

*THE CONDITION OF*



# EDUCATION

*IN OHIO 2005*





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*Special thanks to Erika Farfan, Huaide Ye and Jill Dannemiller. Without their dedication and hard work, this project would not have been a success. Also thanks to Center leadership and staff throughout the agency that contributed to this report.*

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## Executive Summary

An annual report on Ohio's elementary and secondary educational system, the *Condition of Education in Ohio 2005*, provides in-depth data about the students who are served by the system and how well they are performing. This comprehensive picture of Ohio's K-12 system provides valuable information to all who seek to improve the effectiveness and efficiency of public education in Ohio. By openly sharing these data, the Ohio Department of Education and the State Board of Education hope to inform state and local discussions about the policies, programs and practices that influence public education. Below is a summary of the topics addressed in the full version of the report, which also will be available online at the Ohio Department of Education's Web site.

### SECTION 1: Who is Being Served by Public Education in Ohio?

Section 1 examines the student population of Ohio's public schools and contrasts it with private schools' enrollment. Historical trends of enrollment by year and grade give an indication of the overall stability of Ohio's student population over the last several decades. This section shows trends for the various student populations — specifically students in the major racial and ethnic groups, low-income students, those with limited English proficiency, gifted students and those with disabilities.

- Overall, Ohio public school enrollment remains steady at approximately 1.8 million students over the past six years.
- Enrollment is increasing at the preschool/kindergarten and high school grade spans but is declining in the elementary school years.
- The enrollment of community schools continues to increase and now makes up about 3 percent of Ohio's public school population.
- There is an increase in racial and ethnic diversity across the state, with a 5 percentage point increase in the number of minority students being served from 1994 to 2005.
- Ohio public schools are serving more students with limited English proficiency, students with disabilities and economically disadvantaged students than in years past.

### SECTION 2: How are Ohio's Students Performing on Statewide Assessments?

Section 2 focuses on the performance of Ohio's students on statewide assessments of reading, writing, social studies, science and mathematics skills. Overall, student achievement has increased, though there are differences in performance among students with various demographic characteristics.

- Student performance is improving on statewide measures of student achievement that have been in place for more than one year.
- The percentage of third-graders proficient or above on the Grade Three Reading Achievement Test held steady in its second year of implementation. Just over 70 percent were at least proficient on the mathematics assessment.
- Fourth-graders in 2004-2005 showed improvement in mathematics, science and citizenship over 2003-2004.
- Sixth-graders made gains in reading, science and citizenship improving the percentage at or above proficient by over 3 percentage points from 2003-2004.
- Gaps in achievement of student groups continue to be a major concern. Despite gains in the achievement of all groups, the gaps at some grades and in some subjects are substantial. For example, in the 2004-2005 academic year, only 27 percent of Black children passed the Ohio's Seventh-Grade Mathematics Achievement Test compared to 65.7 percent of White children who passed.
- Passage of the Ohio Graduation Test for graduation was required for the first time in 2004-2005. A double-digit percentage point increase in proficiency rates over 2003-2004 was achieved.

## Executive Summary

- Ohio's graduation rate has increased since 1995-1996 to a current level of almost 86 percent. The graduation rate varies for students across different racial groups.

### **SECTION 3: Are Ohio's Students Prepared to Become Successful in College, Careers and Citizenship?**

Section 3 centers on how well Ohio's students perform on national assessments. This section explores elementary and middle school performance using the National Assessment of Education Progress results, as well as high school and college preparedness information using the ACT and SAT I test results.

- On the National Assessment of Educational Progress (NAEP), Ohio students outperform their counterparts nationally and in neighboring states.
- The NAEP results disaggregated by district location and race reveal that the performance of the *urban fringe* group of students is higher than their *central city* and *rural* peers for all groups.
- Ohio students score above the national average in both the verbal and mathematics portions of the ACT and SAT I.
- Since 2001, the number of Advanced Placement (AP) tests taken in Ohio has increased from approximately 40,000 to just over 55,000 tests. The average score obtained by students has remained steady at approximately 3 points (or passing).

### **SECTION 4: How is the Department of Education Supporting Improvement in Teaching and Learning?**

Section 4 focuses on the programs and support that Ohio is implementing to positively affect student performance, especially the use of the accountability system as a tool for focusing on improved teaching and learning. This section provides information on academic content standards and highly qualified teachers as important paths toward helping students meet their academic goals. Lastly, discipline data provide information on whether students are learning in safe, supportive learning environments.

- More districts and schools met the standard for Excellent or Effective status and fewer districts and schools were in Academic Watch or Academic Emergency than in the previous year.
- Fewer districts and schools met federal AYP standards in 2005 than in the previous two years.
- On average, 92.5 percent of core courses in kindergarten through 12<sup>th</sup> grade in Ohio are taught by a highly qualified teacher.
- Out-of-school suspensions make up 41.1 percent of all types of discipline occurrences.

### **SECTION 5: What Resources are Available to Support Education in Ohio?**

Section 5 highlights the resources beyond manpower that are required to educate Ohio's children. This section provides information on the fiscal, building, transportation and technology resources required to provide quality education for all Ohio students.

- In 2000, 70 percent of 218 levies passed. In 2005, only 43 percent of 424 school levies passed.
- 54 school districts are in Fiscal Emergency, Watch or Caution.
- Of the total operating revenue reported by all schools and districts in FY 2005, about 47 percent came from local resources, 44 percent came from state resources and 8 percent came from federal resources.
- One-hundred and twenty four districts have participated in the Ohio School Facilities Commission's program focused on building improvement and construction since 2000.
- According to eTech surveys, over 90 percent of Ohio classrooms have Internet access.

## Introduction

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This second annual report on the *Condition of Education in Ohio* provides in-depth data about the students who are served by Ohio's elementary and secondary public educational system. This report provides educators, policymakers and researchers with a comprehensive picture of how well Ohio's K-12 system is performing. By openly sharing this data, the Ohio Department of Education and the State Board of Education hope to inform state and local discussions about the policies, programs and practices that influence teaching and learning. We hope this report will serve all who seek to improve the effectiveness and efficiency of public education in Ohio.

In particular, this report focuses on the academic results attained by Ohio's public school students. Ohio's social and economic future depends upon the state's capacity to provide a high caliber of public education to its citizens. The *Condition of Education in Ohio 2005* advances the discussion of student achievement in Ohio by sharing information about the students served, indicators of their academic performance, and information about the strategies being employed through statewide policies, programs and practices.

The first section, *Who Is Being Served by Public Education in Ohio?*, examines student populations in Ohio's public and private schools. This section gives longitudinal enrollment information for different types of schools and school districts and for the various grade levels. This section also provides demographic information for students of various racial, ethnic and socioeconomic groups, in addition to enrollment information for students participating in selected special programs.

The second section, *How are Ohio Students Performing on Statewide Assessments?*, provides a range of information about student achievement in Ohio. This section provides an explanation of the state's student assessment program and information about how students, schools and school districts are performing. The section looks closely at the extent to which all students participate in the assessment program and describes the results achieved by different populations of students.

The third section, *Are Ohio's Students Prepared to Become Successful in College, Careers and Citizenship?*, focuses on how well Ohio prepares students for higher education, careers and citizenship. It explores participation in rigorous high school academic programs, graduation rates for all students and diverse student groups, as well as college preparedness on the national ACT and SAT I tests. In addition, data on career-readiness programs provide information on alternative career paths.

The fourth section, *How is the Department of Education Supporting Improvement in Teaching and Learning?*, provides information on the programs and support that Ohio is implementing to positively affect student performance, especially the use of the accountability system as a tool for focusing on improved teaching and learning. This section shows how the state is progressing toward the goal of ensuring every student in Ohio has a highly qualified teacher. Additionally, the section addresses the extent to which students are being exposed to challenging curricula that cover the depth and breadth of the state's academic content standards. This section also describes the status of efforts to improve certain learning conditions that might influence student achievement.

Finally, the fifth section, *What Resources are Available to Support Education in Ohio?*, explores important issues regarding the fiscal, building transportation and technology resources that are required to provide quality education for all Ohio public school students. This section also shows the percentage of the total operating revenue reported by all schools and districts in FY 2005 that came from local, state and federal resources.

This second annual report provides a range of information that will be updated each year. Hopefully, these data will enrich discussions as policy makers, educators and concerned citizens work to improve teaching and learning for all of Ohio's students.

## **1 Who is Being Served by Public Education in Ohio?**

This section includes data on enrollment trends for public and nonpublic school students in Ohio, the distribution of public school students and districts by population density, the racial/ethnic distribution of students, the number of students with limited English proficiency, the number of students receiving special education services and the number of students enrolled in chartered public schools (known as community schools). Enrollment information presented in this section is collected from the Ohio Department of Education's (ODE) Education Management Information System (EMIS).

### **HOW ARE ENROLLMENTS CHANGING?**

In October 2004, just over 2 million students were enrolled in Ohio's public and nonpublic elementary and secondary schools. Of these, just over 1.8 million students attended public schools and approximately 213,000 attended nonpublic schools. After reaching a high of 2.4 million in the late 1970s, kindergarten through 12<sup>th</sup>-grade enrollment declined rapidly for nearly a decade. But since the mid-1980s, Ohio's student enrollment has been relatively stable, reflecting the overall pattern of school-age children.

Table 1.1 and Figure 1.1 provide a recent history of public, nonpublic and total enrollment since 1979. Data shown have been selected from five-year intervals starting with the 1978-1979 school year through 1998-1999 and each year since. Data for public schools include community schools.

While the total enrollment picture has been one of very little change overall, there are some recent trends worth noting. Nonpublic school enrollment over the past six years has declined steadily by approximately 30,000 students, while public school enrollment has increased slightly. Much of the growth in the public sector has occurred in Ohio's community schools. Since their introduction in 1999-2000, community school enrollment has increased to just over 62,000 students. As shown in Table 1.1 and Figure 1.1, the rapid growth in community school enrollment still only accounted for 2.2 percent of the total student population in 2004.

Upon further examination of community school enrollment during the 2000-2001 school year, eight Ohio counties had at least one community school. Four years later, 32 counties now have at least one community school and all 88 counties report sending students to a community school for their education. In 2004-2005, there were a total of 255 community schools reporting enrollments of at least 10 students. A map of counties with community schools is shown in Map 1.1.

# 1 Who is Being Served by Public Education in Ohio?

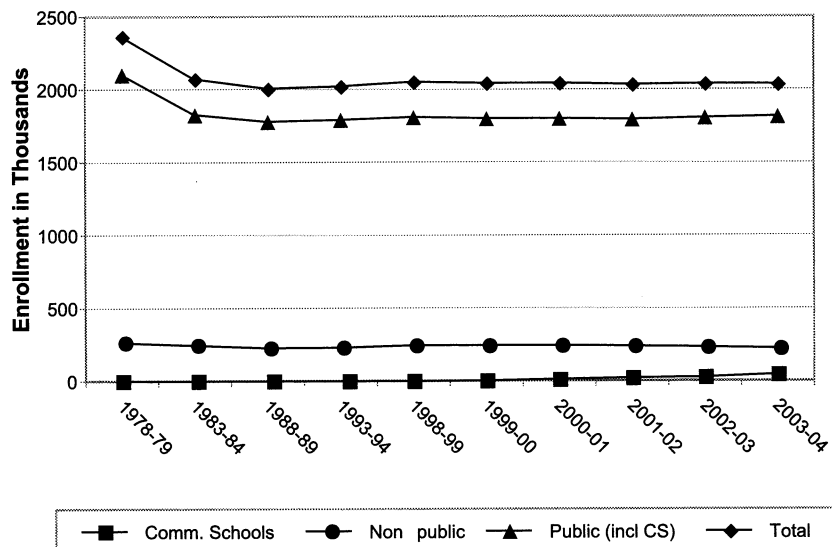
**Table 1.1**  
**Ohio Public and Nonpublic School Enrollment, Fiscal Years 1979-2005**

Fiscal Year	Community	Public including community	Non Public	Total
1978-79	0	2,100,820	262,802	2,363,622
1983-84	0	1,825,672	245,581	2,071,253
1988-89	0	1,777,817	225,832	2,003,649
1993-94	0	1,790,987	229,228	2,020,215
1998-99	0	1,807,125	243,120	2,050,245
1999-00	2,714	1,798,747	242,989	2,041,736
2000-01	9,895	1,799,560	242,845	2,042,405
2001-02	20,916	1,794,113	239,080	2,033,193
2002-03	27,199	1,806,404	232,092	2,038,496
2003-04	44,531	1,813,207	222,830	2,036,037
2004-05	62,243	1,813,168	213,312	2,026,480

Notes: Data are from EMIS 2005. This number represents all students funded during the October count week. Count includes Kindergarten through grade 12.

**Figure 1.1**

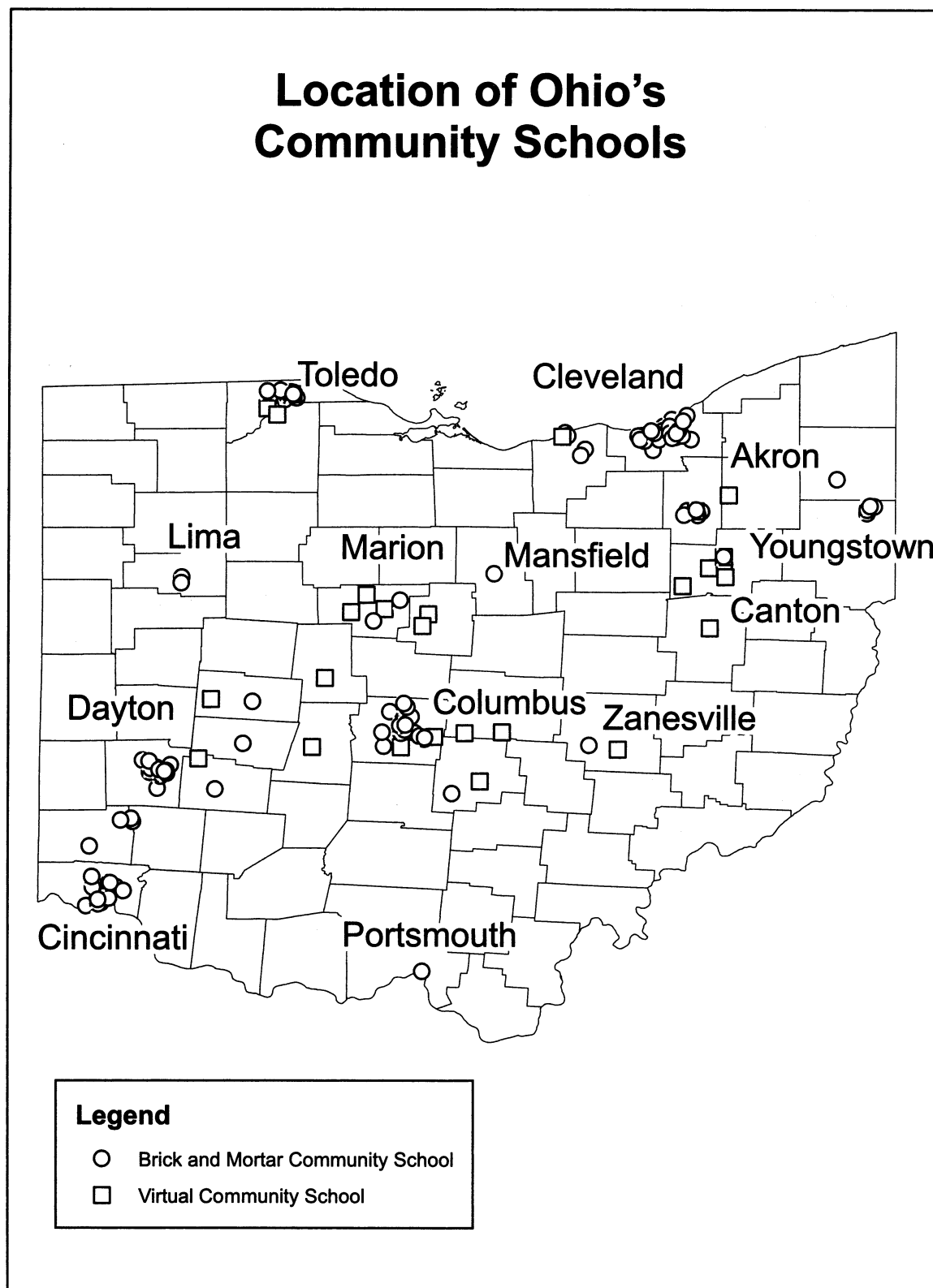
## Ohio Public K–12 Enrollment, 1979–2005



Source: EMIS 2005

# 1 Who is Being Served by Public Education in Ohio?

Map 1.1



# 1 Who is Being Served by Public Education in Ohio?

## At Which Grade Levels are Enrollments Changing?

Tables 1.2 and 1.3 present a comparison of enrollment by grade between the 2000-2001 and 2004-2005 school years. The pattern of enrollment across grades provides insights about short- and long-term trends that will affect Ohio schools. Overall, enrollment for the 2004-2005 year was 1.9 percent greater than five years earlier.

**Table 1.2**  
**Ohio Public School Enrollment by Grade Level, 2001 and 2005**

Grade	2000-01	2004-05	Percent change from 2000-01 to 2004-05
Preschool	8,243	9,433	12.6
Kindergarten	97,884	104,537	6.4
1st Grade	137,578	136,040	-1.1
2nd Grade	137,896	131,080	-5.2
3rd Grade	139,081	131,232	-6.0
4th Grade	141,190	133,717	-5.6
5th Grade	141,118	137,358	-2.7
6th Grade	140,791	141,721	0.7
7th Grade	140,250	145,532	3.6
8th Grade	137,924	146,609	5.9
9th Grade	151,846	162,615	6.6
10th Grade	135,251	139,883	3.3
11th Grade	119,702	133,907	10.6
12th Grade	117,315	126,342	7.1
Total	1,746,069	1,780,005	1.9

Note: Data are the year-end average daily membership (ADM) for all public districts, including community schools, in Ohio. This calculation will differ from the figures presented in Table 1.1.

# 1 Who is Being Served by Public Education in Ohio?

**Table 1.3**  
**Ohio Public School Enrollment by Grade Bands, 2000 and 2005**

<b>Grade Bands</b>	<b>2000-01</b>	<b>2004-05</b>	<b>Percent change from 2000-01 to 2004-05</b>
<b>Preschool/Kindergarten</b>	<b>106,127</b>	<b>113,969</b>	<b>7.4</b>
<b>1st through 8th Grade</b>	<b>1,115,827</b>	<b>1,103,289</b>	<b>-1.1</b>
<b>9th through 12th Grade</b>	<b>524,114</b>	<b>562,746</b>	<b>7.4</b>

Note: Data are the year-end average daily membership (ADM) for all public districts, including community schools, in Ohio. This calculation will differ from the figures presented in Table 1.1.

As shown in Table 1.3, preschool/kindergarten and ninth- through 12th-grade enrollment show the largest percentage gains between the 2000-2001 and 2004-2005 school years. During this same time period, the enrollment in first through eighth grades declined. The change in preschool enrollment corresponds with the increasing emphasis by policy-makers and educators in Ohio to promote a quality educational experience at early levels of development.

