


# GUIDE TO UNDERSTANDING OHIO'S ACCOUNTABILITY SYSTEM 2010-2011


IRN# XXXXXX  


## Western City School District

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

### 2010-2011 School Year Report Card

Current Superintendent: Joe Doe (614) 875-5913



Your District's Designation:

## Effective


Number of State Indicators Met out of 26  
25


Performance Index (0-120 points)  
91.1


Adequate Yearly Progress (AYP)  
Not Met  
 District Improvement Year 1


Value-Added Measure  
= met

The District Report Card for the 2010-2011 school year shows the progress districts have made based on four measures of performance.

  
 State Indicators

  
 Performance Index

  
 Adequate Yearly Progress


  
 Value-Added

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

State Indicators	Percentage of Students at and above the Proficient Level		
	Your District 2010-2011	Similar Districts* 2010-2011	State 2010-2011
<b>3rd Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
1. Reading	87.4 % ✓	87.4 %	87.4 %
2. Mathematics	96.5 % ✓	96.5 %	96.5 %
<b>4th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
3. Reading	84.5 % ✓	84.5 %	84.5 %
4. Mathematics	96.5 % ✓	96.5 %	96.5 %
<b>5th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
5. Reading	88.5 % ✓	88.5 %	88.5 %
6. Mathematics	88.5 % ✓	88.5 %	88.5 %
7. Science	88.5 % ✓	88.5 %	88.5 %
<b>6th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
8. Reading	90.1 % ✓	90.1 %	90.1 %
9. Mathematics	90.1 % ✓	90.1 %	90.1 %
<b>7th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
10. Reading	88.5 % ✓	88.5 %	88.5 %
11. Mathematics	84.5 % ✓	84.5 %	84.5 %
<b>8th Grade Achievement</b>			
<i>The state requirement is 75 percent</i>			
12. Reading	96.5 % ✓	96.5 %	96.5 %
13. Mathematics	88.8 % ✓	88.8 %	88.8 %
14. Science	88.8 % ✓	88.8 %	88.8 %
<b>Ohio Graduation Tests (10th Grade)</b>			
<i>The state requirement is 75 percent</i>			
15. Reading	76.6 % ✓	76.6 %	76.6 %
16. Mathematics	76.6 % ✓	76.6 %	76.6 %
17. Writing	96.5 % ✓	96.5 %	96.5 %
18. Science	96.5 % ✓	96.5 %	96.5 %
19. Social Studies	96.5 % ✓	96.5 %	96.5 %
<b>Ohio Graduation Tests (11th Grade) **</b>			
<i>The state requirement is 85 percent</i>			
20. Reading	92.4 % ✓	92.4 %	92.4 %
21. Mathematics	92.4 % ✓	92.4 %	92.4 %
22. Writing	92.4 % ✓	92.4 %	92.4 %
23. Science	92.4 % ✓	92.4 %	92.4 %
24. Social Studies	92.4 % ✓	92.4 %	92.4 %
<b>Attendance Rate</b>			
<i>The state requirement is 93 percent</i>			
25. All Grades	92.4 %	92.4 %	92.4 %
<b>2008-09 Graduation Rate</b>			
<i>The state requirement is 90 percent</i>			
26. District	92.4 % ✓	92.4 %	92.4 %



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: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

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

Any result at or above the state standard is indicated by a ✓.  
 -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.  
 \* Similar Districts are based on comparing demographic, socioeconomic and geographic factors. \*\* Cumulative results for students who took the tests as 10th or 11th graders.

## TABLE OF CONTENTS

Guide Overview .....	1
What's New .....	1
Ohio's Accountability System .....	2
State Indicators .....	2
Performance Index .....	2
Value-Added .....	3
Adequate Yearly Progress (AYP) .....	4
AYP Goals for 2010-2011 .....	4
How to meet AYP .....	4
Student groups .....	5
Feeder schools .....	5
How Schools and Districts Earn Designations .....	6
School/District Improvement .....	7
Grade Band Rule for District Improvement .....	9
Disaggregated Graduation Rates .....	9
Where Students Count in the Accountability System .....	10
National Assessment of Educational Progress (NAEP) .....	10
For More Information .....	10

## 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 2010-2011 accountability system and Local Report Card have a few key changes, which are explained in detail later in the guide. The key changes are:

**New Graduation Calculation** – A high school or district’s four-year “on-time” (or, adjusted cohort rate) appears at the last page of the report cards for informational purposes. See Page 9.

