (1) student can miss the test when the subgroup size is between 20 and 39; and no more than two (2) students can miss the test when the subgroup size is 40. Even schools and districts that are bullish about test participation will encounter circumstances that prevent students from taking the test – for example, extended illness or injury. A minimum subgroup size of 40 provides schools with a cushion against failing the participation requirement for reasons that are beyond their control.

Accountability for Results

For AYP calculations, the minimum subgroup size for groups other than students with disabilities will be 30. Analyses suggest that substantial improvement in measurement precision due to reductions in cohort effects are achieved as the sample size increases to 30. Increases in sample size beyond 30 yield decreased improvement in measurement precision when compared to the precision gained through 30.

Students with disabilities – There are measurement issues that are unique to the students with disabilities group that we will address through a larger minimum size. For students with disabilities, the minimum group size for accountability will be set at 45. The larger subgroup size is designed to compensate for the heterogeneity of this subgroup, the extensive use of accommodations in assessing students with disabilities, and the substantial variation in identification rates for this population.

Heterogeneity of the Student with Disabilities Subgroup: One rationale for setting the minimum size at 45 for students with disabilities relates to the heterogeneity of this subgroup. In fact, the argument has been made that "one cannot really speak of them as a group in a meaningful way, except perhaps with respect to the rights that all are afforded" (National Research Council, 1997, page 68). Some students have mild disabilities while others have multiple severe disabilities. Disabilities range from speech articulation challenges to severe cognitive impairment. IDEA identifies 13 categories of disability that reflect two models of disability – medical and social system models of deviance (Reschly, 1987). Medical model disabilities are generally lifelong and wide-ranging. Social system model disabilities are socially constructed and relevant to some, but not all, settings.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS (continued)

Contributing to the heterogeneity of this subgroup are the employment of unreliable identification measures, unsound diagnostic practices, different choices of discrepancy models on which identification is based, and preference for the specific learning disability diagnosis because it incurs less stigma than most of the other categories (Lyon, 1996; Mercer et al., 1990; Patrick & Reschly, 1982; Singer et al., 1989; Smith et al., 1988). As a result, even within the subcategory of specific learning disability there exists substantial heterogeneity (Keogh & MacMillan, 1996).

One implication of this heterogeneity relates to the challenges of making valid and reliable inferences about the effectiveness of a school or district in educating students with disabilities. Research suggests that it is inappropriate to treat students with disabilities as a unitary category. Therefore, an approach with greater reliability and validity would be to examine school and district effectiveness with various students with disabilities subpopulations. Applying a minimum subgroup size to each student with disabilities subpopulation would result, however, in very few schools or districts having sufficient numbers of students to be held accountable – unless we adopted a minimum size that is so small that the results are unreliable for each subpopulation. Having a subgroup size that is larger than for racial/ethnic, LEP, and economically disadvantaged subgroups helps to mitigate the unreliability of the inferences made about school and district effectiveness when various subpopulations are aggregated together to create the student with disabilities subgroup.

Impact of Test Administration Accommodations: The larger subgroup size also is designed to compensate for the extensive use of accommodations in assessing students with disabilities, the substantial variation in identification rates for this population, and the heterogeneity of this subgroup. Research suggests that the use of accommodations during test administration may diminish the validity and reliability of the test scores (Thurlow, Ysseldyke, & Silverstein, 1993; Koretz, 1997; Shepard, Taylor, & Betebenner, 1998). While this finding is not universally accepted, some who have reviewed the research believe that current knowledge and testing technology is insufficient to ensure the design of accommodations that do not alter the content being tested (National Research Council, 1997).

Variation in Identification Criteria: In addition, districts vary in the criteria they employ to identify students with disabilities. While the statewide identification rate is 12 percent, some Ohio districts identify as few as six (6) percent of their students as disabled, while other districts identify as much as 23 percent. By setting a higher minimum size for students with disabilities, we increase the precision of the estimates we calculate for this subgroup, and thus increase the precision of the inferences we make about the effectiveness of school buildings and districts in improving the achievement of students with disabilities over time.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS (continued)

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information.[6]	Definition reveals personally identifiable information.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Ohio is dedicated to the protection of individual student privacy when reporting results. Ohio code prohibits the reporting of "any data statistical in nature . . . that could result in the identification of individual students" (Section 3302.03(D)(3)(h)).