Though there was a decline in enrollment experienced in the elementary grades (first through eighth) between 2000-2001 and 2004-2005, the larger elementary cohorts from 2000-2001 have begun to reach middle school and high school. Thus, the increase in enrollment observed in ninth through twelfth grades is not surprising. This increase in enrollment for this grade band also serves to increase the graduation rate (discussed in Section 3).

Although the overall student population in Ohio has been relatively stable, about half of Ohio's 612 districts have experienced increasing enrollment. In general, both rural and large urban areas have experienced decreasing enrollment. The changes in these areas partially can be attributed to the increase in attendance at community schools and partially to the population changes reported by the most recent U.S. Census (U.S. Census Population Changes, 2004). In contrast, the southern and central Ohio regions have experienced increasing population growth. The districts with the largest total population losses since 2002 are in Cuyahoga, Lucas and Mahoning Counties. Two counties with some of the largest gains are Franklin and Delaware, both in central Ohio.



# 1 Who is Being Served by Public Education in Ohio?

## What is the District-Level Enrollment in Ohio?

Examining the size of Ohio's school districts gives another perspective on enrollment. Table 1.4 displays changes in district population. The vast majority of districts serve between 1,000 and 5,000 students while the number of districts serving more than 5,000 students has declined since last year.

**Table 1.4**  
**Ohio School District Enrollment, 2004-2005**

Total District Enrollment	Number of Districts 2003-04	Percent of Total 2003-04	Number of Districts 2004-05	Percent of Total 2004-05
Less Than 500	9	1.5	11	1.8
500 to 999	102	16.8	113	18.6
1000 to 1499	125	20.6	124	20.4
1500 to 2499	164	27.0	168	27.6
2500 to 4999	138	22.7	128	21.0
Over 5000	70	11.5	65	10.7
Total	608	100%	608	100%

Note: Data are from EMIS 2005.

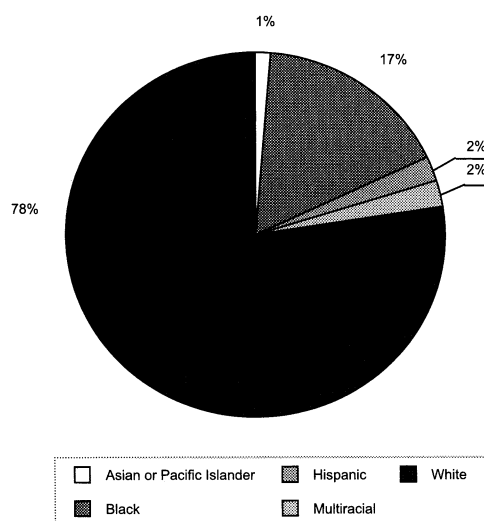
## What are the Demographic Characteristics of Ohio's Students?

The racial/ethnic composition of Ohio's public school students in 2004-2005 is shown in Figure 1.2. The majority of students in Ohio are White (77.3 percent). Most of Ohio's minority students are Black (16.7 percent), while approximately 5 percent are Asian/Pacific Islander, Hispanic or multiracial.

Ohio's student population has become more diverse over the last decade, with the percentage of minority students increasing from approximately 18 percent of the total in 1993-1994 to just over 22 percent in 2004-2005. Table 1.5 shows the change in the percentages of each racial/ethnic category over a seven-year period. The multiracial and Hispanic populations continue to show increases, with each group adding approximately 16,000 students since the early 1990s.

**Figure 1.2**

**Ohio Public School Enrollment by Race/Ethnicity, 2005**



Source: EMIS 2005

# 1 Who is Being Served by Public Education in Ohio?

**Table 1.5**  
**Change in Ohio Public School Enrollment by Race/Ethnicity, 1994-2005**

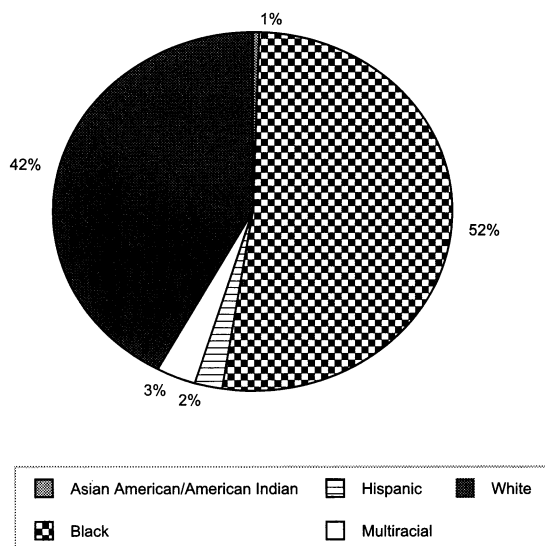
Racial/Ethnic Group	1993-94	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Asian/Pacific Islander	Less than 1%	1.1%	1.1%	1.2%	1.2%	1.3%	1.3%
Black	15.3%	13.4%	16.2%	16.5%	16.5%	16.6%	16.7%
Hispanic	1.0%	1.3%	1.7%	1.8%	1.9%	2.1%	2.2%
Multi-racial	Less than 1%	4.8%	1.2%	1.5%	1.7%	2.0%	2.3%
White	82.0%	79.4%	79.7%	78.9%	78.5%	77.9%	77.3%

Note: Data are from EMIS based on year-end ADM. In 1999-2000, a large urban district reported the majority of their non-White students as Multi-racial. This can explain the higher percentage of Multi-racial students and lower percentage of Black students in that year compared with the other years.

The demographic composition of students attending community schools differs from that of the state as a whole, as well as from the counties in which the community schools operate. Whereas the majority of the statewide population is made up of White, non-Hispanic students, the majority of students attending community schools are Black, non-Hispanic (52 percent) as shown in Figure 1.3.

**Figure 1.3**

**Ohio Community School Enrollment by Race/Ethnicity, 2005**



Source: EMIS 2005

# 1 Who is Being Served by Public Education in Ohio?

Table 1.6 shows the comparison of student populations from community schools and the 32 counties where community schools are located. Again, the population of community school students differs from the county student population. For example, Black students are the majority of students enrolling in community schools while they represent only about 20 percent of the population in the resident counties.

**Table 1.6**  
**Ohio Community School and Traditional Public School Enrollment\***  
**by Racial/Ethnic Group, 2005**

Student Group	Community	Traditional Public
Asian or Pacific Islander	0.34%	1.67%
Black, Non-Hispanic	51.93%	20.86%
Hispanic	2.21%	2.48%
American Indian or Alaskan Native	0.25%	0.14%
Multi-racial	3.21%	2.49%
White, Non-Hispanic	42.05%	72.36%

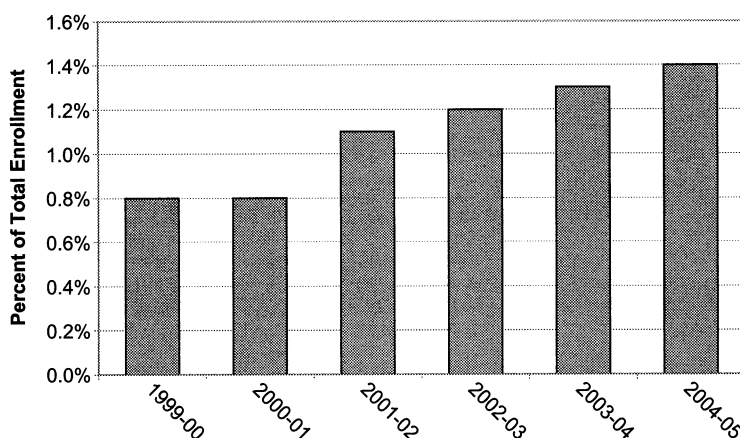
Note: Data are from EMIS 2005. \*The public comparison group is based on all students in the 32 counties where a community school is located.

## What are the Enrollment Trends for Students with Limited English Proficiency, Students with Disabilities and Gifted Students?

Other segments of the public school population that are changing over time are students with limited English proficiency, students with disabilities and gifted students. This year, the limited English proficient (LEP) population consists of more than 24,000 students. Although it remains a small proportion of the total population, this is an increase of nearly 1,000 students from 2003-2004. There are more than 20 different native languages spoken by students with limited English proficiency in Ohio, with approximately 40 percent of Ohio's LEP students speaking Spanish as their primary language, and 24 percent reporting other, 7 percent Arabic, and 6.6 percent Somali. Figure 1.4 shows LEP enrollment trends.

**Figure 1.4**

### Ohio Public School Enrollment of Students with Limited English Proficiency, 2000–2005



Source: EMIS 2005

# 1 Who is Being Served by Public Education in Ohio?

As shown in Table 1.7, the percentage of students with disabilities reported for 2004-2005 is the highest in the last six years. The increase from 2003-2004 represents an additional 17,000 students who were identified as needing special education services.

**Table 1.7**  
**Ohio Public School Enrollment by Disability Status, 2000-2005**

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Students without Disabilities	87.8%	87.2%	87.0%	86.7%	86.8%	86.1%
Students with Disabilities	12.2%	12.8%	13.0%	13.3%	13.2%	13.9%

Note: Data are from EMIS 2005.

All students with disabilities, regardless of the severity, have needs that must be addressed to ensure their academic success. Only about 20 percent of Ohio's students with disabilities are identified as having serious cognitive impairments such as a developmental handicap (18.1 percent), multiple handicaps (4.4 percent) or traumatic brain injury (0.26 percent). For 2004-2005, the rate for identifying students as developmentally handicapped continues to show a trend of declining proportions. The largest disability category is students identified with a specific learning disability (approximately 41 percent). A specific learning disability is defined as a disorder in one or more of the basic psychological processes involved in understanding or in using language, whether spoken or written. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities or mental retardation. Approximately 13 percent of those with disabilities are speech-impaired students who have a communication disorder such as stuttering, impaired articulation, language impairment or voice impairment, which adversely affects their educational performance. Table 1.8 shows students with disabilities by condition over time.

**Table 1.8**  
**Students with Disabilities Enrolled in Ohio Schools by Disability Type, 2000-2005**

Disability Type	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Multihandicapped (other than deaf-blind)	4.22%	4.23%	4.31%	4.34%	4.44%	4.44%
Deaf-Blind	0.01%	0.01%	0.01%	0.02%	0.01%	0.01%
Hearing Handicapped	1.04%	1.04%	1.02%	0.99%	1.06%	1.02%
Visually Handicapped	0.43%	0.42%	0.42%	0.40%	0.46%	0.43%
Speech Handicapped	16.92%	15.45%	13.92%	13.23%	13.83%	12.86%
Orthopedically Handicapped	1.14%	1.08%	1.02%	0.93%	0.95%	0.90%
Other Health Handicapped	2.74%	3.39%	Major 0.17% Minor 4.16%	0.20%	0.24%	0.26%
Severe Behavior Handicapped	6.40%	6.43%	6.62%	7.02%	7.58%	7.38%
Developmentally Handicapped	23.53%	23.49%	22.89%	21.64%	20.70%	18.11%
Specific Learning Disabled	38.94%	39.57%	40.06%	40.26%	42.06%	40.93%
Preschool child with disability	3.74%	3.67%	3.84%	3.82%	NA	3.73%
Autism	0.71%	1.01%	1.34%	1.71%	2.17%	2.59%
Traumatic Brain Injury (TBI)	0.19%	0.22%	0.24%	0.28%	0.33%	0.26%
Total	100%	100%	100%	100%	100%	100%

Note: Data are from EMIS 2005. NA - Data not available for 2003-04.

# 1 Who is Being Served by Public Education in Ohio?

In the 2004-2005 school year, Ohio identified approximately 16 percent of its student population as gifted in one or more areas. Table 1.9 shows the overall percentage and the percentages by area. As Ohio works to raise expectations and make sure that all children are challenged to reach their potential, it is essential to ensure that our educational system truly challenges all students, including students who have been identified as gifted. Following the 2003 State Board of Education adoption of a Policy Statement on the Future of Gifted Education in Ohio, the 10 goals detailed in the statement have been used to guide ODE's work in gifted education. Several projects that were launched in 2004 continued into the 2005-2006 school year to help Ohio achieve these goals.

**Table 1.9**  
**Ohio Students Identified as Gifted by Area, 2005**

<b>Area of Gifted Identification</b>	<b>Percent of Gifted Population*</b>
<b>Any One (or more) Area</b>	<b>16.1%</b>
<b>Superior Cognitive (IQ or Total Achievement)</b>	<b>37.3%</b>
<b>Specific Academic-Math</b>	<b>46.4%</b>
<b>Specific Academic-Reading</b>	<b>46.3%</b>
<b>Specific Academic-Science</b>	<b>30.2%</b>
<b>Specific Academic-Social Studies</b>	<b>27.9%</b>
<b>Creative Thinking</b>	<b>16.2%</b>
<b>Visual and Performing Arts</b>	<b>12.6%</b>

Note: Data from EMIS 2005.

\*Students may be identified in more than one area so the total percentage will be more than 100%.

Although a significant number of students are identified as gifted or disabled in Ohio, one of the goals in this policy statement addresses the need to examine disproportionate identification rates across racial and ethnic groups. Tables 1.10 and 1.11 show the distribution of gifted and disabled students, respectively, identified across racial/ethnic groups and the percentage of students from each group identified.

**Table 1.10**  
**Percent of Ohio Gifted Students by**  
**Race/Ethnicity and Percent Identified as**  
**Gifted by Race/Ethnicity, 2005**

<b>Race</b>	<b>Percent of Total Gifted Population</b>	<b>Percent Within Racial Group Identified as Gifted</b>
<b>Asian or Pacific Islander</b>	<b>2.2%</b>	<b>27.0%</b>
<b>Black</b>	<b>7.2%</b>	<b>6.9%</b>
<b>Hispanic</b>	<b>1.0%</b>	<b>7.0%</b>
<b>Native American</b>	<b>0.1%</b>	<b>11.5%</b>
<b>Multi-racial</b>	<b>1.6%</b>	<b>11.2%</b>
<b>White</b>	<b>87.9%</b>	<b>18.3%</b>

Note: Data from EMIS 2005.

# 1 Who is Being Served by Public Education in Ohio?

As shown in Table 1.11, the disability rate varies across racial/ethnic groups. The highest percentage of students identified is White. The lowest percentage of students identified as disabled is Asian or Pacific Islander.

**Table 1.11**  
**Percent of Ohio Disabled Students by**  
**Race/Ethnicity and Percent Identified as**  
**Disabled by Race/Ethnicity, 2005**

Race	Percent of Total Disabled Population	Percent Within Racial Group Identified as Disabled
Asian or Pacific Islander	0.51%	5.4%
Black	19.61%	16.3%
Hispanic	1.98%	12.5%
Native American	0.19%	18.8%
Multi-racial	2.27%	13.7%
White	75.43%	13.5%

Note: Data from EMIS 2005.

## What are the Economic Conditions of Ohio's Students?

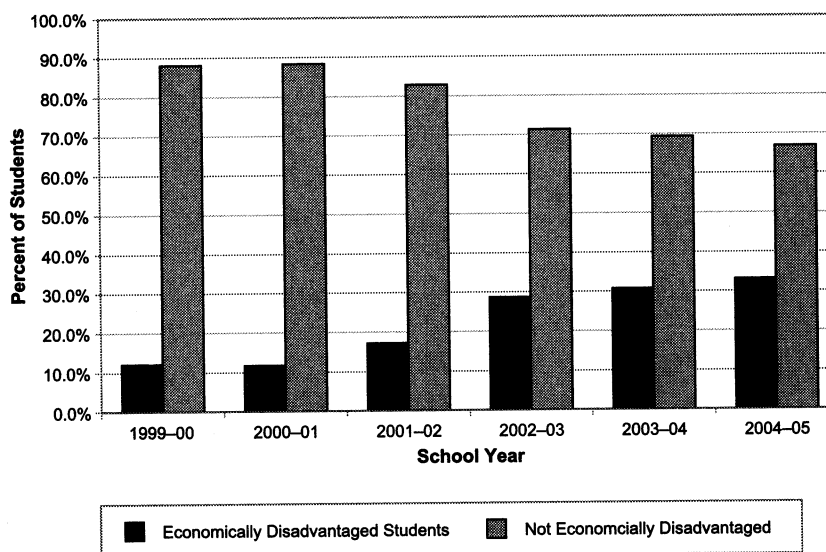
The economic conditions of Ohio's students and families can be measured in a variety of ways. One source of data is the American Community Survey conducted in 2004 by the U.S. Census Bureau. The ACS collects information from U.S. households similar to what was collected on the Census 2000 long form, including income, commute time to work, home value, veteran status and other important data. Children are eligible for free and reduced-price lunch programs at school if they are from families earning 185 percent of the poverty level (approximately \$35,000 for a family of four) or less. According to this survey, 16.3 percent of all Ohio families with related children are living in poverty, ranking Ohio 22nd among the other states; New Hampshire has the lowest percentage at 7.7 percent, and Louisiana has the highest at 20.3 percent.

Economic status is also reported annually through EMIS. Students are considered economically disadvantaged if they are eligible for free and reduced-price lunch or if they or their guardians are known to be recipients of public assistance. The main source for determining whether a student's family is receiving public assistance is the Education Monetary Assistance Distribution (EMAD) system operated through the Ohio Department of Job and Family Services. Economic status is also reported to the U.S. Department of Education to determine the amount of Title I allocations. Based on data from the U.S. Department of Education, approximately 60 percent of Ohio's students attend a school that is eligible to receive Title I funds ([http://nces.ed.gov/pubs2003/overview03/tables/table\\_09.asp](http://nces.ed.gov/pubs2003/overview03/tables/table_09.asp)).

# 1 Who is Being Served by Public Education in Ohio?

Figure 1.5

## Ohio Public School Students by Economic Status, 2000–2005



Source: EMIS 2005.

Figure 1.5 shows that statewide, the percentage of students reported as economically disadvantaged has increased over the last six years from 12.7 percent to 33.1 percent.

## 2 How are Ohio's Students Performing on State Assessments?

There are many resources to help measure Ohio's progress toward the Department of Education's goal of higher achievement for all students. These resources include statewide tests, national assessments, college readiness exams, graduation rates and college enrollment trends. Performance on statewide tests is the most commonly used measure of student achievement.

Ohio is in a period of transition from learner/outcome-based *proficiency exams* to standards-based *achievement tests*. The new achievement tests measure student progress in attaining the knowledge and skills detailed in Ohio's academic content standards. The academic content standards were developed with input from stakeholders throughout the state. The goal of the standards is to prepare students to succeed after high school, either in post-secondary education or in the workplace. Since the new achievement tests measure performance based specifically on those standards, test results provide valuable insight into how well Ohio is providing access to high-quality education.

Beginning with the 2005-2006 school year, students in grades four through eight were tested using only achievement tests. Additional tests are being phased-in until achievement tests are fully implemented across the selected content areas in 2006-2007. The implementation schedule is shown in Table 2.1.

