



GUIDE FOR OHIO'S REPORT CARD SYSTEM 2007-2008

Western City School District

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

2007-2008 School Year Report Card

Current Superintendent: Joe Doe (614) 875-5913

Your District's Designation:

Effective

Number of State Indicators Met out of 30

29

Performance Index Score (0-100 points)

102.4

Adequate Yearly Progress (AYP)

Met

District Improvement Status

Value-Added Measure

✓ = met

State Indicators	Percentage of Students at and above the Proficient Level		
	Your District 2007-2008	Similar Districts* 2007-2008	State 2007-2008
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 %
Ohio Graduation Tests (10th Grade) <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 %
Ohio Graduation Tests (11th Grade) <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 %
2006-07 Graduation Rate <i>The state requirement is 90 percent</i>			
30. District	92.4 % ✓	92.4 %	92.4 %

State Indicators

To meet a test indicator for grades 3-9 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Test, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

*New designation beginning 2007-2008 due to Value Added

On the Web: reportcard.ohio.gov

Any result at or above the state standard is indicated by a ✓.
Similar Districts are based on comparing demographics, socioeconomic and geographic factors.
*Cumulative results for students who took the tests at 10th or 11th grades.

The District Report Card for the 2007-2008 school year shows the progress districts have made based on four measures of performance.

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are:

- Excellent with Distinction*
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency

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Guide Overview

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

1. The use of multiple measures. Ratings are computed based on State Indicators, Performance Index Score, Adequate Yearly Progress (AYP) and Value-Added data. The Performance Index and Value-Added results recognize the achievement levels of students, as well as progress over time.
2. Designations (Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency) for school districts, schools and community schools. The Excellent with Distinction designation is new to the 2007-2008 Local Report Card. This designation is earned when a school or district has been designated Excellent and also exceeds value-added goals for two consecutive years.
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 2007-2008 accountability system and Local Report Card have a few key changes, which are explained in detail later in the guide. The key changes are:

- Value-added measures;
- Increased AYP goals to comply with federal law;
- Incorporation of the growth model, which is an additional way for districts and schools to meet AYP; and
- A new look, to make the report cards easier to understand and to incorporate additional information required by the U.S. Department of Education about teachers, schools in school improvement status and student demographics.

Ohio's Report Card System

The State and Local Report Cards for the 2007-2008 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, schools and community schools. The six designations are Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency.



Measure #1 – State Indicators

There are 30 performance indicators that districts or schools can earn by:



Meeting or exceeding the goal of 75 percent proficient or above 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
- Ohio Graduation Test – 10th-grade: reading, mathematics, writing, science, social studies

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

- Ohio Graduation Test – Cumulative 10th and 11th 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.



Measure #2 – Performance Index

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

All achievement tests have five performance levels – advanced, accelerated, proficient, basic and limited. 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 “limited” score earns 0.3 points. Students who are not tested receive zero points. Each weighted score is multiplied by the percentage of student scores at that level to generate a district's or school's Performance Index.



Measure #3 – Value-added measure

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 academic improvement in the performance of their students even though they may have not met the standard for student achievement. Whereas 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.

Last year, that state released the first value-added results for districts and schools, but these results were not factored into the designations reported on the 2006-2007 Local Report Card.

Value-added results are calculated for 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 in student progress.
- ✓** A check symbol indicates that a district or school has achieved one year of expected growth in student progress.
- A minus symbol indicates that a district or school has achieved less than one year of expected growth in student progress.

A district or school that achieves, on the composite result, an "Above Expected Growth" for two consecutive years may increase its rating by one category. For instance, a school otherwise rated as Effective may be raised to Excellent if it achieves a "+" designation for two consecutive years. Beginning with the 2008-2009 report cards, districts and schools that show "Below Expected Growth" 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 Score 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.