Ohio does not report results for groups in which there are fewer than ten students. Ohio employs the **following reporting conventions on accountability reports and report cards to protect the privacy of students when reporting results:**

- <10 = Fewer than 10. This will appear for any counts in which there are fewer than 10 students.
- NC = Not calculated for fewer than 10 students. This will appear on the Report Card for statistics in which there are fewer than 10 students in the denominator. For example, when looking at 4th grade proficiency results, if there are only three 4th grade Hispanic students in a district, "NC" would appear because there are fewer than 10 students in the denominator.

In cases where there are ten or more students all of whom score at the proficient level or higher, or all of whom score below the proficient level, Ohio will report that "80 percent or more" scored at that level.

[6] The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?	Formula for AYP shows that decisions are based primarily on assessments.[7] Plan clearly identifies which assessments are included in accountability.	Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
Reading and mathematics assessment scores are the predominant determinant of AYP. While the required additional academic indicators (NCLB Section 1111(b)(2)(C)(vi) are part of the AYP determination, in determining whether each subgroup, school building, and district, as well as the state-as-a-whole meets the annual measurable objectives, Ohio will calculate the percent of the tested students who achieve the proficient level or higher, examine participation rates, implement a uniform averaging procedure, and employ the safe harbor provision. Each of these calculations is based on reading and mathematics assessments scores.		

[7] State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
7.1 What is the State definition for the public high school graduation rate?	State definition of graduation rate: • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause[8] to make AYP.	State definition of public high school graduation rate does not meet these criteria.

[8] See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Ohio's initial threshold for graduation rate will be the rate for the district at the top of the bottom quintile of enrollment when districts are ranked from lowest to highest graduation rates. At the end of school years 2010-11 and 2012-13 the graduation rate will be raised by one-third of the gap between the initial threshold rate and 100 percent. For example, if the initial threshold graduation rate is 70 percent, then the threshold will become 80 percent at the end of 2010-11 and 90 percent at the end of 2012-13.

The graduation rate is an estimated cohort group rate that is calculated by the method recommended by the National Center for Educational Statistics:

$$\text{Graduation Rate} = \left(\frac{\text{\# of FY2002 Graduates + Summer 2002 Graduates (Reported in FY2003K)}}{\begin{array}{c}\text{(\# of FY2002 Graduates +} \\ \text{\# of Grade 9 dropouts in FY1999 +} \\ \text{\# of Grade 10 Dropouts in FY2000 +} \\ \text{\# of Grade 11 Dropouts in FY2001 +} \\ \text{\# of Grade 12 Dropouts in FY2002 +} \\ \text{Summer 2002 Graduates (Reported in FY2003K)}\end{array}} \right) \times 100$$

Students receiving non-standards based diplomas or GEDs are not included as graduates when calculating graduation rates. The following website address contains the Student Data Elements section of Ohio's educational management system: http://www.ode.state.oh.us/emis/documentation/manual/2003/chapter_2.asp. It includes information about the calculation of the graduation rate.

For purposes of AYP (other than "safe harbor") the calculation of the graduation rate will apply to the school building and district level, but not to the subgroup level. School buildings and districts that achieve or exceed the threshold for the graduation rate, as well as those that are below the threshold but improve their graduation rate when compared to the previous year, will have met the other academic indicator for purposes of calculating AYP.

In addition to being part of the definition of AYP, school buildings/districts will be required to meet the graduation rate threshold or improve their graduation rate as a requirement for the "safe harbor" provision (subgroups that fail to meet AYP standards but succeed in reducing the proportion of students who are not proficient by at least ten percent).

Ohio is committed to ensuring improved graduation rates within low-performing high schools. The Ohio Department of Education will work with school districts to aggressively focus on improving the graduation rates of high schools where the rate is below the threshold.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?	State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.[9] An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.	State has not defined an additional academic indicator for elementary and middle schools.

[9] NCLB only lists these indicators as examples.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Ohio's additional academic indicator for public elementary and middle schools for the definition of AYP is student attendance. The student attendance rate is the ratio of the number of student days of actual attendance over the course of a school year to the number of days of student enrollment for that school year.

$$\text{Student Attendance Rate} = \left[\frac{\text{Total attendance days of students}}{\text{Total of student attendance + excused absence days + unexcused absenced days}} \right] \times 100$$

Ohio's threshold for attendance will be the rate for the school building at the top of the bottom quintile of enrollment when school buildings are ranked from lowest to highest attendance rates.

For purposes of AYP (other than "safe harbor") the calculation of the attendance will apply to the school building and district level, but not to the subgroup level. School buildings and districts that achieve or exceed the threshold for attendance, as well as those that are below the threshold but improve their attendance rate when compared to the previous year, will have met the other academic indicator for purposes of calculating AYP.