**Table 2.1**  
**Statewide Assessment Implementation Schedule**

	2004-05	2005-06	2006-07	2007-08	2008-09
<b>Kindergarten</b>	<b>Readiness Assessment</b>	<b>Readiness Assessment</b>	<b>Readiness Assessment</b>	<b>Readiness Assessment</b>	<b>Readiness Assessment</b>
<b>Grades 1 - 2</b>	<b>Diagnostics R,W,M</b>	<b>Diagnostics R,W,M</b>	<b>Diagnostics R,W,M</b>	<b>Diagnostics R,W,M</b>	<b>Diagnostics R,W,M</b>
<b>Grade 3</b>	<b>Achievement R,M</b>	<b>Achievement R,M</b>	<b>Achievement R,M</b>	<b>Achievement R,M</b>	<b>Achievement R,M</b>
		<b>Diagnostics W</b>	<b>Diagnostics W</b>	<b>Diagnostics W</b>	<b>Diagnostics W</b>
<b>Grade 4</b>	<b>Proficiency M,C,S</b>	<b>Achievement R,M,W</b>	<b>Achievement R,M,W</b>	<b>Achievement R,M,W</b>	<b>Achievement R,M,W</b>
<b>Grade 5</b>	<b>Achievement R</b>	<b>Achievement R,M</b>	<b>Achievement R,M,S,SS</b>	<b>Achievement R,M,S,SS</b>	<b>Achievement R,M,S,SS</b>
<b>Grade 6</b>	<b>Proficiency R,M,W,S,SS</b>	<b>Achievement R,M</b>	<b>Achievement R,M</b>	<b>Achievement R,M</b>	<b>Achievement R,M</b>
<b>Grade 7</b>	<b>Achievement M</b>	<b>Achievement R,M</b>	<b>Achievement R,M,W</b>	<b>Achievement R,M,W</b>	<b>Achievement R,M,W</b>
<b>Grade 8</b>	<b>Achievement R,M</b>	<b>Achievement R,M</b>	<b>Achievement R,M,S,SS</b>	<b>Achievement R,M,S,SS</b>	<b>Achievement R,M,S,SS</b>
<b>Grade 10</b>	<b>OGT R,M,W,S,SS</b>	<b>OGT R,M,W,S,SS</b>	<b>OGT R,M,W,S,SS</b>	<b>OGT R,M,W,S,SS</b>	<b>OGT R,M,W,S,SS</b>
<b>Grade 12 or higher</b>	<b>Proficiency W,R,M,C,S</b>	<b>Proficiency W,R,M,C,S</b>	<b>Proficiency W,R,M,C,S</b>	<b>Proficiency W,R,M,C,S</b>	<b>Proficiency W,R,M,C,S</b>

Source: ODE Office of Assessment



## 2 How are Ohio's Students Performing on State Assessments?

The reformulation of Ohio's statewide testing program is important to the development of a standards-based educational system. Results of statewide assessments can be used by parents, teachers and administrators to gauge student learning of important academic content. Parents can use individual student test reports to see how well their child is performing in relation to other students. Additionally, parents and educators can monitor progress against state standards annually as students progress through grades. The results of these tests can highlight strengths and weaknesses in student achievement and serve to guide educators' instructional improvement activities.

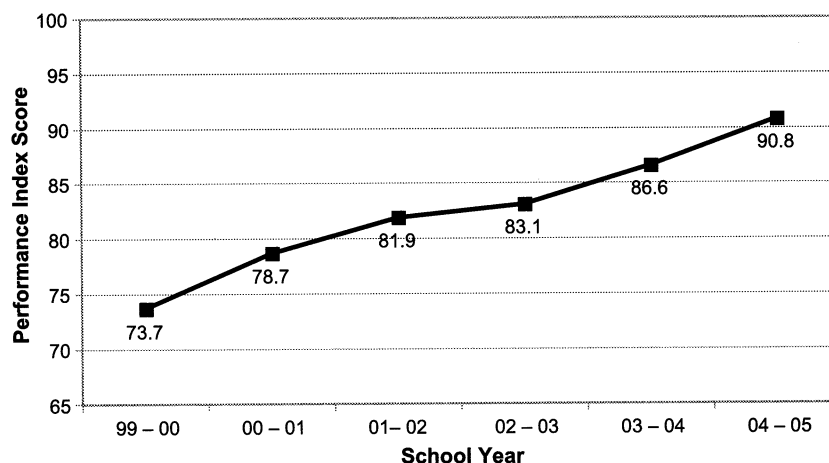
Alternate assessments are used to evaluate the achievement of the most severely cognitively disabled students in Ohio. Just as standard assessments are being updated from proficiency exams to achievement tests, so too are alternate assessments changing to a collection-of-evidence format based on modified achievement standards. These new alternate assessments are used in grades three through eight and in 10th grade for the Ohio Graduation Test.

### Is Statewide Achievement Improving?

Ohio's students are achieving at higher levels than in previous years, as is shown by Ohio's increasing performance index score (Figure 2.1). There is a steady increase in the proportion of students achieving at the proficient level or higher and corresponding decrease in those scoring below proficient.

**Figure 2.1**

#### Ohio Performance Index, 2000–2005



Source: Data are from the 2004–05 State Report Card.

### Do All Students Participate in Testing?

Federal and state legislation requires that all students participate in grade-level assessment of educational progress. Since 2002-2003, there has been a strong push to report achievement scores of all students in Ohio. As a result, students who were formerly excluded from school and district scores (most notably students with disabilities and students with limited English proficiency) have been included with achievement results in the past three years.

## 2 How are Ohio's Students Performing on State Assessments?

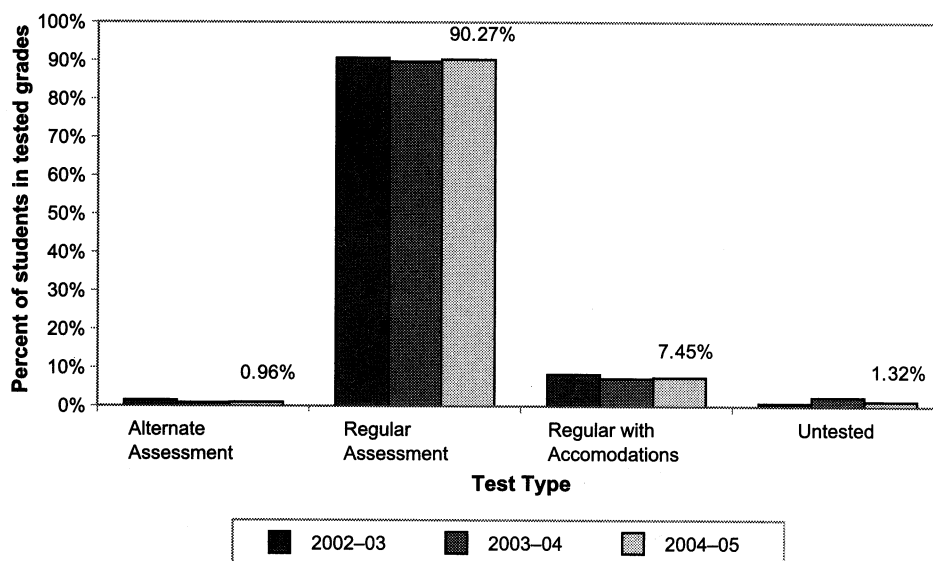
School districts in Ohio have been working to ensure that each student is matched with the assessment test that is appropriate to evaluate the student's abilities. Students who are not able to participate fully in the standard testing format – either because of limited language skills or a disability — are evaluated through the use of alternate assessments or accommodated administrations of the standard assessment test. These variations of the standard test help determine whether students with learning challenges are developing appropriate grade-level academic skills. Standards-based alternate assessments were administered for the first time in the 2003-2004 school year. In years past, the proficiency level of disabled students was evaluated based on their Individualized Education Plan (IEP) goals rather than evaluating their performance against academic expectations.

The use of accommodations in administering the standard assessment – such as extended time or dividing the assessment into smaller units with breaks in between – provides many disabled students the opportunity to demonstrate their achievement against the grade-level curriculum. For students with more severe cognitive delays, alternate assessments provide a more appropriate measure of academic progress. The collection of evidence model, for example, documents student performance of standards based knowledge and skills.

All Ohio students are required to be tested if they are enrolled in a grade for which a test exists. The 2004-2005 participation rate is calculated for the purposes of the performance index score and federal AYP component, and includes students required to test in the third, fourth, sixth and 10th grades. Among these four grades there were more than 800,000 Ohio students who were required to be tested. Almost 99 percent of these students participated in the test and are included in the following statewide statistics. The participation rate trend among AYP grades is shown in Figure 2.2.

**Figure 2.2**

### Participation in Annual Statewide Tests by Test Type, 2003–2005



Source: Data are from EMIS 2005.

Note: The 2002-03 data include grades 4, 6 and 10. The data from 2003-04 and 2004-05 include grades 3, 4, 6 and OGT.

## 2 How are Ohio's Students Performing on State Assessments?

### Participation in the National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) provides a measure of how Ohio students are performing compared to students in other states and the nation as a whole. Ohio has participated in various administrations of the fourth- and eighth-grade NAEP reading and mathematics assessments since 1992. Rather than testing all students in each state, NAEP selects a representative sample of schools and students for each state. About 2,500 students from approximately 100 schools are selected per grade, for each subject assessed.

It is important to understand that NAEP was developed independently of state assessments. Even though NAEP reports results according to performance levels, proficiency levels on NAEP were established independently of state testing standards. Most analyses of NAEP performance levels have concluded that NAEP sets a more difficult standard than most state assessments. As a result, for most states, the proportion of students achieving the basic, proficient, or advanced levels is substantially lower for NAEP than for the state assessment.

Beginning in the 2003-2004 school year, all fourth- and eighth-graders nationwide are required to participate in NAEP every other year. Previously, state participation was voluntary.

Ohio students performed well on the NAEP exam, scoring higher than all neighboring states (with the exception of Pennsylvania, which tied Ohio in reading performance) and scoring higher than the national average in both reading and mathematics. Ohio's performance ranked among the top one-third of states in both fourth- and eighth-grade reading and mathematics. On each of the tests, more students scored proficient or above than in any of the previous years. The NAEP results, along with the statewide assessment results, will be examined more closely in the remainder of this section.

### Performance in Grades Kindergarten through Six

#### Grade Three

The state achievement tests used in third through sixth grade help teachers monitor students' progress and readiness for the next level in their education. The third-grade reading achievement test was administered for the second consecutive year, while the third-grade mathematics achievement test was administered for the first time this year. Overall, third-graders in 2004-2005 scored at roughly the same level in reading performance compared to the previous year (see Table 2.2).

**Table 2.2**  
**Grade 3 Reading and Mathematics**  
**Percent Proficient, 2004-2005**

	2003-2004	2004-2005
<b>Reading</b>	<b>78.2%</b>	<b>77.3%</b>
<b>Mathematics</b>	<b>***</b>	<b>70.4%</b>

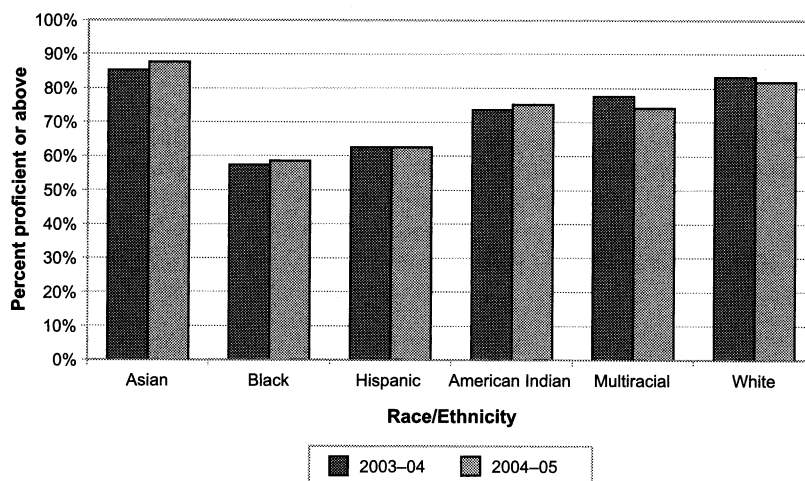
Source: EMIS 2005.

Ohio's three largest racial/ethnic groups are White, Black and Hispanic. While overall performance on the statewide assessments was strong, third-grade reading results showed differential performance across racial/ethnic groups (see Figure 2.3).

## 2 How are Ohio's Students Performing on State Assessments?

Figure 2.3

3rd Graders Scoring Proficient or Above Statewide Reading Assessment  
by Race/Ethnicity, 2004–2005



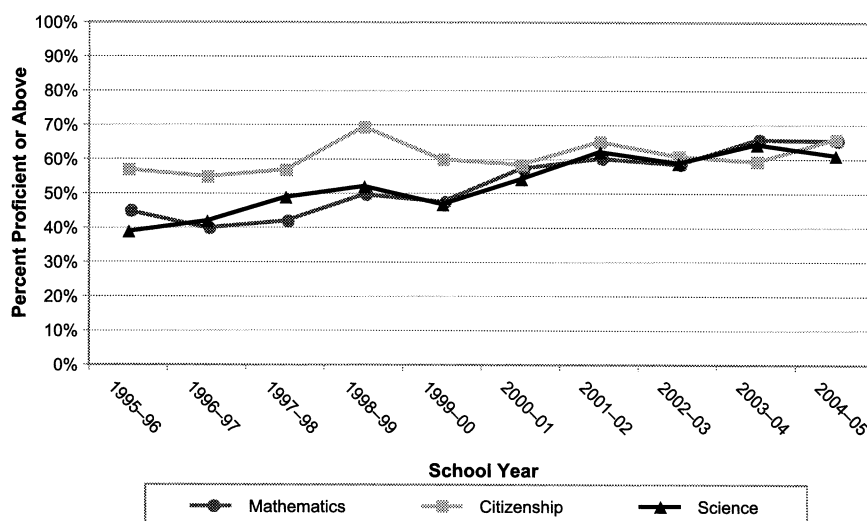
Source: EMIS 2005.

### Grades Four and Five

In 2004-2005, fourth-grade students primarily were assessed using proficiency tests in mathematics, science and citizenship. However, a sample of Ohio students also participated in the National Assessment of Academic Progress (NAEP) reading and mathematics assessments. State assessment results in science and citizenship have varied over time, but mathematics scores have shown a general upward trend (see Figure 2.4). Compared to the initial administration of the fourth-grade proficiency test in mathematics (1995-1996) when less than half of students reached the proficient level, almost two-thirds of fourth-grade students demonstrated proficiency.

Figure 2.4

4th Graders Scoring Proficient or Above on Statewide Assessments, 1996–2005



Source: Data are from the Office of Assessment and from EMIS 2005.

## 2 How are Ohio's Students Performing on State Assessments?

Table 2.3 shows that scores from the new fourth-grade achievement tests in reading and writing show a strong initial performance. These tests are aligned to the current academic content standards and better represent what students should know and be able to do by the end of the fourth grade.

Fifth-grade students were tested for the first time this year using the reading achievement test. As shown in Table 2.3, more than 75 percent of fifth-graders reached proficiency on the reading achievement test.

**Table 2.3**  
**Grades 4 and 5 Reading and Writing**  
**Percent Proficient and Above, 2005**

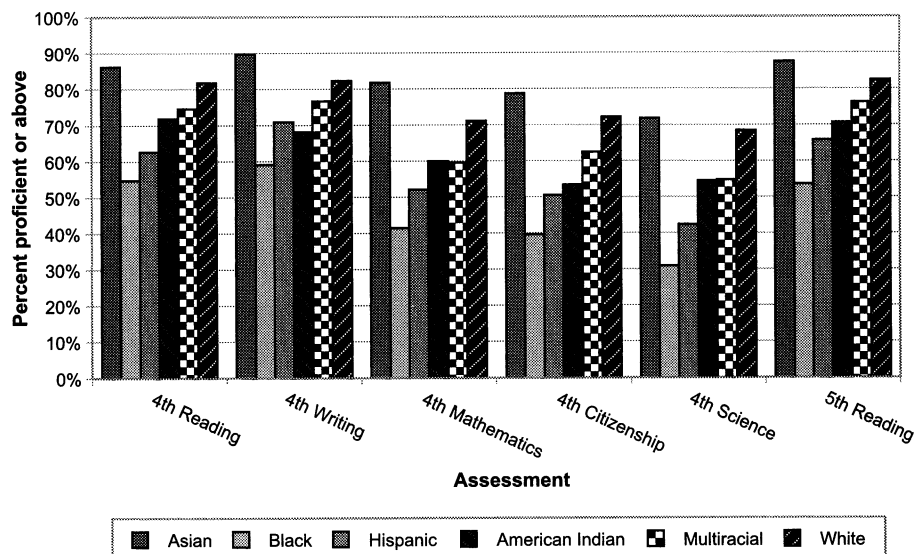
2004-2005		
Grade 4		
	Reading	76.6%
	Writing	78.1%
Grade 5		
	Reading	76.9%

Source: EMIS 2005.

As Figure 2.5 shows, differences in performance exist among the racial/ethnic groups on the fourth- and fifth-grade assessments.

**Figure 2.5**

**4th and 5th Graders Scoring Proficient or Above on Statewide Assessments**  
**by Race/Ethnicity, 2005**

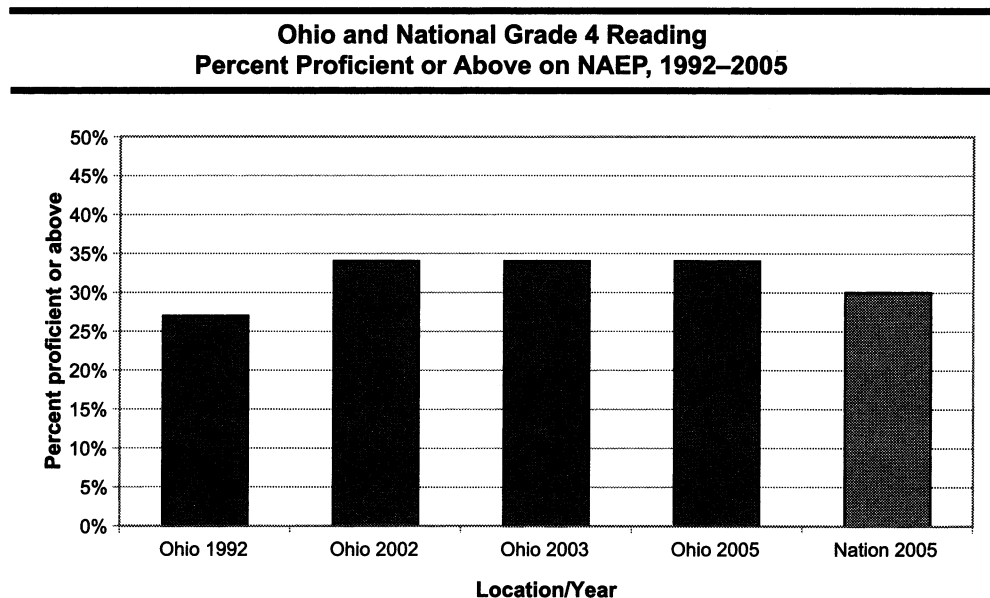


Source: EMIS 2005.

