



GUIDE FOR OHIO'S REPORT CARD SYSTEM 2006-2007

IRN: 000000

ABC School District

2006-2007 SCHOOL YEAR REPORT CARD

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

CURRENT SUPERINTENDENT:
Jane Smith
(999) 999-9998

Your District's Designation:
Effective

The designations are Excellent, Effective, Continuous Improvement, Academic Watch or Academic Emergency.

Number of State Indicators Met Out of 30	16
Performance Index Score (0 - 120 points)	91.1
Adequate Yearly Progress (AYP)	Not Met
District Improvement Status	1

Ohio report cards use multiple measures to determine each school's designation. To earn one of the 30 indicators for 2006-07, at least 75% of students tested must score proficient or higher on a given assessment. Any result at or above the state standard is shown in bold.

STATE INDICATORS	PERCENTAGE OF STUDENTS AT AND ABOVE THE PROFICIENT LEVEL		
	Your District 2006-2007	Similar Districts 2006-2007	State 2006-2007
3rd Grade Achievement <i>The state requirement is 75 percent</i>			
1. Reading	87.4 %	87.4 %	87.4 %
2. Mathematics	96.5 %	96.5 %	96.5 %
4th Grade Achievement <i>The state requirement is 75 percent</i>			
3. Reading	84.5 %	84.5 %	84.5 %
4. Mathematics	96.5 %	96.5 %	96.5 %
5. Writing	92.1 %	92.1 %	92.1 %
5th Grade Achievement <i>The state requirement is 75 percent</i>			
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 %
6th Grade Achievement <i>The state requirement is 75 percent</i>			
10. Reading	90.1 %	90.1 %	90.1 %
11. Mathematics	90.1 %	90.1 %	90.1 %
7th Grade Achievement <i>The state requirement is 75 percent</i>			
12. Reading	88.5 %	88.5 %	88.5 %
13. Mathematics	84.5 %	84.5 %	84.5 %
14. Writing	84.5 %	84.5 %	84.5 %
8th Grade Achievement <i>The state requirement is 75 percent</i>			
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 %
10th Grade Ohio Graduation Tests <i>The state requirement is 75 percent</i>			
19. Reading	76.6 %	76.6 %	76.6 %
20. Mathematics	76.6 %	76.6 %	76.6 %
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 %
11th Grade Ohio Graduation Tests* <i>The state requirement is 85 percent</i>			
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 %
Attendance Rate <i>The state requirement is 93 percent</i>			
29. All Grades	92.4 %	92.4 %	92.4 %
2005-06 Graduation Rate <i>The state requirement is 90 percent</i>			
30. District	92.4 %	92.4 %	92.4 %

*Similar Districts are based on comparing demographic, socioeconomic and geographic factors.
 Results for 11th grade students who took the tests as 10th and 11th graders.

www.ode.state.oh.us/reportcard

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GUIDE INTRODUCTION

This guide is designed to assist in explaining Ohio's accountability system, enacted in 2003. This system merges the accountability system of Senate Bill 1 (2001) with requirements of House Bill 3 (2003), HB 493 (2004), HB 66 (2005) and the federal *No Child Left Behind* (NCLB) Act.

Ohio's current accountability system was implemented in August 2003. Major components include:

1. The use of multiple measures. The Performance Index and Growth Calculation recognize the achievement levels of students, as well as progress over time.
2. Designations (Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency) for school districts, school buildings and community schools.
3. More timely results for families, schools and school districts – results are published before the start of the next school year.
4. Recognition and consequences for schools that do or do not show improvement.
5. 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.

AUGUST 2007 REPORT CARDS

Ohio's obligation, under NCLB, is to report district and school building results from the end of one school year prior to the start of the next school year.

The Ohio Department of Education (ODE) plans to release statewide Report Card results as well as Local Report Card results on its Web site, www.ode.state.oh.us, on Tuesday, Aug. 14 at approximately 10:30 a.m.

OHIO'S REPORT CARD SYSTEM

The State and Local Report Cards for the 2006-2007 school year show the progress of districts and schools using four measures of performance. The combination of the four measures described below is the basis for assigning state designations to districts, buildings and community schools. The five designations are Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency.

