

# GUIDE TO UNDERSTANDING OHIO'S ACCOUNTABILITY SYSTEM 2008-2009

**Western City School District**

789 Main Street, Any Town, OH 12345-6789 – Any County

**2008-2009 School Year Report Card**

Current Superintendent: Joe Doe (614) 875-5913

**Your District's Designation:**  
Continuous Improvement

Number of State Indicators Met out of 30  
**29**

Performance Index (0-100 points)  
**91.1**

Adequate Yearly Progress  
**Not Met**

Value-Added Measure  
**Not Met**

**State Indicators**

	Your District 2008-2009	Similar Districts* 2008-2009	State 2008-2009
<b>3rd Grade Achievement</b>			
The state requirement is 75 percent			
1. Reading	87.4 % ✓	87.4 %	87.4 %
2. Mathematics	96.5 % ✓	96.5 %	96.5 %
<b>4th Grade Achievement</b>			
The state requirement is 75 percent			
3. Reading	84.5 % ✓	84.5 %	84.5 %
4. Mathematics	96.5 % ✓	96.5 %	96.5 %
5. Writing	92.1 % ✓	92.1 %	92.1 %
<b>5th Grade Achievement</b>			
The state requirement is 75 percent			
6. Reading	88.5 % ✓	88.5 %	88.5 %
7. Mathematics	88.5 % ✓	88.5 %	88.5 %
8. Science	88.5 % ✓	88.5 %	88.5 %
9. Social Studies	88.5 % ✓	88.5 %	88.5 %
<b>6th Grade Achievement</b>			
The state requirement is 75 percent			
10. Reading	90.1 % ✓	90.1 %	90.1 %
11. Mathematics	90.1 % ✓	90.1 %	90.1 %
<b>7th Grade Achievement</b>			
The state requirement is 75 percent			
12. Reading	88.5 % ✓	88.5 %	88.5 %
13. Mathematics	84.5 % ✓	84.5 %	84.5 %
14. Writing	84.5 % ✓	84.5 %	84.5 %
<b>8th Grade Achievement</b>			
The state requirement is 75 percent			
15. Reading	96.5 % ✓	96.5 %	96.5 %
16. Mathematics	88.8 % ✓	88.8 %	88.8 %
17. Science	88.8 % ✓	88.8 %	88.8 %
18. Social Studies	88.8 % ✓	88.8 %	88.8 %
<b>Ohio Graduation Tests (10th Grade)</b>			
The state requirement is 75 percent			
19. Reading	78.6 % ✓	78.6 %	78.6 %
20. Mathematics	78.6 % ✓	78.6 %	78.6 %
21. Writing	96.5 % ✓	96.5 %	96.5 %
22. Science	96.5 % ✓	96.5 %	96.5 %
23. Social Studies	96.5 % ✓	96.5 %	96.5 %
<b>Ohio Graduation Tests (11th Grade)**</b>			
The state requirement is 85 percent			
24. Reading	92.4 % ✓	92.4 %	92.4 %
25. Mathematics	92.4 % ✓	92.4 %	92.4 %
26. Writing	92.4 % ✓	92.4 %	92.4 %
27. Science	92.4 % ✓	92.4 %	92.4 %
28. Social Studies	92.4 % ✓	92.4 %	92.4 %
<b>Attendance Rate</b>			
The state requirement is 93 percent			
29. All Grades	92.4 %	92.4 %	92.4 %
<b>2007-08 Graduation Rate</b>			
The state requirement is 90 percent			
30. District	92.4 % ✓	92.4 %	92.4 %

**State Indicators**

To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 7th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

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## Guide Overview

This guide is designed to assist in explaining Ohio's accountability system. Major components of Ohio's accountability system include:

1. The use of multiple measures to evaluate the performance of schools and districts. Ratings are computed based on State Indicators, Performance Index, Adequate Yearly Progress (AYP) and Value-Added data. These four components measure the achievement and progress of students within a school building or school district.
2. Designations (Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency) for traditional and community schools.
3. Recognition and consequences for schools that do or do not show improvement.
4. Accountability for various groups of students, including:
  - Economically disadvantaged students;
  - Students from major racial and ethnic groups;
  - Students with disabilities; and
  - Students with limited English proficiency.