## 2 How are Ohio's Students Performing on State Assessments?

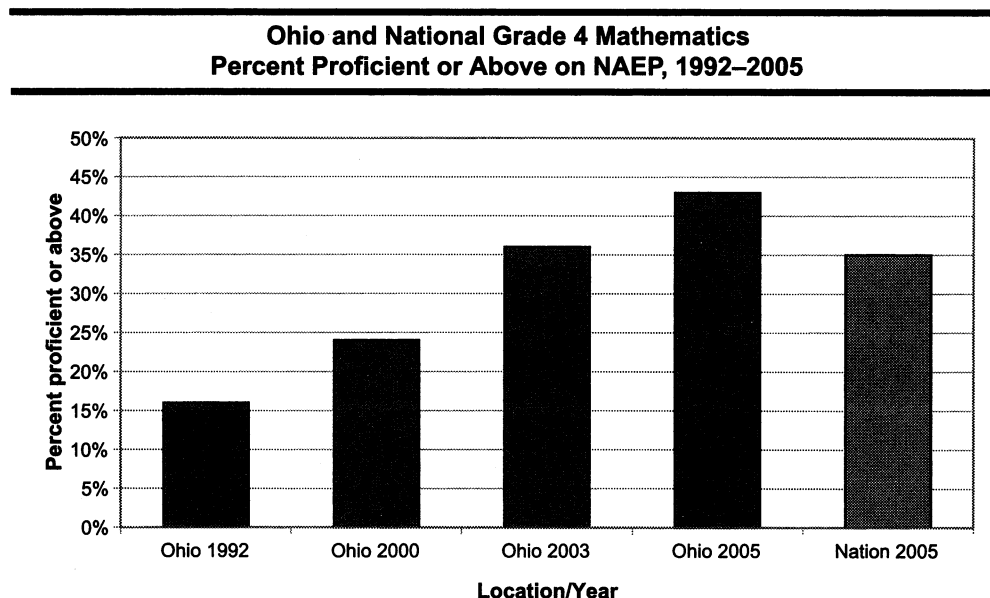
Figures 2.6 and 2.7 depict Ohio's results over time and compares them with the 2005 national average on the fourth-grade administration of the NAEP. Ohio continues to outperform the nation on NAEP.

**Figure 2.6**



Source: Data are from NAEP.

**Figure 2.7**



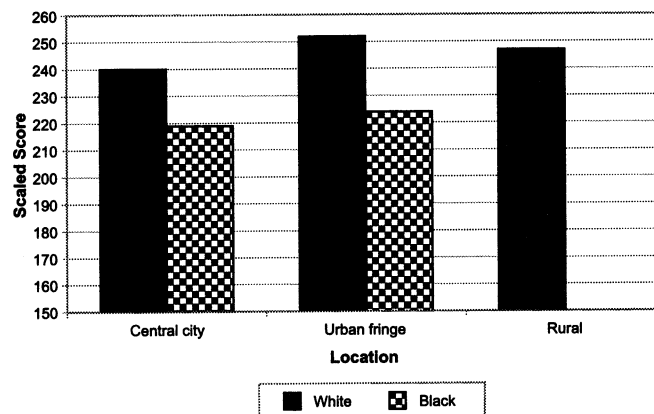
Source: Data are from NAEP.

## 2 How are Ohio's Students Performing on State Assessments?

Achievement differences among racial/ethnic groups observed in statewide assessments also are seen in the NAEP results. NAEP scores also indicate trends when compared by the geographic location of the school, as shown in Figure 2.8. Students in communities contiguous to central cities achieved the strongest results. White students generally outperformed Black students.

**Figure 2.8**

**Ohio Grade 4 Reading NAEP Scores by Location and Race, 2005**



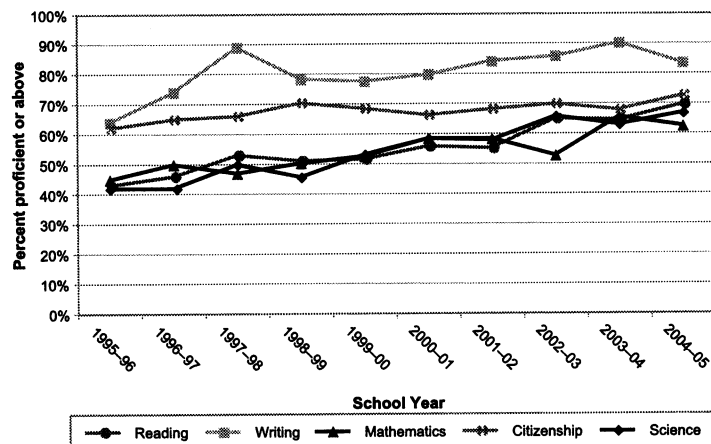
Source: Data are from NCES 2005.

### Grade Six

The sixth grade was the last grade to be tested exclusively with proficiency tests. These results show that greater numbers of students reached proficiency in 2004-2005 than they did when the tests were first implemented in 1998-1999. The most significant achievement gain has been on the science test. Nearly 70 percent of sixth-graders achieved proficiency or above last year, compared to 1998-1999, when only 45.7 percent achieved at least proficiency.

**Figure 2.9**

**6th Graders Scoring Proficient or Above on Statewide Assessments, 1996-2005**



Source: Data are from the Office of Assessment and from EMIS 2005.

## 2 How are Ohio's Students Performing on State Assessments?

### Performance in Grades Seven and Eight

The 2004-2005 school year was the first in which seventh- and eighth-grade students were given statewide achievement tests to measure their academic performance.

#### Grades Seven and Eight

Seventh- and eighth-graders were assessed using the mathematics achievement test in the 2004-2005 school year, and achieved a 58.5 and 60.1 percent proficiency rate respectively (see Table 2.4). This is considerably lower than the percentage of students scoring proficient or above on the mathematics tests in the lower grades. Although this low percentage of students meeting the proficiency standard is worrisome, it is difficult to determine whether low proficiency in mathematics is a typical trend in seventh and eighth grade with only one year of test data. Eighth-graders also took an achievement test in reading in the 2004-2005 school year. Students scored a 78.9 percent proficiency rate in reading (see Table 2.4).

**Table 2.4**  
**Grades 7 and 8 Reading and Mathematics**  
**Percent Proficient and Above, 2005**

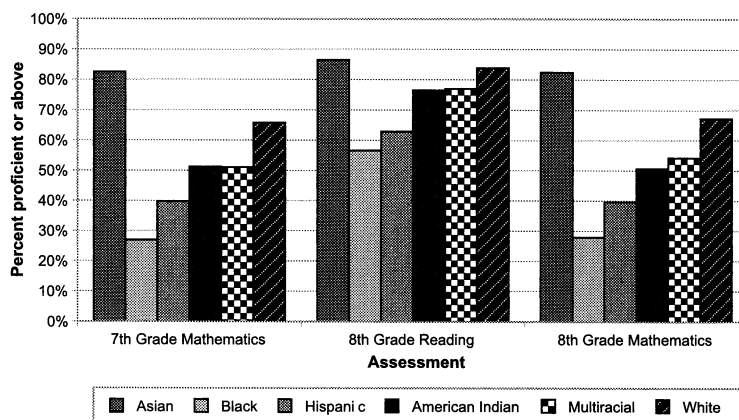
2004-2005		
<b>Grade 7</b>		
	<b>Mathematics</b>	<b>58.5%</b>
<b>Grade 8</b>		
	<b>Reading</b>	<b>78.9%</b>
	<b>Mathematics</b>	<b>60.1%</b>

Source: EMIS 2005.

Figure 2.10 shows the percentage of seventh- and eighth-grade students scoring proficient or above on the statewide reading and mathematics assessments by ethnicity. The achievement gap is particularly acute in mathematics (Figure 2.10). For example, on the seventh- and eighth-grade mathematics test, White students achieved nearly a 70 percent proficiency rate, respectively. In contrast, on the seventh- and eighth-grade mathematics test, fewer than 30 percent of Black, and fewer than 40 percent of Hispanic students scored proficient or above.

**Figure 2.10**

**7th and 8th Graders Scoring Proficient or Above on Statewide Assessments**  
**by Race/Ethnicity, 2005**



Source: EMIS 2005.

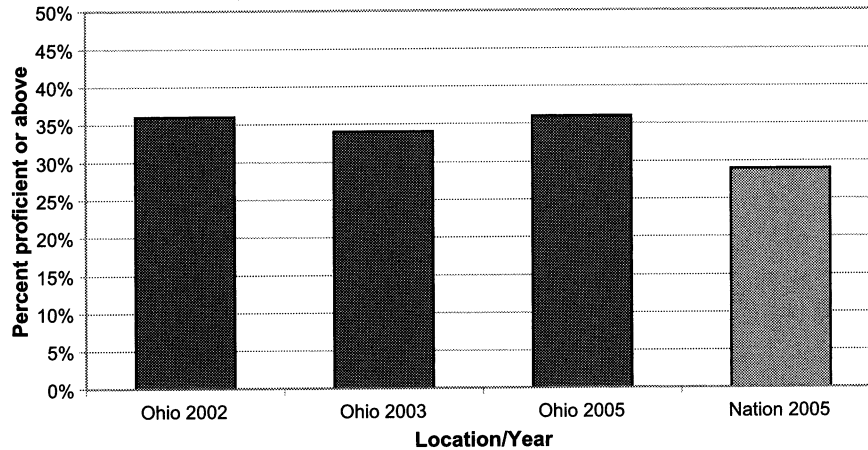


## 2 How are Ohio's Students Performing on State Assessments?

On the eighth-grade NAEP tests, as with the fourth-grade results, Ohio students outperformed the national average in reading and mathematics.

**Figure 2.11**

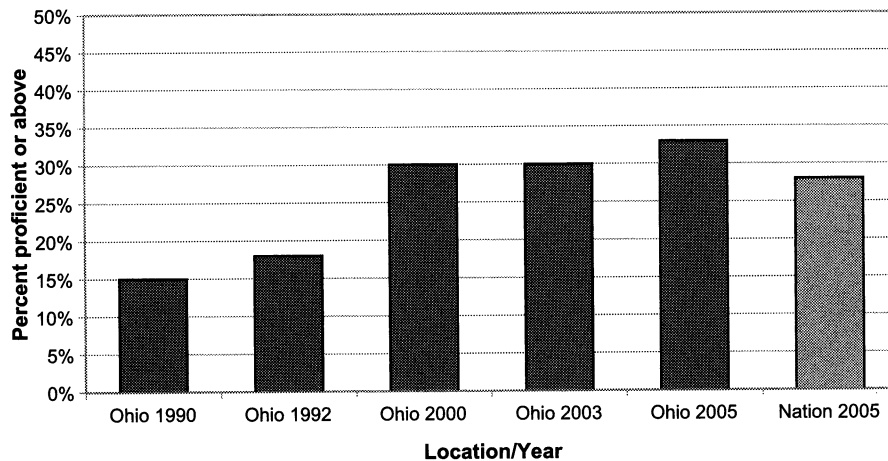
**Ohio and National Grade 8 Reading  
Percent Proficient or Above on NAEP, 2002–2005**



Source: Data are from NAEP.

**Figure 2.12**

**Ohio and National Grade 8 Mathematics  
Percent Proficient or Above on NAEP, 1990–2005**



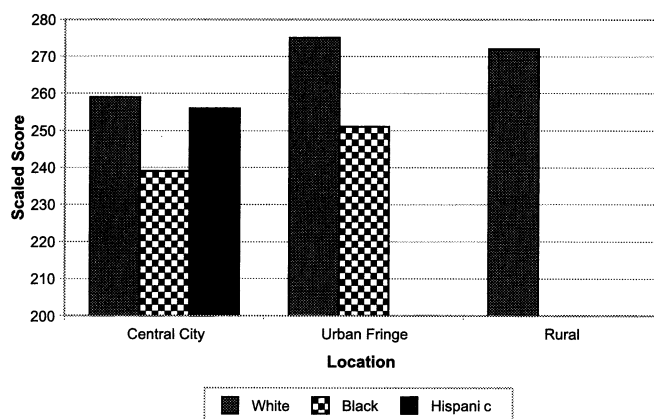
Source: Data are from NAEP.

## 2 How are Ohio's Students Performing on State Assessments?

Consistent with the achievement gap among ethnic groups shown for the statewide reading and mathematics assessments, NAEP results — when listed by race and district location types (*Central City*, *Urban Fringe* and *Rural*) — also reveal an achievement gap in reading and mathematics. The eighth-grade NAEP results in both reading and mathematics, as shown in Figures 2.13 and 2.14, show the performance of the *Urban Fringe* group of students is higher than its *Central City* and *Rural* peers. This trend is seen for Black students in reading and mathematics and Hispanic students in mathematics when there are enough students to report reliable data<sup>1</sup>. In central cities, Hispanic students perform at almost the same level as White students in reading.

**Figure 2.13**

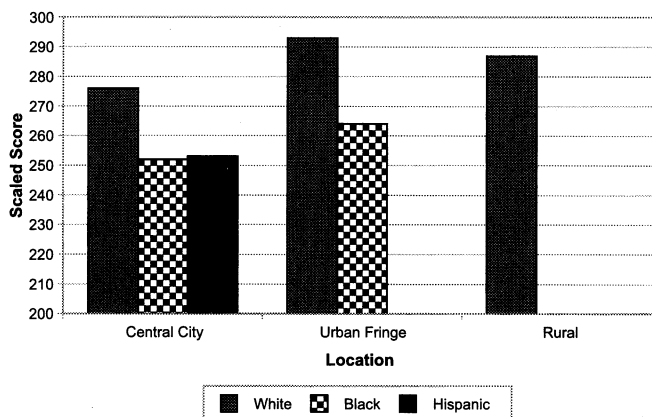
**Ohio Grade 8 Reading NAEP Scores by Location and Race/Ethnicity, 2005**



Source: Data are from NCES 2005.

**Figure 2.14**

**Ohio Grade 8 Math NAEP Scores by Location and Race/Ethnicity, 2005**



Source: Data are from NCES 2005.

Note: Hispanic students comprise a statistically insignificant proportion of test takers in the Urban Fringe and Rural locations. Black students comprise a statistically insignificant proportion of test takers in the Rural locations.

<sup>1</sup> The NAEP reporting requirement for any cell would be 62 students from at least five schools. If there are enough students to report but the standard error is extremely large, that result is not reported, as well.

## 2 How are Ohio's Students Performing on State Assessments?

### Performance in Grades Nine through 12

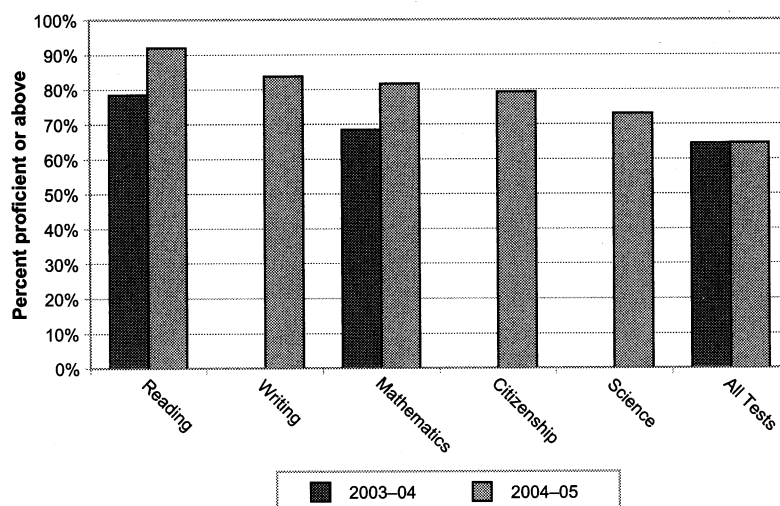
#### Ohio Graduation Tests

First-time 10th-graders in the 2004-2005 school year are the first cohort required to pass the five subject areas of the Ohio Graduation Tests (OGT) to graduate. The reading and mathematics portions of the OGT were administered for the first time in the 2003-2004 school year; social studies, science, and writing were administered for the first time in 2004-2005.

The 2004-2005 test results in reading and mathematics showed strong improvement over last year's 10th-grade test results. Of all first-time OGT takers, 64.6 percent passed all five subjects, thus meeting the assessment requirement for graduation.

**Figure 2.15**

**Grade 10 Performance on the Ohio Graduation Tests, 2004–2005**



Source: EMIS 2005.

### Performance by Race/Ethnicity, Disability, English Proficiency, Economic Status, Gender and Community School Students

Student performance on Ohio's proficiency and achievement tests has been steadily improving over the past six years. While statewide results are encouraging, the achievement gap between Ohio's highest- and lowest-performing students continues to be a major challenge. Performance of groups of students on statewide tests is highlighted in this section.

The Ohio Department of Education and State Board of Education are dedicated to the proposition that virtually all students, if given appropriate educational opportunities, have the potential to reach grade-level academic expectations. Achievement data are presented in a disaggregated format by race/ethnicity, disability status, English proficiency, economic status, gender, and community school enrollment to highlight the areas where, despite progress, Ohio has opportunities for additional improvement. For this reason, the State Board of Education and ODE have identified closing achievement gaps as a critical goal.

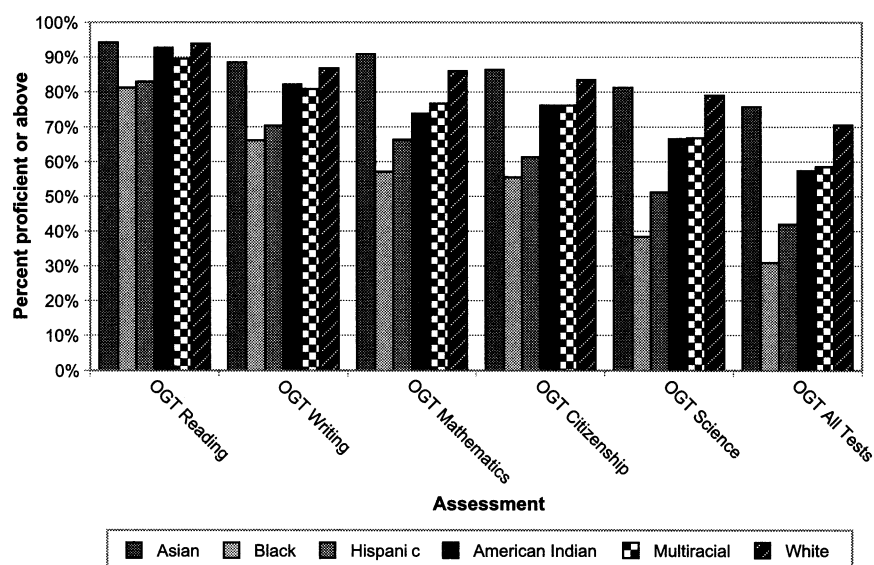
## 2 How are Ohio's Students Performing on State Assessments?

### Race/Ethnicity

Differences in performance on the OGT across racial groups are shown in Figure 2.16. White students outperformed Black students on the Ohio Graduation Tests, with 93.9 percent and 85.9 percent of White students achieving proficient or above in reading and mathematics, respectively. In contrast, Black students achieved 81.2 percent proficient or above in reading and 57.1 percent proficient or above in mathematics. Students across all ethnic groups achieved the lowest proficiency rate in science, with 79 percent of White students, 38.4 percent of Black students and 51.2 percent of Hispanic students achieving proficient or above.