CURRENT PRINCIPAL:
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School Improvement Status*	1

Measure #1 – State Indicators

There are 30 performance indicators that schools and districts can earn by meeting or exceeding the following requirements:

Must meet the 75 percent proficient or above requirement on:

- 3rd-grade achievement tests: reading, mathematics
- 4th-grade achievement tests: reading, mathematics, writing
- 5th-grade achievement tests: reading, mathematics, science, social studies
- 6th-grade achievement tests: reading, mathematics
- 7th-grade achievement tests: reading, mathematics, writing
- 8th-grade achievement tests: reading, mathematics, science, social studies
- 10th-grade Ohio Graduation Tests: reading, mathematics, writing, science, social studies

Must meet the 85 percent proficient or above requirement on:

- 11th-grade Ohio Graduation Tests: reading, mathematics, writing, science, social studies

Must meet the 90 percent state requirement in:

- Graduation Rate

Must meet the 93 percent state requirement in:

- Attendance Rate

Schools and districts that meet higher percentages of indicators can receive higher designations.

Measure #2 – Performance Index

This measure rewards the achievement of every tested student, not just those who score proficient or higher. Schools and districts earn points based on how well each student does on all tested subjects in grades 3-8 and the 10th-grade OGT.

All achievement tests have five performance levels – Advanced, Accelerated, Proficient, Basic and Below Basic. A student score at the Advanced level earns 1.2 points. An Accelerated score earns 1.1 points. A Proficient score earns 1.0 point. A Basic score earns 0.6 points. A Below Basic score earns 0.3 points. Students who are not tested are awarded zero points. Each weighted score is multiplied by the percentage of student scores at that level to generate a school or district index. Higher designations are given to schools and districts with higher index scores.

Measure #3 – Growth Calculation

The growth calculation rewards Academic Watch and Academic Emergency schools or districts that have made strong overall improvement. A school or district classified as Academic Watch or Academic Emergency that improves its Performance Index by at least 10 points over two years can move up one designation, but no higher than Continuous Improvement. For this to occur, the school or district's Performance Index score has to increase in each of the previous two years, and the most recent score has to be at least three points higher than the previous year.

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Measure #4 – Adequate Yearly Progress (AYP)

This measure rewards the achievement of all student groups in a school or district. Federal AYP requirements identify a series of goals that each school and district must reach.

AYP goals detail the percentage of students who must score proficient or above in reading and mathematics, the percentage of enrolled students who must participate in reading and mathematics testing and the percentage of students who must be in attendance and graduate during the school year. AYP goals for the percentage proficient and the percentage of participating students are applied to each school and district, as well as to each of 10 student groups (listed on page 5) within a school and district. AYP graduation and attendance goals are applied to schools and districts, but not each student group. Failure to meet any of the proficiency or participation goals, attendance levels and graduation targets, results in the school or district missing AYP.

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

AYP Goals for 2006-2007

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

The following are the AYP goals for 2006-2007:

Subject 2006-2007	Grade and Test	AYP GOAL 2006-07
Reading	3rd Grade Achievement	71.2%
Mathematics	3rd Grade Achievement	60.6%
Reading	4th Grade Achievement	68.3%
Math	4th Grade Achievement	67.1%
Reading	5th Grade Achievement	68.3%
Mathematics	5th Grade Achievement	49.6%
Reading	6th Grade Achievement	75.8%
Math	6th Grade Achievement	55.1%
Reading	7th Grade Achievement	68.6%
Mathematics	7th Grade Achievement	47.3%
Reading	8th Grade Achievement	73.8%
Mathematics	8th Grade Achievement	47.5%
Reading	10th Grade OGT	71.8%
Mathematics	10th Grade OGT	60.0%

Meeting AYP – Districts and schools can meet AYP in one of three ways:

- By meeting or exceeding all of the AYP targets with 2006-2007 data;
- By meeting or exceeding AYP targets with a two-year average of 2005-2006 and 2006-2007 data; and
- Through the AYP safe harbor provision (which indicate that a district or school will meet AYP if it achieves a 10 percent reduction in the percent of non-proficient students from the previous year and meets graduation or attendance rate goal).

Student groups – There are 10 student groups that must meet AYP goals in reading and mathematics for school year 2006-2007 in every school or district where at least 30 tested students are in that group. For students with disabilities, the minimum group size is 45 students. Student groups are:

All Students	African-American
Native American	Asian/Pacific Islander
Hispanic	Multi-Racial
White	Economically Disadvantaged
Limited English Proficient	Students with Disabilities

To meet AYP, every school and district must test at least 95 percent of their students enrolled at the time state tests are given. Additionally, every school and district must test at least 95 percent of their students in the above 10 groups.