## What's New

The 2008-2009 accountability system and Local Report Card have a few key changes, which are explained in detail later in the guide. The key changes are:

- The additional Impact of Value-Added on the designation;
- The inclusion of disaggregated graduation rates, as required by the U.S. Department of Education. The information is **only** for reporting purposes; and
- A notice required by the U.S. Department of Education about the National Assessment of Educational Progress (NAEP) which measures what America's students know and can do in various subject areas, and a link to the Ohio Department of Education (ODE) NAEP Web site.

## Ohio's Accountability System

The State and Local Report Cards for the 2008-2009 school year show the performance of districts and schools using four separate measures. The combination of the four measures described below is the basis for assigning state designations to each district, school building and community school. The six designations are Excellent with ***Distinction***, ***Excellent***, ***Effective***, ***Continuous Improvement***, ***Academic Watch*** and ***Academic Emergency***.



### State Indicators

Districts and schools earn credit for performance indicators by:

*Meeting or exceeding the goal of 75 percent proficient or above on:*

- 3<sup>rd</sup>-grade achievement tests: reading, mathematics
- 4<sup>th</sup>-grade achievement tests: reading, mathematics, writing
- 5<sup>th</sup>-grade achievement tests: reading, mathematics, science, social studies
- 6<sup>th</sup>-grade achievement tests: reading, mathematics
- 7<sup>th</sup>-grade achievement tests: reading, mathematics, writing
- 8<sup>th</sup>-grade achievement tests: reading, mathematics, science, social studies
- Ohio Graduation Test – 10<sup>th</sup>-grade: reading, mathematics, writing, science, social studies

*Meeting or exceeding the goal of 85 percent proficient or above on:*

- Ohio Graduation Test – Cumulative 11<sup>th</sup> grade: reading, mathematics, writing, science, social studies

*Meeting or exceeding the 90 percent state requirement in:*

- Graduation Rate

*Meeting or exceeding the 93 percent state requirement in:*

- Attendance Rate

Districts and schools that meet higher percentages of indicators could receive higher designations. Districts are evaluated based on all 30 indicators. School buildings and community schools, however, may be evaluated on fewer indicators depending on the grade levels offered in the building or community school.



### Performance Index

This measure rewards the achievement of every student, not just those who score proficient or higher. Districts, buildings and community schools earn points based on how well each student does on all tested subjects in grades 3-8 and the 10<sup>th</sup>-grade Ohio Graduation Tests.

All tests have five performance levels – advanced, accelerated, proficient, basic and limited. The percentage of students scoring at each performance level is calculated and then multiplied by the point value assigned to that performance level.

The percentage of students performing at the “advanced” level is multiplied by 1.2 points. The percent at the “accelerated” level is multiplied by 1.1 points. The percent at the “proficient” level is multiplied by 1.0 point. The percent at the “basic” level is multiplied by 0.6 points. The percent at the “limited” level is multiplied by 0.3 points. Untested students are included in the calculation and are assigned a value of 0 points.



## Value-Added

In 2003, Ohio law was amended to replace the temporary growth measure in the accountability system with a Value-Added Measure. This measure recognizes that districts and schools may be making significant improvement in the academic performance of their students even though they may have not met the standard for student achievement. Although achievement scores demonstrate a student’s level of proficiency at one point in time, the Valued-Added measure reflects how much progress was made since the prior year.

Value-added results are calculated for districts and schools with grades 4-8 in reading and mathematics. Additionally, a composite result will be displayed on the front of the report card. The composite impacts the district’s or school’s rating. Results will be displayed using the following symbols:

- +** A plus symbol indicates that a district or school has achieved more than one year of expected growth for their students over the past year.
- ✓** A check symbol indicates that a district or school has achieved one year of expected growth for their students over the past year.
- A minus symbol indicates that a district or school has achieved less than one year of expected growth for their students over the past year.

A district or school that achieves, on the composite result, an “Above Expected Growth” for two consecutive years may experience an increase in its rating by one category. For instance, a school otherwise rated as Effective may be raised to Excellent if it achieves more than one year of expected growth (a “+” designation) for two consecutive years. Starting with this year’s report card, districts and schools that show less than one year of expected growth (a “—” designation) for three consecutive years will have their designation reduced.

### ***High school buildings and Value-Added results***

Since traditional high school buildings do not have Value-Added results, high schools that are classified as Academic Watch or Academic Emergency have the ability to improve their designation by significantly improving their Performance Index. If these buildings improve their Performance Index by at least 10 points over two years, with at least a three-point increase in the current year, they can move up one designation, but no higher than Continuous Improvement.