**Figure 2.16**

**First Time OGT Test Takers Scoring Proficient or Above on OGTs  
by Race/Ethnicity, 2005**



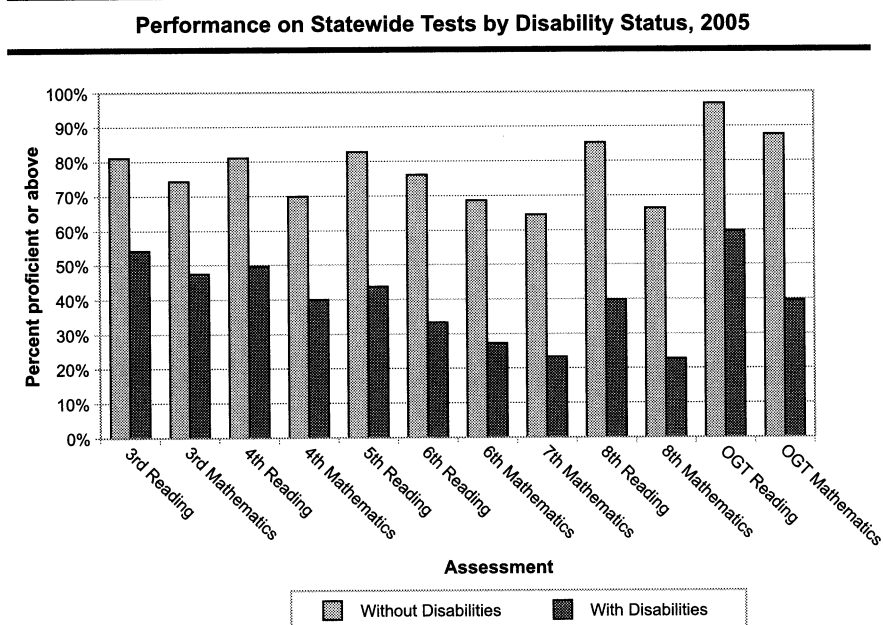
Source: EMIS 2005.

### Students with Disabilities

The majority of students with disabilities take the standard state assessments appropriate for their grade level. Some take the standard assessment with special accommodations and less than 1 percent of all students (those with the most severe cognitive disabilities) take the alternate assessment. Despite the variety of conditions represented in this group, still it is instructive to examine the performance differences between students with and without disabilities.

## 2 How are Ohio's Students Performing on State Assessments?

Figure 2.17



Source: EMIS 2005.

As shown in Figure 2.17, students with disabilities have lower proficiency rates than students without disabilities. In the early grades, 54.1 percent and 47.4 percent of students with disabilities achieved at least proficiency on reading and mathematics tests, respectively. Perhaps not surprising, there is a significant proficiency gap between students with and without disabilities, with the latter group scoring at 81 percent in reading and 74.2 percent proficiency in math. This gap is more prominent in the upper grades, when students with less severe disabilities may have exited the students with disabilities group. By eighth grade, there is a gap of more than 40 percentage points between the two groups, with 39.8 percent of students with disabilities scoring at least proficient in reading and 27.7 percent in mathematics, as compared to 85.3 percent and 66.3 percent in reading and math for students without disabilities.

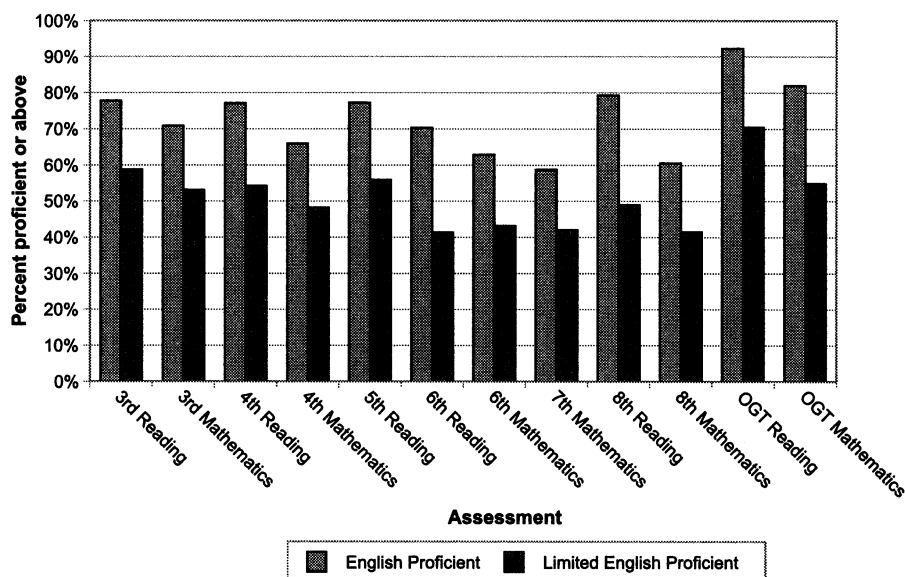
### Limited English Proficiency Students

Students with limited English proficiency (LEP) are defined as those students whose native language is not English, who were not born in the United States or whose understanding of the English language limits their full participation in society. In the past, LEP students generally have performed lower on state assessments than non-LEP students. This lag in performance was evident on the 2005 statewide tests (see Figure 2.18). It is possible that the challenges of processing and understanding lessons taught in English may have influenced the performance of LEP students. The largest achievement gap between LEP students and non-LEP students in most grade levels appears in reading and citizenship. LEP students in sixth grade achieved a proficiency rate of 41.3 percent while non-LEP students achieved a proficiency rate of 70.2 percent. Eighth-grade LEP students achieved a proficiency rate of 48.9 percent, while non-LEP students achieved a proficiency rate of 79.2 percent. While lower performance on reading and writing may not be surprising for students who are learning English for the first time, a large achievement gap also appears in mathematics and science test scores.

## 2 How are Ohio's Students Performing on State Assessments?

Figure 2.18

Performance on Statewide Tests by English Proficiency, 2005



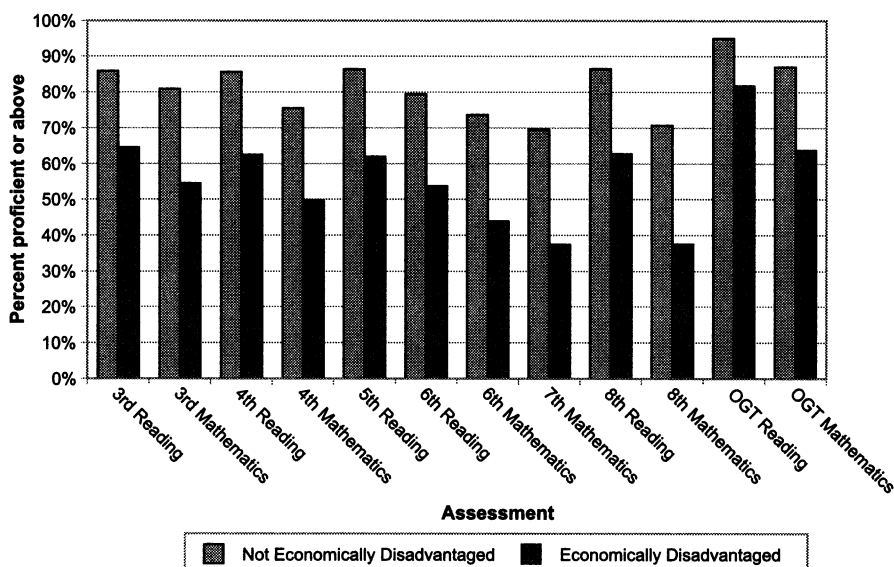
Source: EMIS 2005.

### Economic Status

Economically disadvantaged students represent a large and diverse segment of Ohio's public school enrollment and have not generally attained the same level of achievement as those students who are not economically disadvantaged.

Figure 2.19

Performance on Statewide Tests by Economic Resources, 2005



Source: EMIS 2005.

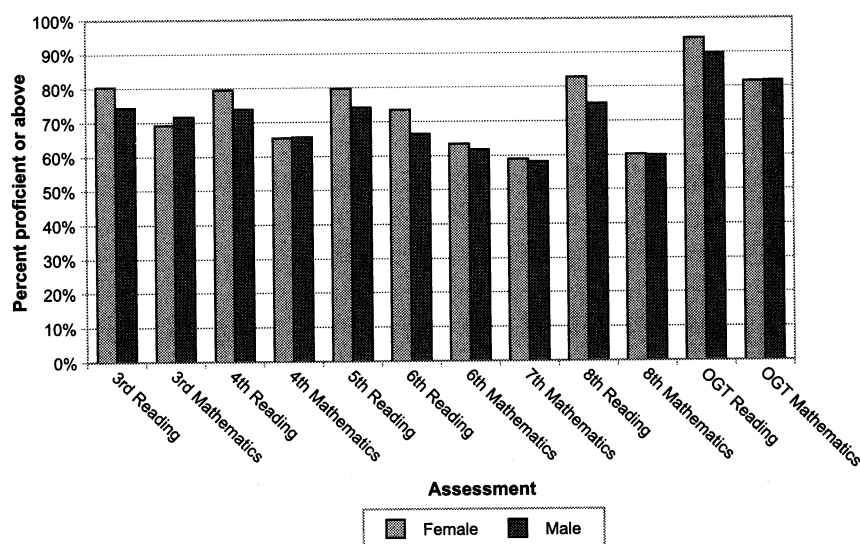
## 2 How are Ohio's Students Performing on State Assessments?

### Gender

The achievement gap between males and females is generally small in Ohio. Female students at all grades tend to perform better on reading and writing assessments by about eight percentage points. Males tend to perform better than females on science at all grade levels, but there is no clear performance trend on mathematics and citizenship scores. The gap between genders is smaller compared to some of the achievement gaps that exist between other student groups.

Figure 2.20

Performance on Statewide Tests by Gender, 2005



Source: EMIS 2005.

### Community School Students

Community Schools (called “charter schools” in other states) are publicly funded, nonprofit, nonsectarian schools that operate independently of any school district but under a contract with an authorized sponsoring entity. Community schools are public schools of choice and are funded at the state and federal levels.

A new start-up community school may serve either a general or at-risk population. New start-up community schools may only be located in “challenged school districts” (Academic Emergency or Academic Watch) or the *Big Eight* urban public school districts (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown). *Conversion community schools* are created by a development team and may be designed for either an at-risk or general student population. Conversion schools are created by converting all or part of an existing public school, and may be sponsored by and operate in any school district.

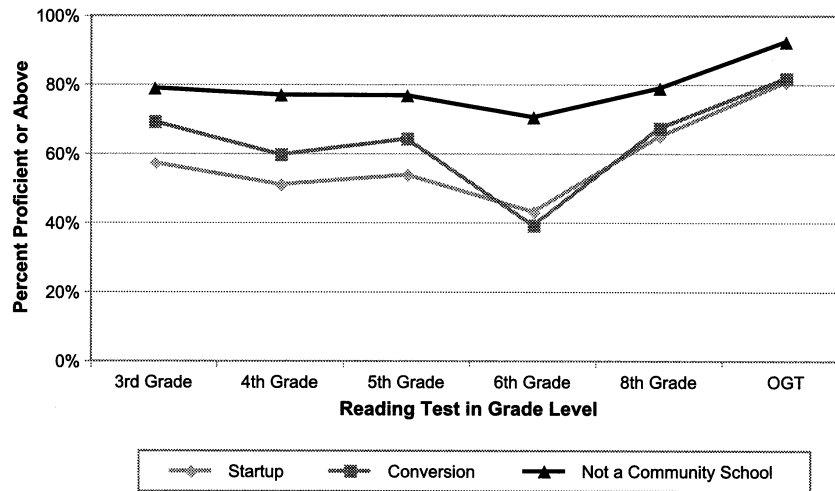
Community school students are expected to participate in all state-mandated assessments. All community schools also receive a state Local Report Card (after two years of operation) based on the same criteria and standards that are applied to traditional public schools.

Figure 2.21 compares the statewide assessment results based on the type of community school with the results for the students in the counties where community schools are located. The non-community schools outperform the start-up and conversion schools at each grade level in reading. Start-up and conversion schools perform similarly in the sixth and eighth grades, as well as on the OGT.

## 2 How are Ohio's Students Performing on State Assessments?

Figure 2.21

Comparison of Community School and Traditional School Reading Results for All Counties with Community Schools Students, 2005

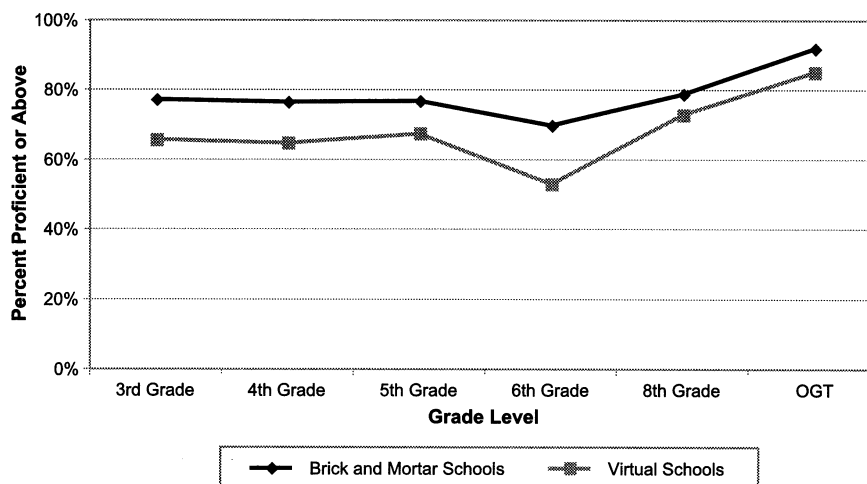


Source: EMIS 2005

Figures 2.22 and 2.23 compare *virtual community school* results with all other schools. One of the difficulties in analyzing the results of virtual schools is in choosing the correct comparison group. Unlike traditional public schools, it is not clear from what population virtual school students are drawn. While virtual community schools appear to be performing less strongly than other schools statewide, it is not clear that the population they serve is comparable to the statewide student population.

Figure 2.22

Comparison of Virtual School and Traditional School Results for Reading, 2005



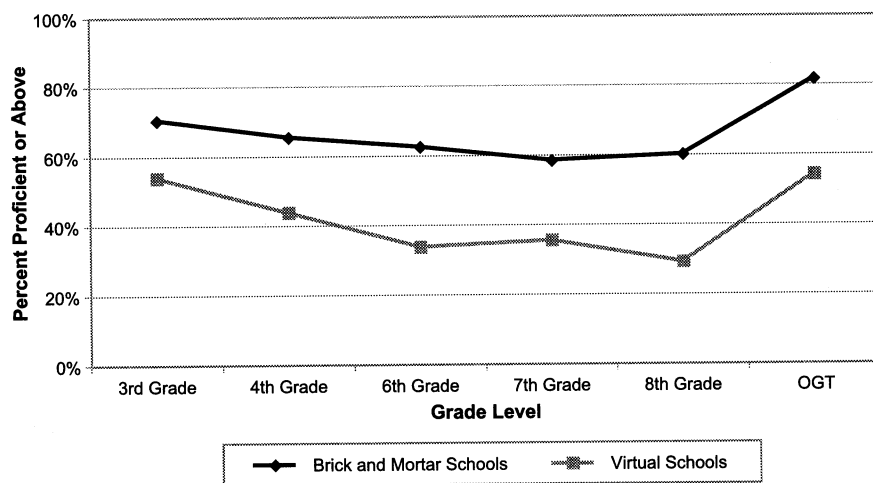
Source: EMIS 2005



## 2 How are Ohio's Students Performing on State Assessments?

**Figure 2.23**

**Comparison of Virtual School and Traditional School Results for Math, 2005**



Source: EMIS 2005

## 3

## Are Ohio's Students Prepared to Become Successful in College, Careers and Citizenship?

While assessments are an important tool to ensure students are learning at grade-level expectations, test scores only represent one important schooling outcome. At the end of their high school careers, it is important that Ohio students are equipped with the knowledge needed to pursue a range of options for the future. To understand how Ohio students are preparing for success in college, careers and citizenship, it is beneficial to examine data on graduation rates, post-secondary enrollment and outcomes, Advanced Placement courses, and the ACT and SAT I exams.

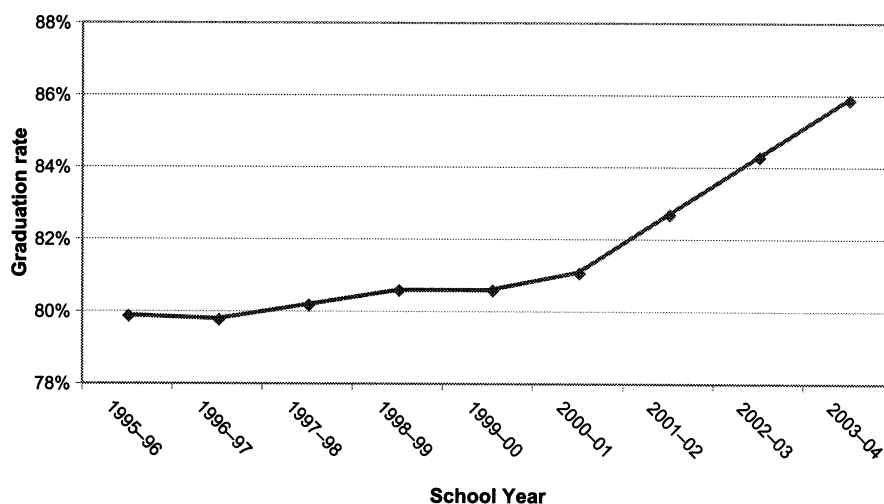
Data indicate that the curriculum taken in high school makes a significant difference in how well students are prepared for college and the workplace. College remediation rates for students who take the more rigorous curriculum (complete core) are 19 percentage points lower than those who take a minimum core curriculum. Greater numbers of Ohio students are taking more rigorous coursework. In the last five years, the number of Advanced Placement (AP) tests taken in Ohio has increased by about 30 percent.

### Graduation Rate

Ohio's graduation rate has increased steadily over the last 10 years. The 2004-2005 graduation rate is more than 7 percentage points higher than the 1995-1996 graduation rate. According to the most recent National Center for Education Statistics (NCES) data available, Ohio's graduation rate ranks 16th among the 50 states and the District of Columbia.