**Value-Added Results** – The way Value Added is calculated and the effect of the Value-Added measure have changed. See Pages 3 and 9.

## Ohio's Accountability System

The State and Local Report Cards for the 2010-2011 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:

- 3rd-grade achievement tests: reading, mathematics
- 4th-grade achievement tests: reading, mathematics
- 5th-grade achievement tests: reading, mathematics, science
- 6th-grade achievement tests: reading, mathematics
- 7th-grade achievement tests: reading, mathematics
- 8th-grade achievement tests: reading, mathematics, science
- 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 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. Districts are evaluated based on all 26 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 10th-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



The Value-Added 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. While 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 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 may experience an increase in its rating by one designation (prior to this year, schools and districts were required to have two years of Above Expected Growth to move up a designation). 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). Districts and schools that show Below Expected Growth for three consecutive years will have their designation reduced. (See Page 9 for additional changes to the Value-Added calculation.)

Previously, it took two years of Above Expected Growth to receive a boost in the report card designation. Beginning with the 2010-2011 report cards, that has been reduced to one year above expected growth. Beginning with the 2011-2012 report cards, districts and schools that show Below Expected Growth for two consecutive years (rather than the current three 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 2010-2011

AYP goals increase over time based on a formula in federal law. The following are the AYP goals for 2010-2011:

Subject	Grade and Test	AYP GOAL 2010-2011
Reading	3rd-Grade Achievement	82.7 %
Mathematics	3rd-Grade Achievement	76.4%
Reading	4th-Grade Achievement	81.0%
Mathematics	4th-Grade Achievement	80.3%
Reading	5th-Grade Achievement	81.0%
Mathematics	5th-Grade Achievement	69.8%
Reading	6th-Grade Achievement	85.5%
Mathematics	6th-Grade Achievement	73.1%
Reading	7th-Grade Achievement	81.2%
Mathematics	7th-Grade Achievement	68.4%
Reading	8th-Grade Achievement	84.3%
Mathematics	8th-Grade Achievement	68.5%
Reading	10th-Grade OGT	83.1%
Mathematics	10th-Grade OGT	76.0%

### 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, 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 2010-2011 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 – 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	<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	<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	<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	<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	<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. 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. Take action in accordance with the Ohio Model of Differentiated Accountability <sup>1</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.

<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. 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. 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); and 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

The 2010-11 Local Report Card 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.

## New calculation - the four-year adjusted cohort (on-time) graduation rate

The U.S. Department of Education now requires states to report a “four-year adjusted cohort” graduation rate on their annual report cards that include 2010-11 school year test data.

This is a significant change from how the graduation rate was calculated in the past. Instead of calculating the graduation rate based upon an estimate of how many 12<sup>th</sup> graders graduate, the new graduation rate is based on how many students graduate in four years or less after entering high school.

Federal regulations require that the rates for each demographic subgroup at the school, district, and state levels also be reported.

Because Ohio lags its graduation rate by one year to allow districts to include summer graduates in the calculation, the graduation rate reported on the 2010-11 report card is the graduation rate for the graduating class of 2009-10. The four-year adjusted-cohort graduation rate on the report cards is for informational purposes only for the 2009-10 school year and will not be used to evaluate state or federal goals. However, the new graduation rate *will* be used to evaluate state and federal goals for next year’s (2010-11) report card.

### Calculating the On-Time Graduation Rate

The **four-year adjusted-cohort (on-time) graduation rate** is calculated by dividing the number of students who graduate in four years or less with a regular high school diploma by the number of students who form the *final adjusted cohort* for the graduating class. This final adjusted cohort includes students who are identified as first-time 9th graders and is adjusted by:

- Adding any students who transfer into the cohort either later in the 9th grade or sometime in any of the next three years; and
- Subtracting any student who transfers out, emigrates to another country, or died during that same period.

## Value-Added Calculation

In addition to the change in the effect of the Value-Added calculation (see Page X), the process has changed to establish a more rigorous statistical process for calculating the growth standard. Technically speaking, it changes the criteria for meeting the growth standard from one to two standard errors of measurement. The visible effect is that the new calculation requires greater statistical evidence that a school or district is below or above expected growth. The result is that there will be fewer schools in the “below” and “above” categories.

## **Where Students Count in the Accountability System**

For 2010-2011, 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 2010-2011. Administered every two years, 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 mandated 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: [Patrick.Gallaway@ode.state.oh.us](mailto:Patrick.Gallaway@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.

## **Website Links**

**The Ohio Department of Education** - <http://education.ohio.gov> 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>