## Adequate Yearly Progress (AYP)

AYP is a federally-required measure that is included in Ohio's accountability system. Every school and district must meet AYP goals that are established for reading and mathematics proficiency and test participation, attendance rate and graduation rate.

AYP determinations for districts and schools are based on test participation and proficiency rate goals. These goals are evaluated for the student groups (listed on page 5) when the minimum subgroup size has been met. AYP graduation and attendance goals are evaluated for the "All Students" group only. Failure to meet any of the proficiency or participation goals, attendance levels or graduation targets results in the district or school not meeting AYP.

Ohio law states that a district or school that meets AYP can be designated no lower than Continuous Improvement. Additionally, the law states that a district or school that does not meet AYP goals for three consecutive years, and does not meet it for more than one student group in the most recent year, can be rated no higher than Continuous Improvement.

### AYP Goals for 2008-2009

AYP goals increase over time based on a formula in federal law.

The following are the AYP goals for 2008-2009:

Subject	Grade and Test	AYP GOAL 2008-2009
Reading	3 <sup>rd</sup> -Grade Achievement	77.0%
Mathematics	3 <sup>rd</sup> -Grade Achievement	68.5%
Reading	4 <sup>th</sup> -Grade Achievement	74.6%
Mathematics	4 <sup>th</sup> -Grade Achievement	73.7%
Reading	5 <sup>th</sup> -Grade Achievement	74.6%
Mathematics	5 <sup>th</sup> -Grade Achievement	59.7%
Reading	6 <sup>th</sup> -Grade Achievement	80.6%
Mathematics	6 <sup>th</sup> -Grade Achievement	64.1%
Reading	7 <sup>th</sup> -Grade Achievement	74.9%
Mathematics	7 <sup>th</sup> -Grade Achievement	57.8%
Reading	8 <sup>th</sup> -Grade Achievement	79.0%
Mathematics	8 <sup>th</sup> -Grade Achievement	58.0%
Reading	10 <sup>th</sup> -Grade OGT	77.4%
Mathematics	10 <sup>th</sup> -Grade OGT	68.0%

## How to meet AYP

Districts and schools can meet AYP in one of four ways:

1. **Current-year results:** The proficiency level, weighted across all tested grades, for the subject is at or above the AYP goal.
2. **Two-year combined results:** The proficiency level weighted across all tested grades is at or above the current year AYP goal when results from the current year are combined with the results from the prior school year.
3. **Safe Harbor:** A student group must make a 10 percent or greater reduction in its percentage of non-proficient students from the previous year, and they must meet the AYP goal in the secondary indicator (graduation rate and/or attendance rate).
4. **Growth Model:** Through the growth model, a non-proficient student projected to be on a path to proficiency within two years will be treated as proficient in the current year. The growth model uses data from the Ohio Achievement tests in grades 3-8, so traditional high school buildings (those with grades 9-12) cannot use the growth model to meet AYP.

## Student groups

There are 10 student groups evaluated for AYP goals in reading and mathematics for the 2008-2009 school year in every school or district where at least 30 tested students (aggregated across all tested grades) are in that group. Student groups are:

All Students	Black, Non-Hispanic
American Indian/Alaska Native	Asian/Pacific Islander
Hispanic	Multi-Racial
White, Non-Hispanic	Economically Disadvantaged
Limited English Proficient	Students with Disabilities

To meet the AYP participation rate goal, each school and district must test at least 95 percent of the students enrolled at the time state tests are given.

## Feeder schools

Schools that do not have tested grades will receive the same AYP designation (Met or Not Met) as the school that the majority of students feed into upon promotion. Example – A majority of the students from *Elementary School A (grades K-2) attend Elementary School B (grades 3-5) after completing grade 2. Elementary School A receives the same AYP designation as its feeder school, Elementary School B.*

# How Schools and Districts Earn Designations

Indicators Met		Performance Index Score		AYP Status	Preliminary Designation
94% - 100%	or	100 to 120	and	Met or Not Met	Excellent
75% - 93.9%	or	90 to 99.9	and	Met or Not Met	Effective
0% - 74.9%	or	0 to 89.9	and	Met	Continuous Improvement
50% - 74.9%	or	80 to 89.9	and	Not Met	
31% - 49.9%	or	70 to 79.9	and	Not Met	Academic Watch
0% - 30.9%	and	0 to 69.9	and	Not Met	Academic Emergency

Did the Preliminary Designation increase or decrease based on the AYP Status?