**Figure 3.1**

#### Ohio's High School Graduation Rate, 1996–2004

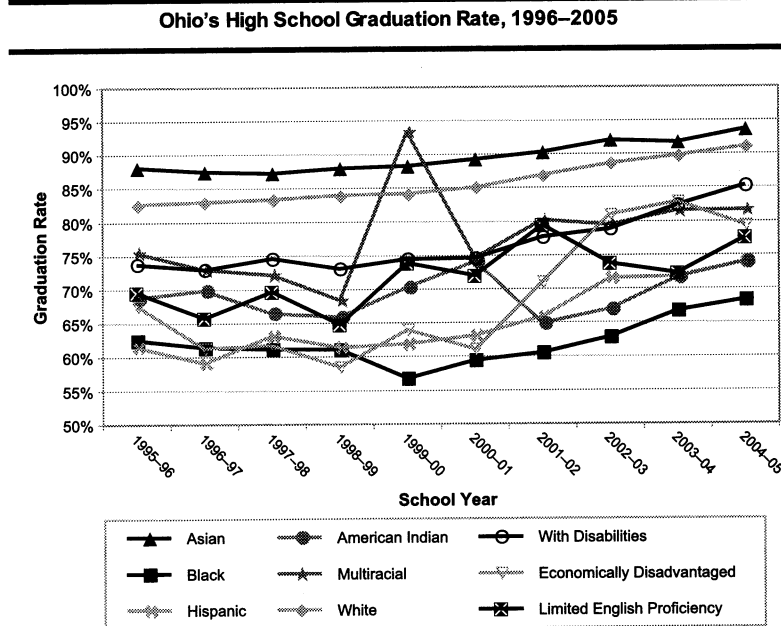


Source: EMIS 2005.

While the overall trend is increasing, Ohio continues to have a gap in the graduation rates among major racial/ethnic groups, although the gap is narrowing. For example, the graduation rate for Black students in 2000-2001 school year was slightly below 60 percent, while the rate for White students was about 85 percent — a 25 percentage point difference. In 2003-2004, the graduation rate of Black students improved to 68 percent while the graduation rate among White students increased to 90 percent — a 22 percentage point difference (thus narrowing the gap by approximately three percentage points over this time period).

## Are Ohio's Students Prepared to Become Successful in College, Careers and Citizenship?

Figure 3.2

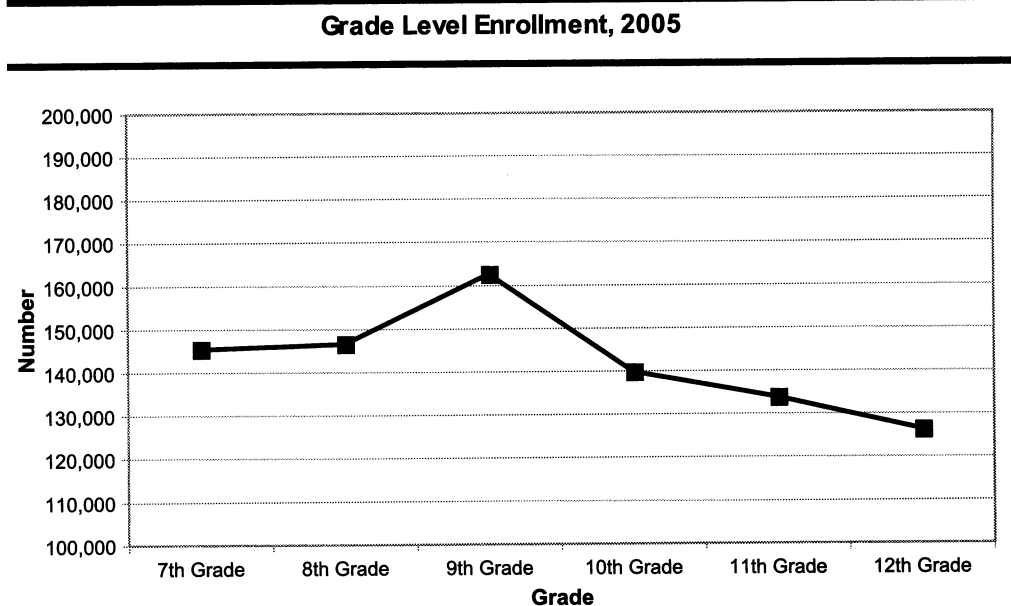


Source: EMIS 2005.

Note: Increased multiracial graduation rate in 1999–2000 is caused by a reporting error in a large urban district that year.

Figure 3.3 illustrates grade level enrollment for the 2004–2005 school year, which is consistent with the enrollment trend in previous years. The ninth-grade bulge in enrollment and subsequent decline in grades 10–12 is a consequence of the large number of students who fail to accumulate sufficient credits in their initial year of high school and remain as ninth graders for two or three years. Many of these students leave the system before graduating.

Figure 3.3



Source: Data are from EMIS, 2005.

## 3

## Are Ohio's Students Prepared to Become Successful in College, Careers and Citizenship?

### Post-secondary Enrollment Options Program

One measure of college readiness is enrollment in the Post-secondary Enrollment Options Program (PSEOP). The PSEOP permits Ohio public and non-public high school students in grades nine through 12 to earn college credit and/or high school credit through the successful completion of college courses. The purpose of the program is to promote rigorous academic pursuits and to provide a variety of options to high school students.

Public high school students may enroll in nonsectarian college-level courses and receive college credit. The subject areas for post-secondary classes predominately include social science (13.38 percent), English (10.99 percent), mathematics (5.22 percent), science (4.69 percent), and foreign language (1.92 percent) in FY05.

The following information is for public high school students only. According to information reported by school districts through EMIS<sup>1</sup>, there were 822,351 courses taught through the post-secondary enrollment program in FY 2005. Of those courses, 2.35 percent are categorized as post-secondary enrollment option courses, while the others represent regular and advanced course options within high schools. For FY 2003 and FY 2004, the proportions of post-secondary enrollment option courses were 2.47 percent and 2.66 percent, respectively.

The total number of post-secondary classes has increased by 27 percent from FY03 to FY05. The three-year average of reported economic or academic disadvantage is 5.67 percent. For those with at least one disability condition, the average is 1.52 percent, based on the number of classes attended.

**Table 3.1**  
**Participation in Post-Secondary Enrollment Option Program, 2003-2005**

	FISCAL YEAR		
	2005	2004	2003
Total Dollars Spent	N/A	\$ 17, 035,941.08	\$15,887,284.14
Total Number of Students	N/A	10,819	10,377
Total Number of Courses	25,016	20,427	19,735
Average Age	16.85	16.9	16.79
Male	36.48%	37.65%	37.29%
Female	63.52%	63.65%	62.71%
12th	70.17%	71.75%	69.96%
11th	25.53%	24.49%	24.49%
Other	4.30%	3.66%	5.55%
Asian/Pacific Islander	1.50%	1.51%	2.28%
Black, Non-Hispanic	2.73%	3.36%	3.17%
Hispanic	1.30%	2.26%	0.78%
American Indian	0.20%	0.50%	0.30%
Multi-racial	0.60%	0.72%	0.50%
White, Non-Hispanic	93.66%	91.67%	92.96%

Source: ODE Center for School Finance

<sup>1</sup> Ohio Department of Education, Education Management Information Systems (EMIS), October Count Week

## 3

## Are Ohio's Students Prepared to Become Successful in College, Careers and Citizenship?

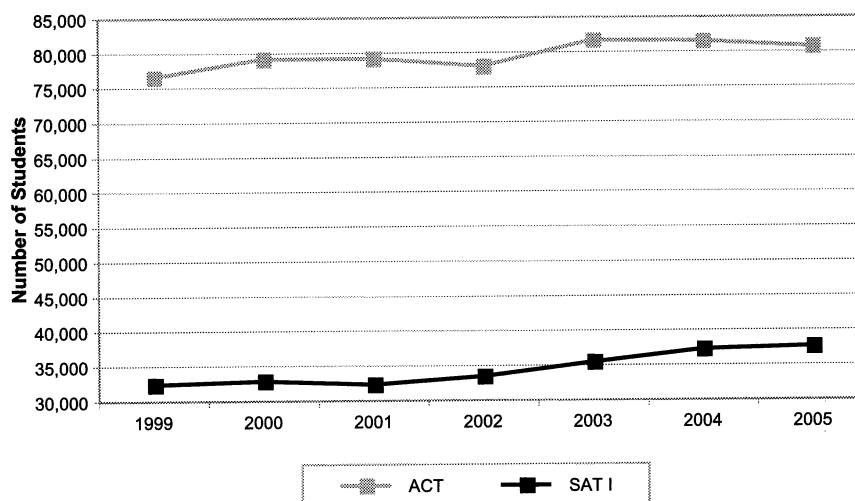
### College Readiness Exams – SAT and ACT

The SAT series of exams was created to measure college readiness in specific subject areas and overall. The SAT Reasoning Test focuses on measuring overall analytic and problem-solving skills. As of March 2005, the SAT Reasoning Test includes the critical reading and mathematics sections of the previous exam while adding a new writing section that measures the skills necessary for college proficiency.

The ACT assesses students' intellectual development and ability to complete college-level work. The ACT focuses on measuring students' knowledge in English, mathematics, science and reading, with an optional writing section.

**Figure 3.4**

**Ohio Participation in ACT and SAT 1, 1999–2005**



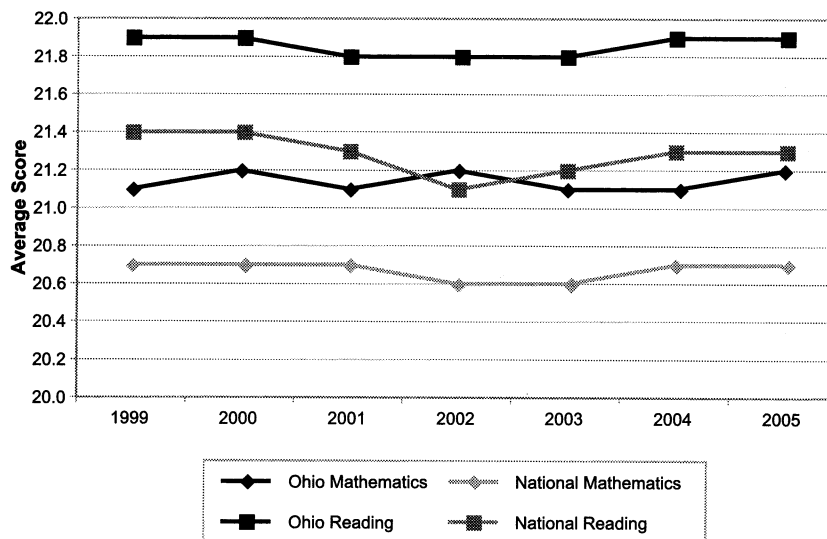
Source: Data are from College Board and ACT, Inc 2005.

Participation in the SAT continues to increase, as shown in Figure 3.4 with more than 35,000 students participating. There was a slight dip in the number of graduating seniors who took the ACT in 2005, though the number participating remains at more than 80,000, or about 65 percent of high school graduates.

## Are Ohio's Students Prepared to Become Successful in College, Careers and Citizenship?

Figure 3.5

Ohio and National Average ACT Scores, 1999–2005



Source: Data are from ACT.

Ohio students continue to outperform the national average on the reading and mathematics portions of the ACT. The national average score held steady at 20.9 in reading and 20.7 in mathematics for the last two years. Ohio's average increased slightly in mathematics by 0.1 to 21.2 and remained at 21.9 in reading. Ohio's overall composite ACT score was 21.4 for the seventh year in a row, above the national average score of 20.9.

These ACT averages correspond to the average ACT score data reported by first-year students entering public universities. At the top 10 Ohio public universities (based on enrollment), the average ACT score of entering first-year freshmen was 22.4, with a low of 20.4 and a high of 26.6 (April 2005, College Search, [www.act.org](http://www.act.org)).

The Ohio Board of Regents prepares an annual report on indicators of college readiness based on the entrance data from first-year freshmen attending public universities in Ohio. As Table 3.2 shows, the level of preparedness varies by the income level of the district in which the student attended high school.

**Table 3.2**  
**Ohio Student Experiences and Post-Secondary Outcomes, 2003**

Public District by Income Level	Number of First-Year Ohio College Students, Fall 2003	Percent Taking a Complete College Preparatory Curriculum	Percent Taking an Advanced Placement Test or Earning College Credit	Average Entrance Exam Score (ACT Scale)	Percent of Public College Students Taking Remedial Courses	First Term GPA
Low-Income	11,872	19%	20%	20	53%	2.5
Medium-Income	19,409	20%	18%	21	43%	2.7
High-Income	20,549	27%	23%	22	34%	2.8
TOTAL	51,830					

Notes: Data are Ohio recent public high school graduates enrolled as first-time college freshmen in Ohio, fall 2003. Table is edited for space. The full table is available at: [www.regents.state.oh.us/perfrpt/2005HSIndex.html](http://www.regents.state.oh.us/perfrpt/2005HSIndex.html)

## 3

## Are Ohio's Students Prepared to Become Successful in College, Careers and Citizenship?

### Advance Placement (AP) Course-Taking and Test Results

The AP program is a cooperative educational endeavor between secondary schools and colleges and universities. It allows high school students to take college-level academic coursework and demonstrate mastery of the advanced material by taking a national AP Exam. Students can receive credit and/or advanced placement from thousands of colleges and universities that participate in the AP program.

AP courses make substantial academic demands on students. The tests cover 20 general subjects, with 20 subject courses lasting a full year and 10 courses lasting half as long. Students are required to do considerable outside reading and other assignments to demonstrate the analytical skills and writing abilities expected of first-year students in a strong college program. This experience helps students develop the intellectual skills and self-discipline needed for college.

In addition, AP courses benefit high schools by offering them the opportunity to:

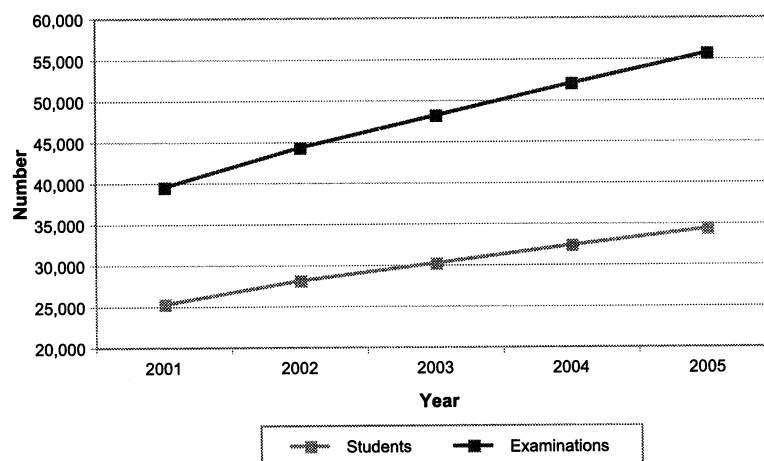
- Motivate students to study hard;
- Enhance the quality of the curriculum offered;
- Allow faculty to teach demanding courses to capable, highly motivated students;
- Demonstrate strong academic standards to the community;
- Allow students to take college-level courses in subjects that interest them most.

The AP grading scale ranges from one to five and indicates the qualifications that the student would bring to a college-level course in that subject. Five indicates that the student is extremely well qualified; three indicates that the student is qualified; and one indicates that the student will receive no recommendation for credit in that subject area. Typically, a score of three is equivalent to passing because it usually is the minimum score required to receive college credit. Recently, a score of five has increasingly become the standard for receiving credit in some areas and for some subjects (*further information about the AP credit policies of colleges and universities can be found on the College Board Web site: <http://www.collegeboard.com/ap/creditpolicy/>*). In Ohio, the average score has remained steady at about three points (or passing).

Last year, the College Board reported that there were over 34,000 public school students in 623 schools who took just over 55,000 AP exams in Ohio. This is an increase of approximately 9,000 students and an additional 47 schools in the last five years. The increase in test-takers is shown in Figure 3.6.

**Figure 3.6**

#### Ohio Participation in AP Tests, 2001–2005



Source: Data are from College Board, 2005.

## 3

## Are Ohio's Students Prepared to Become Successful in College, Careers and Citizenship?

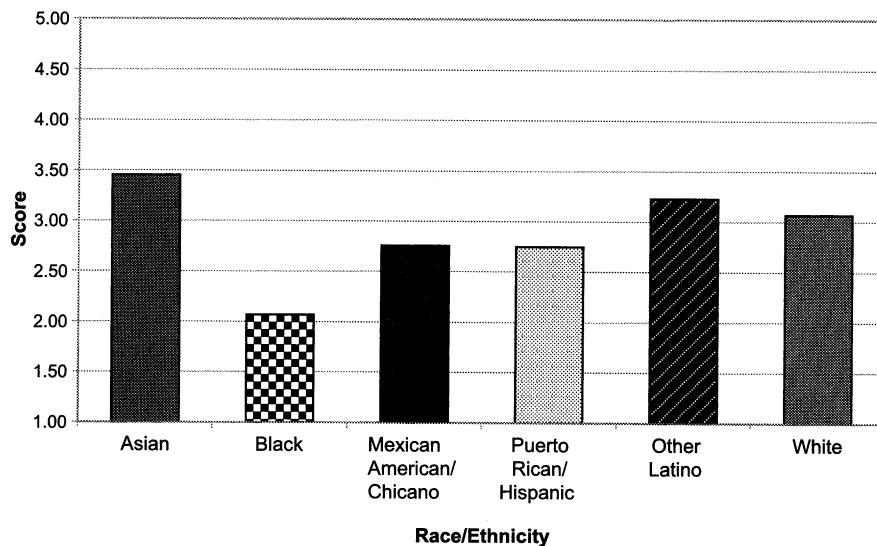
Ohio's AP test takers participated in all subject areas offered by the College Board. Across the 34 subjects tested, students most often took the English literature and composition (6,731) tests, followed closely by U.S. history (6,140) and calculus (5,596).

Ohio's public school students achieved an average score of 2.99 (out of 5) last year, down slightly from 3.02 in 2004. This is above the national average score of 2.83. Sixty-five percent of Ohio's AP test takers received a score of 3 or higher. This is above the national average of 59 percent and ranks Ohio 16th among the 50 states and District of Columbia in terms of the percentage of students who score at least a 3.

An achievement gap exists among AP test takers that mirrors the performance on other standardized tests. However, some Latino students not of Mexican or Puerto Rican descent outperformed their White peers on the AP test, with an average score of 3.23 compared to 3.07. Figure 3.7 shows the difference in average scores across all AP tests by race and reveals that the highest scoring student group is Asian, followed by Latino: other, with Black/African American students scoring the lowest average.

**Figure 3.7**

**AP Test Scores by Racial/Ethnic Group, 2005**



Source: Data are from College Board, 2005.



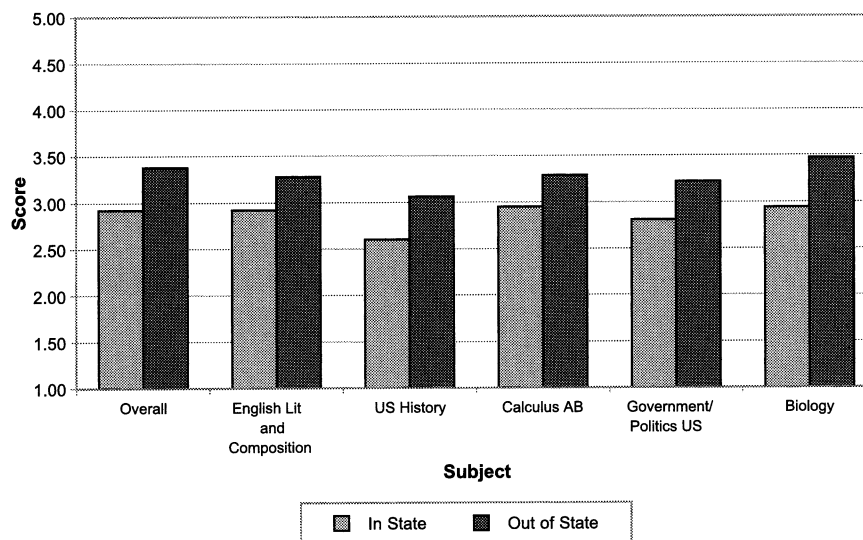
## 3

## Are Ohio's Students Prepared to Become Successful in College, Careers and Citizenship?

It is interesting to note that students who request that their scores be sent to an out-of-state college tend to score higher on the AP tests overall and in each subject area. Figure 3.8 plots the differences in test scores across the top five tested subject areas based on the location of the college where the scores were sent. The trend of higher scores among students applying to out-of-state colleges is seen nationally as well, where the average score for all students applying in-state is 2.78 and the average for those applying to leave their state is 3.25.