In addition to being part of the definition of AYP, school buildings/districts will be required to meet the attendance rate threshold or improve their attendance rate as a requirement for the "safe harbor" provision (subgroups that fail to meet AYP standards but succeed in reducing the proportion of students who are not proficient by at least ten percent).

Ohio is committed to ensuring improved attendance rates within low-performing elementary and middle schools. The Ohio Department of Education will work with school districts to aggressively focus on improving the attendance rates of elementary and middle schools where the rate is below the threshold.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
7.3 Are the State's academic indicators valid and reliable?	State has defined academic indicators that are valid and reliable. State has defined academic indicators that are consistent with nationally recognized standards, if any.	State has an academic indicator that is not valid and reliable. State has an academic indicator that is not consistent with nationally recognized standards. State has an academic indicator that is not consistent within grade levels.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Ohio's graduation rate calculation complies with national standards and both the graduation and attendance rates are subject to audit and verification at the state level.

The graduation rate calculation is consistent with the methodology recommended by the National Center for Education Statistics.

The Ohio Department of Education reviews data submitted by school districts relative to the graduation and attendance rates and identifies figures that represent substantial change from past performance. The Ohio Department of Education engages individual school districts in verifying data that represents substantial change form past performance. These audits are conducted by two units with the Agency – the fiscal office, since attendance and enrollment contribute to funding, and the policy research office, which monitors the accountability data.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?	State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics. [10] AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.	State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The Adequate Yearly Progress (AYP) calculation will examine separately the proportion of students proficient in reading and mathematics, as well as the rates of participation in reading and mathematics. In determining whether each subgroup, school building, and district, as well as the state-as-a-whole meets the annual measurable objectives, Ohio will calculate – separately for reading and for mathematics – the percent of the tested students who achieve the proficient level or higher, examine participation rates, implement a uniform averaging procedure, and employ the safe harbor provision.

Ohio will establish separate reading and mathematics statewide annual measurable objectives for elementary, middle, and high schools that identify a minimum percentage of students that must meet the proficient level of academic achievement. The reading and mathematics annual measurable objectives will be applied to each school building and school district, as well as to each subgroup at the school building, district, and statewide levels to determine AYP status.

Consecutive years of failing AYP requirements will be predicated on failing the same subject (reading or mathematics) for multiple years (see response to Principle 4.1 for a more detailed explanation).

[10] If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
9.1 How do AYP determinations meet the State's standard for acceptable reliability?	State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions. State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice. State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions. State updates analysis and reporting of decision consistency at appropriate intervals.	State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments. State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters. State's evidence regarding accountability reliability (decision consistency) is not updated.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Ohio has included several features that are designed to maximize decision consistency and the validity of inferences drawn. These include:

- the use of multiple measures – AYP, Ohio indicators, a performance index score, and a growth calculation – in determining the rating of schools (see Figure 1 in the response to Principle 1.1).
- the use of uniform averaging and comparing the average to the most recent year's test results.
- the employment of the "safe harbor," so that schools and districts that miss AYP but show a strong gain in the areas missed will not be identified.
- predicating consecutive years of failing AYP on failing the same subject (reading or mathematics) for consecutive years.

As the new accountability system is implemented, the Ohio Department of Education will examine data related to the reliability and validity of the inferences made about schools and districts. This information will be shared with schools and districts, and used to refine the system as appropriate.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The 2002-03 School Improvement Status Review Process begins on June 4th, 2003.

Ohio's data collection and reporting timeline allows 30 days for schools to appeal the AYP determination. Schools declared in school improvement status have 30 days to review data before being included on the school improvement list for the district. The end of 30-day period for appealing AYP is July 25th, 2003.

The Education Management Information System timeline at: www.ode.state.oh.us/EMIS provides the specific dates for processing and validating 2002-03 data before finalizing AYP determinations and school and district ratings by August 1, 2003.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?	State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.[11] State has a plan for including new public schools in the State Accountability System. State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.	State's transition plan interrupts annual determination of AYP. State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.