**IF YES STOP HERE**

No additional change to the designation can occur based on the value added calculation.

**IF NO CONTINUE**

Value-added **MAY** affect a designation when it has not been changed by the AYP Status.

Preliminary Designation		Amount of Growth Using Value-Added Calculation	Final Designation
Excellent	and	Above expected growth for at least 2 consecutive years	<b>Excellent with Distinction</b>
		Below expected growth for at least 3 consecutive years	<b>Effective</b>
		Otherwise no effect on rating	<b>Excellent</b>
Effective	and	Above expected growth for at least 2 consecutive years	<b>Excellent</b>
		Below expected growth for at least 3 consecutive years	<b>Continuous Improvement</b>
		Otherwise no effect on rating	<b>Effective</b>
Continuous Improvement	and	Above expected growth for at least 2 consecutive years	<b>Effective</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Watch</b>
		Otherwise no effect on rating	<b>Continuous Improvement</b>
Academic Watch	and	Above expected growth for at least 2 consecutive years	<b>Continuous Improvement</b>
		Below expected growth for at least 3 consecutive years	<b>Academic Emergency</b>
		Otherwise no effect on rating	<b>Academic Watch</b>
Academic Emergency	and	Above expected growth for at least 2 consecutive years	<b>Academic Watch</b>
		Otherwise no effect on rating	<b>Academic Emergency</b>

## School/District Improvement

### What Happens When Schools Do Not Meet Adequate Yearly Progress and Enter School Improvement

Year of Missing AYP	Year of School Improvement	What Happens
1	--	
2	1	Compile improvement plan. Offer school choice if Title I funded <sup>1</sup> . Notify parents of the reason for the school's identification and explain how they can participate in upgrading the quality of the building.
3	2	Offer school choice and supplemental services if Title I funded <sup>1</sup> .
4	3	Continue to offer school choice and supplemental services if Title I funded <sup>1</sup> . Take action in accordance with the Ohio Model of Differentiated Accountability <sup>2</sup> .
5	4	Continue to offer school choice and supplemental services if Title I funded and implement the steps initiated in year 3 of School Improvement.
6	5	Continue actions taken and implement plan developed in year 4 of School Improvement.

Meeting AYP for two consecutive years may move a school out of School Improvement Status.

1. Schools in School Improvement that are not Title I schools must meet the same sanctions as Title I schools, except for those actions that require expenditure of Title I funds (i.e., Public School Choice, Supplemental Educational Services, and set asides for professional development). These schools must develop and follow an improvement plan, and inform parents of their school improvement status and planned actions, regardless of their Title I status.

2. The Ohio Model of Differentiated Accountability helps to build capacity for school reform and take the most significant actions for the lowest-performing schools, including addressing the issue of teacher effectiveness and use of data to determine the method of differentiation and categories of intervention.

Resources and interventions will be targeted to those schools most in need of intensive intervention and significant intervention. The State Diagnostic Team determines the schools most in need of intervention and targets resources accordingly. This model continues to require schools and districts to meet NCLB Adequate Yearly Progress (AYP) goals for all groups of students, including economically disadvantaged, minority, limited English proficient and students with disabilities, but it allows Ohio to vary the intensity and type of interventions to match the academic reasons that lead to the district/schools' identification.

## What Happens When Districts Do Not Meet Adequate Yearly Progress and Enter District Improvement

Year of District Improvement	What Happens
1	Compile improvement plan. Notify parents of the reason for district identification and how they can participate in upgrading the quality of the district.
2	No new consequences. Continue to implement the improvement plan developed in year 1.
3	Take action in accordance with the Ohio Model of Differentiated Accountability <sup>1</sup> .
4	Continue actions taken in the third year of district improvement status. No new consequences.
5	State institutes a new corrective action (other than what was tried in the fourth year of District Improvement status)

Meeting AYP for two consecutive years may move a district out of District Improvement Status.

<sup>1</sup>The Ohio Model of Differentiated Accountability helps to build capacity for school reform and take the most significant actions for the lowest-performing schools, including addressing the issue of teacher effectiveness and use of data to determine the method of differentiation and categories of intervention.