Feeder schools – Schools that do not have tested grades will receive the AYP designation (Met or Not Met) of the school that the majority of students feed into upon promotion. Example – *Elementary School B (grades 3 through 5) is the feeder school for Elementary School A (grades K through 2). Elementary School A receives the same AYP designation as its feeder school, Elementary School B.*

	Existing Ohio Report Card Indicators		Performance Index Score		Growth Calculation		Federal AYP Requirements
Excellent	94% to 100% (29 or 30 for districts)	<i>or</i>	100 to 120		Value Added- Beginning with the 2007-2008 school year, Ohio will incorporate a measure of individual student grade-to-grade achievement gains to help determine school and district designations.	<i>and</i>	Met AYP
	94% to 100% (29 or 30 for districts)	<i>or</i>	100 to 120			<i>and</i>	Missed AYP *
Effective	75% to 93.9% (23 to 28 for districts)	<i>or</i>	90 to 99.9			<i>and</i>	Met AYP
	75% to 93.9% (23 to 28 for districts)	<i>or</i>	90 to 99.9			<i>and</i>	Missed AYP *
Continuous Improvement	0% to 74.9% (0 to 22 for districts)	<i>and</i>	0 to 89.9		Temporary Growth Calculation ** Districts and schools will move from Emergency to Watch or from Watch to Improvement if: (a) improved performance index score each of past 2 years, (b) total 2-year gain of at least 10 points, and (c) most recent year's gain of at least 3 points.	<i>and</i>	Met AYP
	50% to 74.9% (15 to 22 for districts)	<i>or</i>	80 to 89.9	<i>or</i>		<i>and</i>	Missed AYP
Academic Watch	31% to 49.9% (10 to 14 for districts)	<i>or</i>	70 to 79.9	<i>or</i>		<i>and</i>	Missed AYP
Academic Emergency	0% to 30.9% (0 to 9 for districts)	<i>and</i>	0 to 69.9			<i>and</i>	Missed AYP

MULTIPLE WAYS OF EARNING DESIGNATIONS

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

* A school or district that does not meet AYP goals for three or more consecutive years, and does not meet AYP goals for more than one student group in the most recent year, can be rated no higher than Continuous Improvement.

** When the value-added measure is implemented in 2007-2008, the growth calculation will be replaced by the value-added measure for grades 3 through 8. For grades 9 through 12, the growth calculation will continue to be used.

WHAT HAPPENS WHEN SCHOOLS DO NOT MEET ADEQUATE YEARLY PROGRESS AND ENTER SCHOOL IMPROVEMENT STATUS

<p>CURRENT PRINCIPAL: Jane Smith (999) 999-9998</p> <p>CURRENT SUPERINTENDENT: Jane Smith (999) 999-9998</p> <p style="text-align: center;">Your School's Designation: Effective</p> <p><i>The designations are Excellent, Effective, Continuous Improvement, Academic Watch or Academic Emergency.</i></p> <table border="1"> <tr> <td>Number of State Indicators Met Out of 30</td> <td style="text-align: center;">16</td> </tr> <tr> <td>Performance Index Score (0 - 120 points)</td> <td style="text-align: center;">91.1</td> </tr> <tr> <td>Adequate Yearly Progress (AYP)</td> <td style="text-align: center;">Not Met</td> </tr> <tr> <td>School Improvement Status*</td> <td style="text-align: center;">1</td> </tr> </table>	Number of State Indicators Met Out of 30	16	Performance Index Score (0 - 120 points)	91.1	Adequate Yearly Progress (AYP)	Not Met	School Improvement Status*	1	Year of Missing AYP	Year of School Improvement Status	What Happens
	Number of State Indicators Met Out of 30	16									
	Performance Index Score (0 - 120 points)	91.1									
	Adequate Yearly Progress (AYP)	Not Met									
	School Improvement Status*	1									
	1	--									
	2	1	Compile improvement plan. Offer school choice if Title I funded. 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.									
4	3	Continue to offer school choice and supplemental services if Title I funded. District takes one of the following steps: <ul style="list-style-type: none"> Institute new curriculum Decrease school management authority Appoint an outside expert Extend school year or day Replace the principal and/or other key staff Reorganize the administrative structure of the building 									
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. Must develop a plan that includes at least one of the following: <ul style="list-style-type: none"> Replace staff Reopen as a community school Contract with a nonprofit or for-profit entity to operate the building Turn operations over to the Department of Education 									
6	5	Continue actions taken and implement plan developed in year 4 of School Improvement.									