**Figure 3.8**

**AP Test Scores by Subject by College Location, 2005**



Source: Data are from College Board, 2005.

### Career Readiness

Many of Ohio's students have used their high school experience to learn a trade. Traditionally, these programs lead to employment directly after high school. However, many vocational students increasingly are seeking postsecondary education before employment.

Ohio's system of high school vocational training is organized through 92 career-technical planning districts made up of 49 joint vocational school districts and 43 comprehensive/compact school districts. Its underlying mission — to prepare individuals for productive careers while supplying Ohio's economy with a skilled, modern workforce — has guided today's career-technical and adult education system.

Ohio's quality programs fulfill the promise that adult and youth will be prepared to face the future. From 2004 to 2005, there were 127,598 students enrolled in workforce development education programs, an increase of just over 6 percent from 2003 to 2004. A career-technical education program is based on a curriculum that combines rigorous academics with concentrated technical training in a specific career field. Newer career-technical programs with rigorous content and strong postsecondary partners are available in the areas of teaching, engineering, biotechnology and public safety. Of the nearly 128,000 high school students in career-technical classes and programs, 13,953 are juniors and seniors enrolled in College Tech Prep programs.

## 3

## Are Ohio's Students Prepared to Become Successful in College, Careers and Citizenship?

The Ohio 2004-2005 High School Career-Technical Performance Profile reported a 93.1 percent proficiency test passage rate, a 93.4 percent post-program placement rate and a 51 percent continuing-education enrollment rate for workforce-development students. The results of the most recent *Secondary Workforce Development Performance Report* show that Ohio has met seven of 17 state and federal performance standards and made improvements in four of the remaining 10. Ohio has achieved a high post-program success rate, especially for employment and postsecondary enrollment related outcomes (67.4 percent in related employment and educational experiences, 92.9 percent in civilian employment, and 57.5 percent in other employment related outcomes). Table 3.3 displays all 17 performance measures and Ohio's results for the last four years.

**Table 3.3**  
**Ohio Secondary Workforce Development Measures, 2002-2005**

Performance Measures	FY02	FY03	FY04	FY04	FY2005 USDE Performance Levels/ HPTs <sup>1</sup>	FY2005 Targets Met?
	<b>95.3%</b>	<b>95.8%</b>	<b>94.6%</b>	<b>93.1%</b>	<b>95.7%</b>	<b>NO</b>
Post Program Placement:					92.3%	
	<b>92.5%</b>	<b>92.4%</b>	<b>92.2%</b>	<b>93.4%</b>	<b>92.4%</b>	<b>YES</b>
B. Higher Education Enrollment	44.2%	46.9%	49.1%	51.0%	40.0%	YES
C. Related Employment & Educational Experiences	67.7%	67.7%	66.1%	67.4%	70.0%	NO
D. Civilian Employment	92.4%	91.8%	91.5%	92.9%	90.0%	YES
E. Related Employment	61.7%	60.0%	57.4%	57.5%	60.0%	NO
F. Status Known	91.2%	92.9%	92.6%	93.5%	90.0%	YES
	<b>60.9%</b>	<b>57.3%</b>	<b>59.2%</b>	<b>61.6%</b>	<b>54.0%</b>	<b>YES</b>
	<b>95.2%</b>	<b>94.9%</b>	<b>96.3%</b>	<b>97.2%</b>	<b>92.0%</b>	<b>YES</b>
	<b>26.3%</b>	<b>26.2%</b>	<b>26.4%</b>	<b>26.5%</b>	<b>26.4%</b>	<b>YES</b>
	<b>23.6%</b>	<b>22.1%</b>	<b>22.5%</b>	<b>22.0%</b>	<b>23.3%</b>	<b>NO</b>
Market Share:						
A. 11 – 12 Grades	26.5%	26.9%	27.3%	27.5%	40.0%	NO
B. 9 – 10 Grades	10.8%	12.2%	13.3%	14.8%	40.0%	NO
CTSO <sup>4</sup> Participation Rate	58.7%	58.3%	58.3%	55.5%	95.0%	NO
Career-Technical Career Passport Rate	83.1%	90.0%	86.0%	86.3%	100%	NO
Student Attendance	91.8%	92.5%	93.0%	93.0%	95.0%	NO
Staff Attendance	95.6%	96.0%	95.9%	95.9%	97.0%	NO

1. HPTs – High Performance Targets

2. This is the FY2005 Federal Performance Level

3. OCTCA – Ohio Career-Technical Competency Assessment

4. CTSO – Career-Technical Student Organization

BOLD – Federal performance measures. All others are state performance measures."

Source - Office of Career Technical and Adult Education

## 4

## How is the Department of Education Supporting Improvement in Teaching and Learning?

Ohio's public schools and school districts are involved in many important efforts to improve academic achievement. The State Board of Education and the Ohio Department of Education (ODE) seek to add value in a manner that provides support, leadership and guidance to those efforts. Specifically, Ohio is pursuing the following major strategies:

- Implement a fair and credible assessment and accountability system that motivates improvements in teaching and learning for all groups of children in Ohio, and promotes the constructive use of data to inform instructional decisions;
- Support educators in developing curricula that teach Ohio's academic content standards in ways that result in strong achievement for all groups of students in every school;
- Ensure that educator-preparation programs and professional-development programs prepare educators to properly teach Ohio's academic content standards so that every student has high-quality, highly qualified teachers;
- Support efforts to make school environments safer, healthier and more conducive to academic learning; and
- Ensure that schools and districts in need of improvement have the support and technical assistance necessary to make substantial improvements in student achievement.

This section explores each of these major strategies and considers the challenges that need to be addressed to help Ohio's schools and districts generate better achievement results for all students.

### ***Ohio's Accountability System***

The primary purpose of the state's accountability system is to inform districts and schools of the need to improve the academic achievement of their students, as well as to celebrate their accomplishments. The current school accountability system was enacted by House Bill 3, which brought Ohio into compliance with the federal *No Child Left Behind* (NCLB) Act. The intent of the federal legislation and Ohio's House Bill 3 is to provide all children with the opportunity to obtain a high-quality education. Immediately following enactment of *NCLB*, Ohio sought to adopt state accountability models that ensure schools are continually improving the academic achievement of all students. During this process, input was sought at more than 70 meetings and focus groups involving school leaders, educators and the business community. The state also worked with the U.S. Department of Education to ensure that the plan met federal guidelines.

Several principles guided the development of the accountability system:

- The assessment and accountability program should provide appropriate targets for student and school efforts;
- The assessment and accountability program should be aligned and symmetrical. The assessment and accountability program should include stakes that schools and students share so that both have incentives to improve student achievement;
- The assessment and accountability system should be fair. For students, fairness requires that schools provide an adequate opportunity to learn. For schools, fairness requires access to the resources (not simply fiscal, but also effective programs and practices) needed to be successful. A fair assessment and accountability program must also include tests that are reliable and valid for the ways in which they are used.

Beginning with the 2002-2003 school year, Local Report Card designations for districts and schools have been determined by measuring the proportion of students reaching "proficient" or higher levels on statewide assessments, the performance index score, improvement in the performance index score and the federal Adequate Yearly Progress (AYP) requirement. The designations are Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency.

## 4

## How is the Department of Education Supporting Improvement in Teaching and Learning?

Each state indicator is earned by meeting or exceeding the goals set by the State Board of Education. For example, at least 75 percent of students must reach the proficient level on each statewide assessment for the school or district to meet state goals. Similarly, to meet AYP goals, district and schools must meet or exceed goals for the percent of students who are proficient or above in reading and math (as a whole, as well as for student groups), the percent test participation of the school and district (as a whole, as well as for student groups), and the percent of students either graduating or attending. While these two components of the accountability system capture the number of students who are proficient or above, the performance index score captures the range of students' scores. The performance index score is created by combining the percentage of students at each performance level, from below basic to advanced, and awarding more points to higher achievement. The performance index score was created to address concerns from the field about the limitations of the indicator system that looks solely at whether or not students were proficient. As the performance index score incorporates the achievement of students in all five performance bands, it is better able to show improvements in achievement at any performance level and to discourage educators from focusing resources only on those students whom educators perceive to have the best chance of reaching proficiency on the tests. The performance index is intended to reward educators for improving the achievement of students at all levels.

The current report card indicators and the performance index score are combined in a way that stronger performance on one measure will offset weaker performance on the other. AYP is a delimiter — it places a ceiling on how high a rating a school or district can earn if it misses AYP, and a floor on how low a rating will be earned if it meets the AYP criteria. Districts and schools cannot earn the Excellent or Effective rating if they miss AYP for three or more years for multiple subgroups, but consistent performance across all subgroups by meeting AYP will earn at least the Continuous Improvement designation.

By combining the measures in this manner, House Bill 3 and subsequent legislation HB 493 provides multiple lenses for examining school and district effectiveness. Documentation of effectiveness through either the current report card indicators or the performance index is intended to motivate schools and districts to increase student achievement. Strong improvement and progress by moving students to higher levels of performance is rewarded. AYP introduces the importance of student group performance while providing a safety net for districts that were previously highly ranked but subsequently demonstrate low performance with one or more student groups.

**Table 4.1**  
**District and School Designations, 2003-2005**

Designations	Districts			Schools		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Excellent	85	117	111	630	920	889
Effective	177	229	297	771	906	1136
Continuous Improvement	278	224	175	1242	1211	962
Academic Watch	52	34	21	237	125	239
Academic Emergency	16	4	5	338	222	288

Source: EMIS 2005

As Table 4.1 shows, Ohio had more districts in the Excellent and Effective categories in the 2004-05 school year than in any previous year. Ohio districts continue to move up into higher designations each year and almost 96 percent of districts are rated as Excellent, Effective or Continuous Improvement (583 out of 609). Over the past three years, the number of districts on Academic Watch and Academic Emergency has decreased from 68 to 26. In addition, 85 percent of schools earned the top three designations (2,987 out of 3,514).

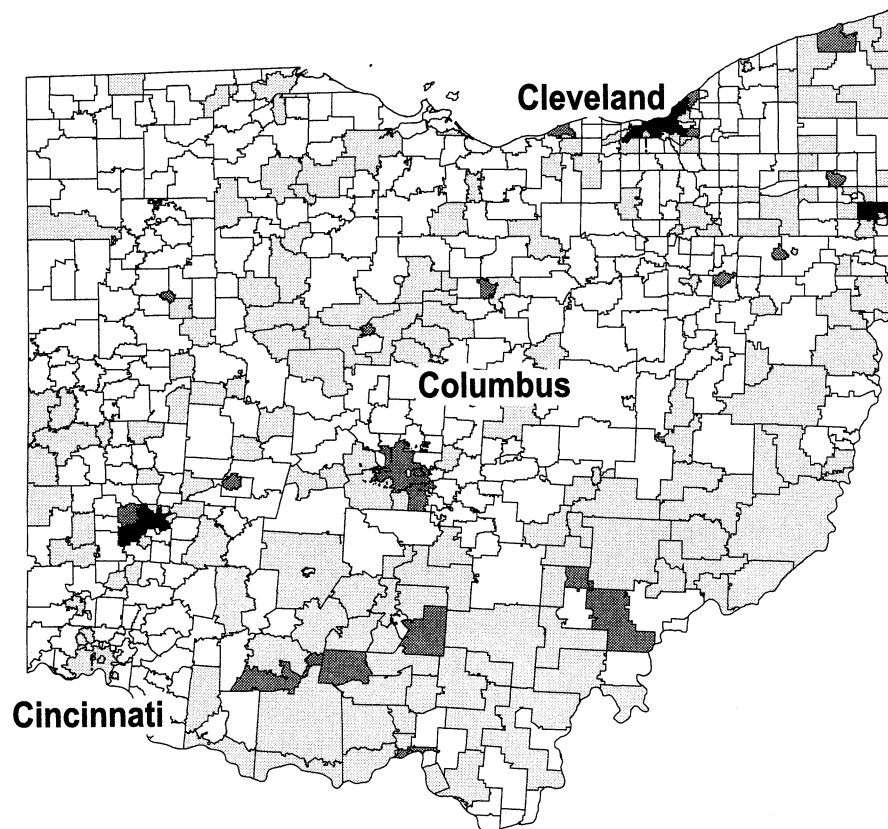
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**How is the Department of Education Supporting Improvement in Teaching and Learning?**

The increase in the number of schools in Academic Watch and Academic Emergency from 2003-04 to 2004-05 is a particular concern. Much of this increase occurred among elementary and middle/junior high schools from large and smaller cities. The Ohio Department of Education is working with city school district officials to address achievement in the lower performing schools.

**Map 4.1**

## 2004-2005 Ohio School District Ratings

**Ratings**

- ☐ Excellent
- ☐ Effective
- ☐ Continuous Improvement
- ☐ Academic Watch
- ☐ Academic Emergency

## 4

## How is the Department of Education Supporting Improvement in Teaching and Learning?

### Federal *No Child Left Behind Act* Adequate Yearly Progress (AYP)

#### AYP Goals

The federal *No Child Left Behind Act* requires Ohio to set Adequate Yearly Progress (AYP) goals each year for those students working toward a proficient score on state reading and mathematics tests. To meet AYP, schools and districts also must test at least 95 percent of enrolled students in reading and mathematics and meet targets for attendance and graduation rates.

The AYP goals increase over time so that all students will reach proficiency by the 2013-2014 school year. This is the first year Ohio has increased the goals, which must be met in each school and district for all students, as well as students in each of the major racial and ethnic groups. These heightened AYP goals begin moving Ohio toward the 2013-2014 goal of 100 percent proficiency. Below is Table 4.2 of planned increases of the federally mandated AYP goals.

**Table 4.2**  
**AYP Goals for Statewide Tests**

	2005-2006		2007-2008		2010-2011		2011-2012		2012-2013		2013-2014	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Grade 3	71.2%	60.6%	77.0%	68.5%	82.7%	76.4%	88.5%	84.2%	94.2%	92.1%	100.0%	100.0%
Grade 4	68.3%	TBD	74.7%	TBD	81.0%	TBD	87.3%	TBD	93.7%	TBD	100.0%	100.0%
Grade 5	68.3%	TBD	74.7%	TBD	81.0%	TBD	87.3%	TBD	93.7%	TBD	100.0%	100.0%
Grade 6	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	100.0%	100.0%
Grade 7	TBD	47.3%	TBD	57.9%	TBD	68.4%	TBD	79.0%	TBD	89.5%	100.0%	100.0%
Grade 8	73.8%	47.5%	79.0%	58.0%	84.3%	68.5%	89.5%	79.0%	94.7%	89.5%	100.0%	100.0%
OGT (Grade 10)	71.8%	60.0%	77.4%	68.0%	83.1%	76.0%	88.7%	84.0%	94.4%	92.0%	100.0%	100.0%

Note: "TBD" indicates that the goals are to be determined after the first year of test implementation.

This year, 55.5 percent of districts and 75.7 percent of schools met AYP goals as shown in Table 4.3. Districts and schools that do not meet AYP for two or more years in a row may move into District Improvement or School Improvement Status. Ohio has 59 districts and 512 schools in improvement status. Districts and schools in improvement status face increasing consequences the longer they continue to miss AYP. Consequences range from offering transfer options or tutoring for students (Title I funded schools only) to restructuring the school or district governance.

**Table 4.3**  
**District and School AYP Results, 2004 and 2005**

	Districts				Schools			
	2003-2004		2004-2005		2003-2004		2004-2005	
AYP Met	389	64.0%	111	55.5%	920	83.0%	889	75.7%
AYP Not Met	219	36.0%	297	44.5%	906	17.0%	1,136	24.3%
Total	608		408		1,826		2,025	

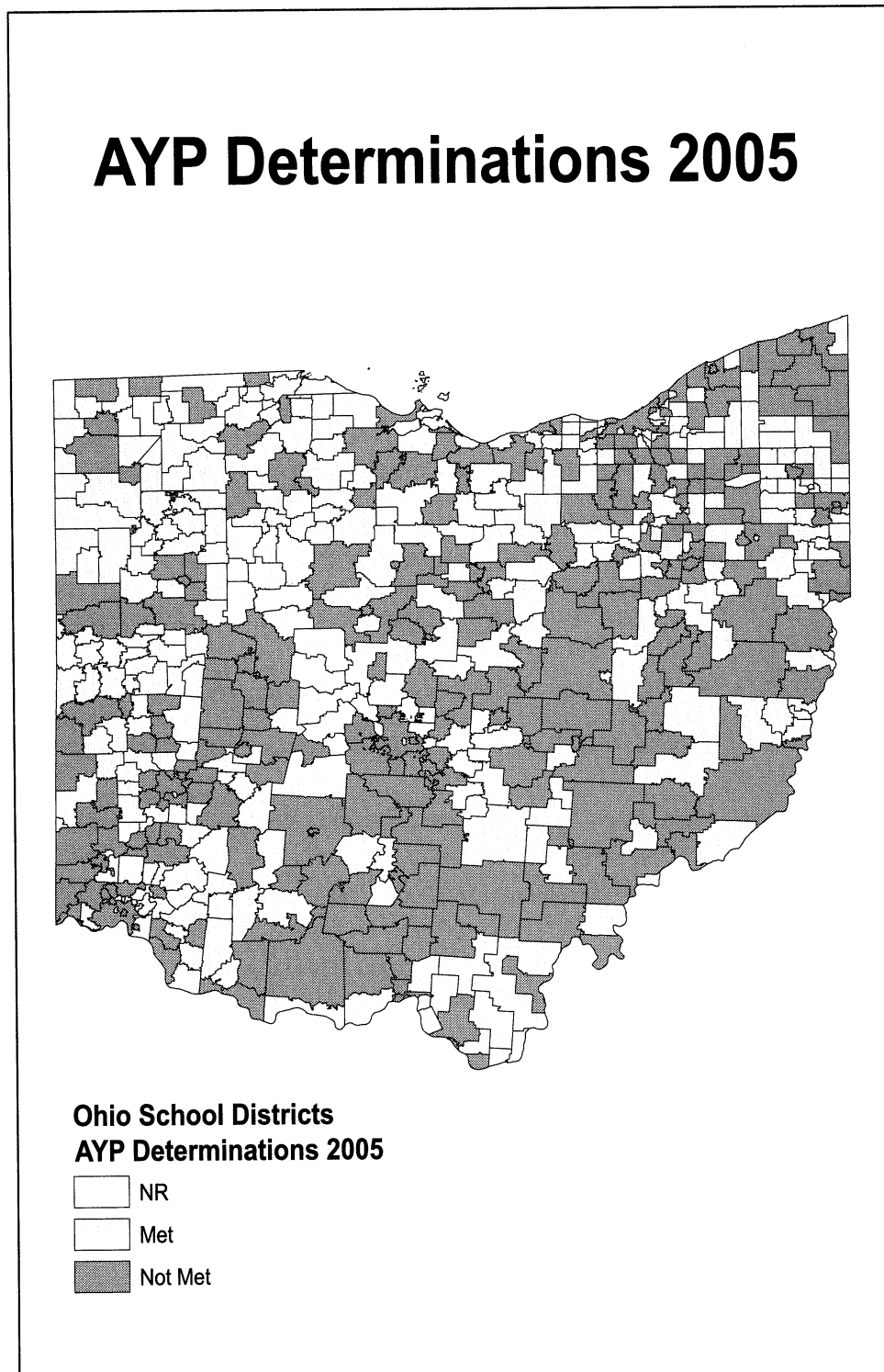
\* Source: EMIS 2005

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## How is the Department of Education Supporting Improvement in Teaching and Learning?