Measure #4 – Adequate Yearly Progress (AYP)

AYP is a federally-required measure. Every school and district must meet AYP goals that are set for reading and mathematics proficiency and test participation, attendance rate and graduation rate.

AYP goals for the percentage proficient and the percentage of participating students are evaluated for each school and district, as well as each of 10 student groups (listed on page 5) within a school and district. AYP graduation and attendance goals are evaluated for schools and districts, but not each student group. Failure to meet any of the proficiency or participation goals, attendance levels or graduation targets results in the district or school missing 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 has more than one of the 10 student groups not meeting AYP in the most recent year, can be rated no higher than Continuous Improvement.

AYP Goals for 2007-2008

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

The following are the AYP goals for 2007-2008, as well as the goals for 2006-2007:

Subject	Grade and Test	AYP GOAL 2007-2008	AYP GOAL 2006-07
Reading	3 rd -Grade Achievement	77.0%	71.2%
Mathematics	3 rd -Grade Achievement	68.5%	60.6%
Reading	4 th -Grade Achievement	74.6%	68.3%
Mathematics	4 th -Grade Achievement	73.7%	67.1%
Reading	5 th -Grade Achievement	74.6%	68.3%
Mathematics	5 th -Grade Achievement	59.7%	49.6%
Reading	6 th -Grade Achievement	80.6%	75.8%
Mathematics	6 th -Grade Achievement	64.1%	55.1%
Reading	7 th -Grade Achievement	74.9%	68.6%
Mathematics	7 th -Grade Achievement	57.8%	47.3%
Reading	8 th -Grade Achievement	79.0%	73.8%
Mathematics	8 th -Grade Achievement	58.0%	47.5%
Reading	10 th -Grade OGT	77.4%	71.8%
Mathematics	10 th -Grade OGT	68.0%	60.0%

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:** The 2007-2008 Local Report Card is the first time that the growth model is available to schools and districts. 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 2007-2008 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
Native American	Asian/Pacific Islander
Hispanic	Multi-Racial
White, Non-Hispanic	Economically Disadvantaged
Limited English Proficient	Students with Disabilities

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

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 – *Elementary School B (grades 3-5) is the feeder school for Elementary School A (grades K-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	Excellent with Distinction
		Below expected growth for at least 3 consecutive years*	Effective
		Otherwise no effect on rating	Excellent
Effective	and	Above expected growth for at least 2 consecutive years	Excellent
		Below expected growth for at least 3 consecutive years*	Continuous Improvement
		Otherwise no effect on rating	Effective
Continuous Improvement	and	Above expected growth for at least 2 consecutive years	Effective
		Below expected growth for at least 3 consecutive years*	Academic Watch
		Otherwise no effect on rating	Continuous Improvement
Academic Watch	and	Above expected growth for at least 2 consecutive years	Continuous Improvement
		Below expected growth for at least 3 consecutive years*	Academic Emergency
		Otherwise no effect on rating	Academic Watch
Academic Emergency	and	Above expected growth for at least 2 consecutive years	Academic Watch
		Otherwise no effect on rating	Academic Emergency

*The state has only had value-added data for two years; therefore, this provision will not be in effect until the 2008-2009 report card.

School/District Improvement Status

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

Year of Missing AYP	Year of School Improvement Status	What Happens
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 may 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 may 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 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.

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, the number of students participating in Post-Secondary Enrollment Options and Advanced Placement courses, and the number of students taking a Tech Prep course. 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 2007		
Measure	2006-07 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
Number of Graduates taking at least one Tech Prep Course	52	EMIS
Number of Graduates taking at least one PSEO course	2	EMIS

Where Students Count in the Report Card System

For 2007-2008, 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 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 students in the district because of expertise or resources in one building – those students will count in their home school’s report card results.

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 www.ode.state.oh.us and search for keyword: *newsroom*.

ODE Office of Public Affairs
Phone: (614) 995-3867
Fax: (614) 728-5453
e-mail: karla.warren@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.

Web site Links

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

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