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

WHAT HAPPENS WHEN DISTRICTS DO NOT MEET ADEQUATE YEARLY PROGRESS AND ENTER DISTRICT IMPROVEMENT STATUS

Year of District Improvement Status	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	State takes one of the following steps: <ul style="list-style-type: none"> • Institute new curriculum • Replace key district personnel • Establish alternative governance for particular schools • Appoint a receiver or trustee in place of the superintendent and the school board • Withhold Title I funds
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 will move a district out of District Improvement Status.

GRADE BAND RULE FOR DISTRICT IMPROVEMENT STATUS

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. Grade level bands are:

- Grades 3-5 (elementary school)
- Grades 6-8 (middle school)
- Grade 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.

HIGH SCHOOL INFORMATION ADDED TO LOCAL REPORT CARD

This year's Local Report Card will give the public a more comprehensive picture of schools' and districts' overall performance, although it will not affect school and district ratings. The information being reported from the previous school year includes the percentage of students completing college- and workplace-ready curriculum, ACT and SAT mean scores, the percentage of students participating in Post-Secondary Enrollment Options, Advanced Placement courses and International Baccalaureate, and the percentage of students completing a Tech Prep program or passing a business and industry certification assessment.

CLASS OF 2006 MEASURES OF A RIGOROUS CURRICULUM

MEASURE	2005-06 Graduates	Data Source
Graduation Rate	92.4%	EMIS
Mean ACT Score	28	ACT Corp., EMIS
Percent of Graduates participating in ACT	65%	ACT Corp., EMIS
Mean SAT Score	1356	College Board, EMIS
Percent of Graduates participating in SAT	45%	College Board, EMIS
Percent of Graduates graduating with Honors Diploma	5%	EMIS
Number of Graduates participating in an AP test	312	College Board
Percent of Graduates with a AP score of 3 or above	2%	College Board, EMIS
Number of Graduates taking at least one Tech Prep Course	5%	EMIS
Number of Graduates taking at least one PSEO course	2	EMIS
Percent of Graduates completing a college prep curriculum	45%	EMIS

WHERE STUDENTS COUNT IN THE REPORT CARD SYSTEM

For 2006-2007, students who count toward a district or school designation under Ohio's report card system are those who meet the full academic year criteria (the student was enrolled and funded during the October funding count week and continuously enrolled through 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 home school, the student will be counted in the home school's results. An example is a school that educates all of the Limited English Proficient (LEP) students in the district because of expertise or resources in one building – those students will count in their home school's report card results.

HISTORY OF OHIO'S REPORT CARD SYSTEM

No Child Left Behind was signed by President George W. Bush in January 2002 and is the federal reauthorization of the Elementary and Secondary Education Act of 1965. The intent of the law is to provide all children with a fair and equal opportunity to obtain a high quality education through standards-based education.

Ohio already was making significant education reforms on its own when NCLB was being created. Senate Bill 1, signed in June 2001, aligned very closely with the spirit of NCLB and put Ohio in a good position to meet the federal requirements. Immediately following NCLB becoming law, Ohio sought input at more than 70 meetings and focus groups involving school leaders, educators and the business community, on several new state accountability models. The state also worked with the U.S. Department of Education to ensure that the plan met federal guidelines.

In January 2003, at a special recognition event in Washington, D.C., Ohio's accountability plan received early approval by President Bush and the U.S. Department of Education. At that time, only four other states had their educational accountability plans accepted — Colorado, Indiana, Massachusetts and New York.

In August 2003, the Ohio General Assembly enacted House Bill 3, which further aligned Ohio's accountability plan. Requirements were further defined with the passage of HB 493 in 2004 and HB 66 in 2005.

FOR MORE INFORMATION

Media – If you need information from ODE for your story, please contact ODE's Office of Public Affairs. To sign up for ODE's news releases and announcements, go to www.ode.state.oh.us and search for keyword: *newsroom*.

ODE Office of Public Affairs
Phone: (614) 728-2765
Fax: (614) 728-5453
e-mail: karla.carruthers@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) 995-0098.

NCLB Web site Links

The Ohio Department of Education (ODE)
<http://www.ode.state.oh.us> and <http://ilrc.ode.state.oh.us>

The U.S. Department of Education's Web site for No Child Left Behind
<http://www.NCLB.gov>

Ohio's full accountability plan
<http://www.ed.gov/admins/lead/account/stateplans03/ohcsa.pdf>