Resources and interventions will be targeted to those schools most in need of intensive intervention and significant intervention. The State Diagnostic Team determines the schools most in need of intervention and targets resources accordingly. This model continues to require schools and districts to meet NCLB Adequate Yearly Progress (AYP) goals for all groups of students, including economically disadvantaged, minority, limited English proficient and students with disabilities, but it allows Ohio to vary the intensity and type of interventions to match the academic reasons that lead to the district/schools' identification.

## Grade Band Rule for District Improvement

A district that misses AYP for one year is considered “at risk” of entering District Improvement status. If the district misses AYP the next year, it will not move into District Improvement status if at least one grade-level band meets AYP in the subject(s) for which AYP was not met at the district level in the previous year. Grade level bands are:

- Grades 3-5 (elementary school)
- Grades 6-8 (middle school)
- Grades 9-12 (high school)

For the purposes of improvement status, community schools are considered schools and therefore are not eligible to use the grade-band rule.

## Disaggregated Graduation Rates

This year’s report cards include graduation rate percentages for major subgroups of students, including: Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Multi-Racial; White, non-Hispanic; Students with Disabilities, limited English proficient students; and economically disadvantaged students.

## Measures of a Rigorous Curriculum

This year’s Local Report Card will again give the public a detailed picture of schools’ and districts’ measures of a rigorous curriculum, although it will not affect school and district ratings. The information being reported from the previous school year includes the ACT and SAT mean scores, and the number of students participating in Advanced Placement courses. At this time, the state does not have sufficient data to report how many students have completed an academic core curriculum.

Measures of a Rigorous Curriculum for the Class of 2008		
Measure	2007-08 Graduates	Data Source
Graduation Rate	92.4%	EMIS
Mean ACT Score	28	ACT Corp., EMIS
Percent of Graduates participating in the ACT	65%	ACT Corp., EMIS
Mean SAT Score	1356	College Board, EMIS
Percent of Graduates participating in the SAT	45%	College Board, EMIS
Percent of Graduates graduating with an Honors Diploma	5%	EMIS
Number of Graduates participating in an AP test	312	College Board
Percent of Graduates with an AP score of 3 or above	2%	College Board, EMIS

## How Students Count in the Accountability System

For 2008-2009, students who count toward a district or school designation under Ohio’s accountability system are those who meet the full academic year criterion (the student was enrolled and funded during the October funding count week and continuously enrolled through the spring test administration).

However, students do not always count at the school in which they are enrolled. When a district makes the decision to educate a student in a location other than the resident school, the student will be counted in the resident school’s results. An example is a school that educates all of the

limited English proficient students in the district because of expertise or resources in one building – those students will count in their resident school’s report card results.

## **National Assessment of Educational Progress (NAEP)**

The U.S. Department of Education requires states to provide information about The National Assessment of Educational Progress (NAEP) and a link to the ODE NAEP Web page on the local report cards for 2008-2009. NAEP is the only known nationally representative and continuing assessment of what America’s students know and can do in various subject areas.

The *No Child Left Behind* legislation mandates that all states and districts receiving Title I funding must participate in the biennial NAEP assessments in reading and mathematics in grades 4 and 8, effective with the 2003 NAEP assessment. In addition, Ohio law requires participation of all selected Ohio schools in any NAEP assessment.

To view ODE’s NAEP Web page, go to <http://education.ohio.gov> and search for keyword: *NAEP*.

## **For More Information**

**Media** – If you need information from ODE, please contact ODE’s Office of Public Affairs. To sign up for ODE’s news releases and announcements, go to [education.ohio.gov](http://education.ohio.gov) and search for keyword: *newsroom*.

ODE Office of Public Affairs  
Phone: (614) 995-3867  
Fax: (614) 728-5453  
e-mail: [scott.blake@ode.state.oh.us](mailto:scott.blake@ode.state.oh.us)

**Districts and Schools** – If you have questions about Ohio’s accountability system, please contact ODE’s Office of Policy and Accountability at (614) 728-4510.

## **Web site Links**

- The Ohio Department of Education (ODE)  
<http://www.ode.state.oh.us> and <http://ilrc.ode.state.oh.us>
- Ohio Report Cards  
<http://reportcard.ohio.gov>
- Ohio’s accountability plan  
<http://www.ed.gov/admins/lead/account/stateplans03/ohcsa.pdf>