[11] Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

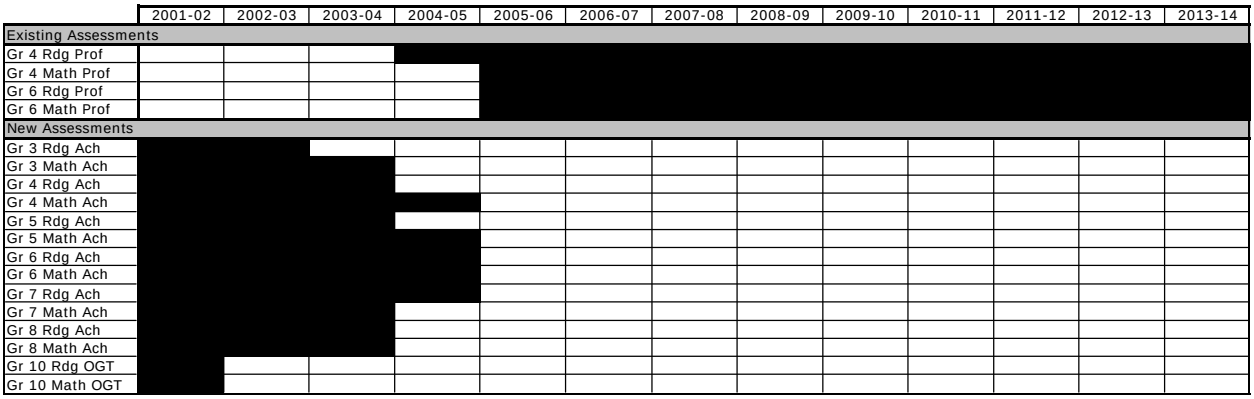
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

As Ohio implements new assessments, we will adjust our definition of adequate yearly progress so that we incorporate data from the new tests while maintaining the timeline for all students to reach proficiency by 2013-14. Following the first year of administration of each new statewide assessment, new baselines will be calculated and the remaining intermediate goals will be adjusted. The process of identifying the baseline percent proficient on the new assessments will parallel the process used to establish the 2001-02 baseline (see the response to Principle 3.2a) – by identifying the higher of the lowest performing subgroup and the school at the top of the bottom quintile enrollment when sorted by percent proficient. The baseline percent proficient rate from the new assessment will be averaged with the rate from the continuing assessments to determine the intermediate goals and annual measurable objectives for the respective school level (elementary, middle, or high school grades).

Figure 2 displays the schedule for incorporating new assessments into the AYP calculation. For example, following the initial administration of the grade 3 reading achievement test in 2003-04, we will calculate a new reading baseline and adjust the remaining intermediate goals accordingly. The new intermediate goals will apply prospectively, but will not result in a change in the statewide annual measurable objective for the initial year's administration (in this example, 2003-04).

Figure 2

Schedule for Incorporating New Assessments into the AYP Calculation



Students attending public schools that are in their first year of operation will be included at the district and state levels in determining district AYP. AYP determinations for new schools will commence with their second year of operation, at which time students attending the new school will be included at the school, district, and state levels.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	State has a procedure to determine the number of absent or untested students (by subgroup and aggregate). State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate). Public schools and LEAs are held accountable for reaching the 95% assessed goal.	The state does not have a procedure for determining the rate of students participating in statewide assessments. Public schools and LEAs are not held accountable for testing at least 95% of their students.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The participation rate for each school and district, and for the state as a whole, as well as for each subgroup, will be based on the enrollment during the March test administration. Subgroup, school and district participation rates will be determined by comparing the number of students with test results to the number of students enrolled at the time of the test.

For determining participation rate as part of the AYP calculation we will employ a minimum size of 40 for all subgroups. The federal requirement for participation – 95 percent – allows little room for extenuating circumstances when small groups of students are involved. The 95 percent participation requirements means that all students must be tested when the subgroup numbers less than 20; no more than one (1) student can miss the test when the subgroup size is between 20 and 39; and no more than two (2) students can miss the test when the subgroup size is 40. Even schools and districts that are bullish about test participation will encounter circumstances that prevent students from taking the test – for example, extended illness or injury. A minimum subgroup size of 40 provides schools with a cushion against failing the participation requirement for reasons that are beyond their control.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
School buildings and districts will be required to administer the statewide test to all students enrolled at the time of the March test. School buildings and districts in which at least 95 percent of the students enrolled at the time of the test take the statewide assessment will meet the AYP standard. School buildings and districts in which fewer than 95 percent of any student subgroup takes the state assessment will not meet the AYP standard, provided the size of the subgroup meets the minimum number required (40 students). If the size of the subgroup is less than 40 students, then a participation rate of less than 95 percent for that subgroup will not result in a failure to meet the AYP standard.		

Appendix A
Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.

3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.

5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.

6. Graduation rates for secondary school students disaggregated by student subgroups.

7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.

8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.