The map (Map 4.2) shows Ohio's districts by their AYP determination from the 2004-2005 school year. Districts not meeting AYP are located in all areas of the state.

**Map 4.2**



4

## How is the Department of Education Supporting Improvement in Teaching and Learning?

### **Ohio EdChoice**

The Educational Choice Scholarship Pilot Program (Ohio EdChoice) will provide up to 14,000 scholarships to students who attend persistently under-performing public school buildings. The scholarships may be used to attend chartered nonpublic schools that meet the requirements for program participation. Scholarships will be available beginning in the 2006-2007 school year to students who attended eligible schools during the 2005-2006 school year. This process is based on accountability results from the 2004-2005 school year.

Student eligibility is determined by attendance at, or assignment to, a public school building that has been rated in Academic Emergency or Academic Watch for the past three years.

A student must meet one of the following conditions to apply for a scholarship:

1. Be enrolled in one of the three-year Academic Emergency or Academic Watch buildings;
2. Be enrolled in a community school and would otherwise be assigned to one of the three-year Academic Emergency or Academic Watch buildings, or;
3. Be eligible to enter kindergarten in the next school year and be assigned to one of the three-year Academic Emergency or Academic Watch buildings.

Funding is anticipated to serve approximately 14,000 eligible students beginning in the 2006-2007 school year. If the number of applications exceeds 14,000, priority will be given to students with family incomes at or below 200 percent of the federal poverty guidelines. Students will be selected by lottery to receive any remaining scholarships. The scholarship amount will be \$4,250 for grades kindergarten through eight and \$5,000 for grades nine through 12 or the actual tuition charged, whichever amount is lower. Parents and guardians may still have to pay registration fees, material fees, and other similar types of fees as the scholarship amount only covers school tuition. If the nonpublic school's tuition is higher than the EdChoice scholarship amount and if the student's family income is above 200 percent of the federal poverty guidelines, the family may have to pay the difference.

In general, to participate in the EdChoice program, a nonpublic school must hold a valid state charter and comply with the Operating Standards for Ohio's Schools. Each chartered nonpublic school participating in the EdChoice program will be required to register with ODE and agree to follow the rules of the program. Participating schools must:

1. Implement the school's admission policy fairly and without discrimination with regard to students applying for or awarded EdChoice Scholarships;
2. Annually communicate to ODE the school's tuition structure, including all discounts and other tuition adjustments offered or available;
3. Agree to not charge the student or family the difference should the school's tuition amount exceed the scholarship amount for those students below 200 percent of the federal poverty level;
4. Provide volunteer opportunities in lieu of cash payment should the school's tuition amount exceed the scholarship amount for those students above 200 percent of the federal poverty level – or waive the amount of the tuition that exceeds the scholarship;
5. Administer state-required achievement tests to participating EdChoice Scholarship students and report the test results to ODE; and
6. Report student attendance information to ODE and make EdChoice program records available to ODE to ensure compliance with program rules.



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## How is the Department of Education Supporting Improvement in Teaching and Learning?

### Academic Content Standards

Ohio continues to refine new academic content standards and model curricula which are used as the basis for creating statewide assessments. Standards have been developed in the following areas:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Fine Arts
- Foreign Language
- Technology

Ohio's academic content standards can be viewed in full on ODE's Web site at:  
<http://ims.ode.state.oh.us/ODE/IMS/RRT/Resources/Default.asp>.

These academic content standards are the cornerstone of a strong educational system. They define what all Ohio students should know and be able to do at each grade level, from pre-kindergarten through grade 12. Developed by Ohio educators and other stakeholders, the academic content standards serve as a foundation for an aligned system of instruction, assessment and professional development.

The Office of Curriculum and Instruction has also begun facilitating the development of model curricula. The model curricula will serve as tools to assist teachers and curriculum leaders in defining effective classroom instruction and assessment practices. Model curricula will include best practices, illustrative tasks and learning experiences, teacher vignettes, samples of student work, prototype assessments, and instructional resources.

To understand the extent to which Ohio's academic content standards are being used in the classroom, the Surveys of Enacted Curriculum (SEC) have been implemented. The SEC are a research-based data tool that allow teachers, administrators, and policy makers to examine the extent of alignment between the *enacted* curriculum (what teachers teach), the *intended* curriculum (what the standards require), and the *assessed* curriculum (what the state tests). Using a survey data collection and reporting model, teachers can compare their own practice and instructional content to responses by other teachers within their school or district and around the country. Additionally, schools and districts are able to make use of aggregated teacher reports (individual teacher responses are disclosed only to the teacher) to develop a baseline of information about teacher practice in mathematics, science and English/language arts, or to inform professional development or school improvement planning efforts.

Facts about the SEC in Ohio:

- Ohio initiated a pilot collection of data in 2003-2004. This project expanded in 2004-2005 to include over 2,100 teachers in over 200 school buildings across the state.
- Starting in 2005-2006, any and all interested districts and schools may participate in the project at all grade levels of mathematics and English/language arts.

### Teachers

High-quality teaching is fundamentally important to a student's ability to learn and make progress toward academic goals. Teachers are charged with the challenging job of implementing state standards and community goals to a diverse set of students with different interests and talents. Research suggests that teacher quality is an important factor in student's educational outcomes with these effects persisting over

## 4

## How is the Department of Education Supporting Improvement in Teaching and Learning?

the academic career of the students. Teachers with more years of experience, high-quality training and community support are better able to help their students meet their potential.

### Demographics

Nearly three-quarters of the teachers in Ohio are White females with an average of 14 years of experience (see Table 4.4). More than 75 percent of all Ohio teachers have at least five years of classroom experience. Experienced teachers are an important resource to schools and districts that rely on their insight to guide novice teachers and shoulder the majority of teaching assignments.

**Table 4.4**  
**Characteristics of Ohio Teachers, Full Time Equivalency, 2002-2005**

	2001-2002	2002-2003	2003-2004	2004-2005
Percent Female	73.2%	73.2%	73.3%	73.4%
	\$43,755	\$45,645	\$47,659	\$49,438
	7.4%	7.6%	6.8%	5.9%
Average Total Years of Teaching Experience	13	13	14	NA
	120,714	121,797	117,383	113,567

Source: EMIS 2005, Teacher Supply and Demand Study 2004

### Highly Qualified Teachers

The *No Child Left Behind Act* requires that teachers be highly qualified in the core academic content areas in which they teach. Teachers have until the 2005-2006 school year to meet the Highly Qualified Teacher (HQT) standards as designated by Ohio.

In order to be considered highly qualified, a teacher in Ohio must hold at least a bachelor's degree, a full state certificate of licensure in the core teaching area and meet one of the following additional qualifications:

- A passing score on the NTE or Praxis II Exam in the content area;
- An academic major in the content area (teachers in grades 7 to 12 only);
- A master's degree in the content area;
- Possession of an eight-year professional certificate or permanent certification in the content area;
- National Board Certification in an area related to the teaching assignment; or
- Ninety clock hours of instruction distributed over the topics of teaching skills, grade-appropriate content and Ohio's academic content standards.

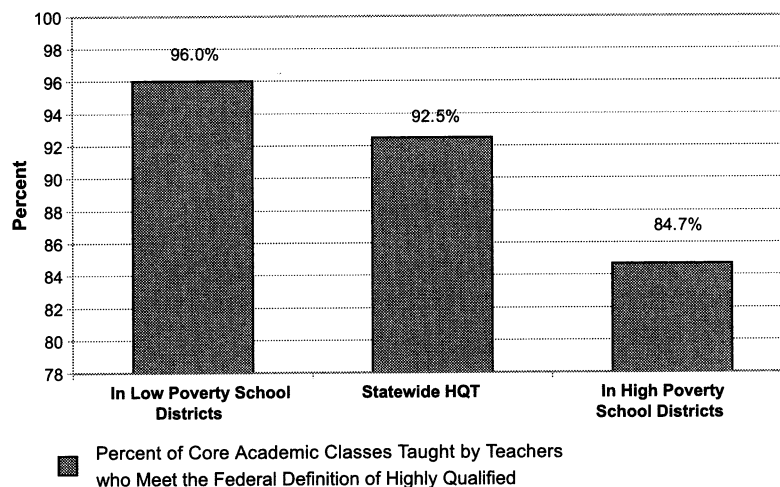
Overwhelmingly, Ohio's teachers are meeting these standards of quality. On average, 92.5 percent of core courses in kindergarten through 12th grade in Ohio are taught by HQTs. However, the percentage is not consistent across districts of varying poverty levels, as shown in Figure 4.1. Districts with the highest percentage of students who are economically disadvantaged have lower than the state average percentage of HQTs.

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## How is the Department of Education Supporting Improvement in Teaching and Learning?

Figure 4.1

## Percent of Core Courses Taught by a Highly Qualified Teacher by High and Low Poverty Districts, 2005

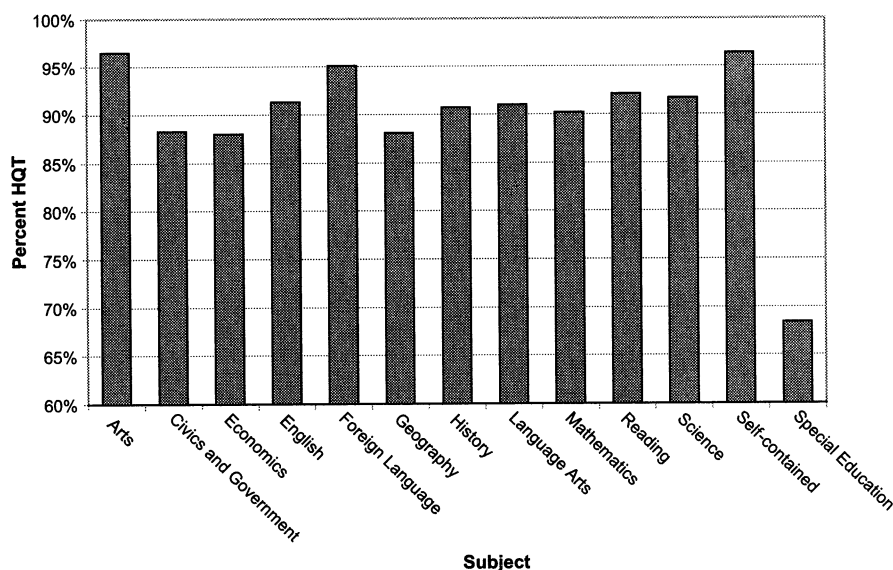


Source: EMIS 2005

These requirements apply to all Ohio teachers and, for the first time this year, intervention specialists. Intervention specialists who teach in grades seven through 12 and who are the primary instructors of record are required to meet the highly qualified standard in all content areas for which they are the instructor of record. This can be a challenging goal for specialists who may be responsible for teaching all or several subjects to students with disabilities. Special education classrooms are less likely to have a HQT than any other classroom type (Figure 4.2).

Figure 4.2

## Percent of Teachers Highly Qualified by Subject Area, 2005



Source: EMIS 2005

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## How is the Department of Education Supporting Improvement in Teaching and Learning?

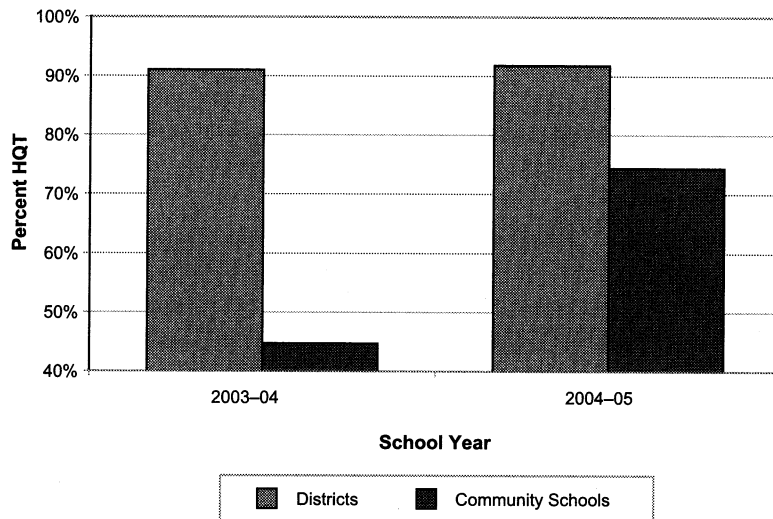
The HQT requirements for community schools vary slightly from the requirements for traditional public schools. To meet the HQT requirements, a community school teacher must:

- Hold a recognized Ohio certificate or license (in any area); and
- Have documented expertise in the area being taught (an advanced degree in the subject area; a certain number of classes in the subject area – determined using the HQT rubric).

Figure 4.3 shows that teachers in community schools have greatly increased the percentage of teachers who meet the highly qualified requirements since 2003-2004, but as a group they still lag behind traditional schools.

**Figure 4.3**

### Percent of Teachers Highly Qualified by School Type, 2005



Source: EMIS 2005

### Paraprofessionals

Many Ohioans provide important support services to schools and districts, though they are not classroom teachers. These individuals are called paraprofessionals and provide tutoring, library, media and computer instruction, as well as instructional support to teachers. In order to be a Highly Qualified Paraprofessional the individual must:

- Complete 48 semester hours or 72 degree hours at a college or university;
- Have at least an associate's degree from an accredited college or university;
- Score at least a 456 (out of 480) on the Praxis II Parapro exam; or
- Pass a local academic assessment.

Paraprofessionals who work primarily as translators, with parents, or who support auxiliary functions (e.g., food service, cafeteria or playground monitoring) do not need to meet these requirements. Paraprofessionals hired by districts before January 2002 were required to meet the paraprofessional requirements by January 8, 2006.

**4**

## **How is the Department of Education Supporting Improvement in Teaching and Learning?**

### ***Teacher Preparation***

An important component in improving student instruction and the academic environment in Ohio's schools is teacher training programs. Ohio has implemented several requirements to make certain that entry-level teachers demonstrate basic teaching knowledge. One of these requirements is a degree from an accredited institute of higher education (IHE).

Ohio's IHE Educator programs are working toward aligning instruction to the new Ohio content standards. Of the 47 IHE programs, 37 are completely aligned with Ohio's academic content standards in all areas. Ten programs show content alignment in some areas of the program, but not all areas. If an institution's program does not fully align with academic content standards, a letter is sent to the institution describing the changes necessary to reach alignment. The programs are re-examined in one year and a plan of corrective action is developed for those schools that remain out of alignment after one year.

New Ohio teachers also are required to pass basic teaching exams to be licensed. The specific exam subjects are determined by the teacher-candidate's core curriculum area and all exams are versions of the Praxis II test. Specialty tests are required in more than 50 content areas, in addition to a core exam covering the Principles of Teaching and Learning (PLT) that teacher candidates must pass to receive most types of licensure. Successful completion of the appropriate Praxis II tests is designed to ensure that candidates for two-year provisional licensure have acquired the minimal knowledge necessary for entry-level positions.

### ***Teacher Mentoring***

In addition to having significant academic qualifications, entry-year teachers in Ohio are required to participate in a formalized support system through the Entry Year Program, introduced in 2002. Through this program, school districts are given up to \$2,000 per novice teacher to create a mentoring program between novice and master teachers. To gain a full five-year teaching license, Ohio teachers must successfully complete the entry-year mentoring program and pass the Praxis III exam of classroom instruction and technique.

### ***Professional Development***

Professional development is essential in helping teachers maximize available resources. Professional development initiatives address specific curriculum areas, as well as data and intervention initiatives. Ohio has six standards which are used to guide the creation and distribution of quality professional development. Effective professional development:

1. Is purposeful, structured and continuous process that occurs over time;
2. Is informed by multiple sources of data;
3. Is collaborative;
4. Includes varied learning experiences that accommodate individual educators' knowledge and skills;
5. Results in the acquisition and refinement of skills and knowledge;
6. Is evaluated by its short- and long-term impact on professional practice and student achievement.

Based on these six standards, Ohio has developed three reading initiatives and two math/science initiatives that are aimed specifically at helping lower-achieving schools and districts meet state goals. Although there are many professional development programs for educators, we will highlight two in this report because of recent evaluation reports that have shed light on their impact: Reading First and State Institute of Reading Instruction (SIRI), Literacy Specialist Framework. Results show that these professional development opportunities are helping both teachers and students to learn and grow.

## 4

## How is the Department of Education Supporting Improvement in Teaching and Learning?

### Reading First

Reading First (RF) is an initiative of the federal *No Child Left Behind* (NCLB) legislation that aims to improve literacy among early elementary students. The goal of the RF Center is to ensure that kindergarten through third-grade teachers receive adequate professional development and assistance in order to effectively instruct and guide children's progress. The program also works to develop practices among kindergarten through third-grade teachers that sustain children's advancement. Reading First funds are distributed to state education agencies which, in turn, allocate funds to eligible local education agencies through a competitive grant process.

The department has contracted for a rigorous, multi-year evaluation of the program by Westat and Learning Point Associates (LPA). The details and some of the text presented here are taken from the Phase 1 evaluation report, available in full at [www.ode.state.oh.us/accountability/eval.asp](http://www.ode.state.oh.us/accountability/eval.asp). The purpose of the evaluation is to provide information that can be used for improving the program, as well as assessing the extent to which Reading First Ohio (RFO) is meeting its stated goals. According to the participation data in Table 4.5, approximately 1,300 teachers in 18 districts are taking advantage of the program, thus serving about 26,000 students in kindergarten through third grade.

**Table 4.5**  
**Reading First Participation, 2005**

<b>Number of Literacy Specialists/Coaches (K-3)</b>	<b>92</b>
<b>Higher Education Partners/Field Faculty</b>	<b>11</b>
<b>Number of Mentor Coaches</b>	<b>12</b>
<b>Number of Districts</b>	<b>18</b>
<b>Number of Schools</b>	<b>84</b>
<b>Number of Teachers</b>	<b>1300</b>
<b>Number of Children</b>	<b>26,000 (approximately)</b>
<b>Hours of Professional Development Sessions/Year</b>	<b>50,040</b>

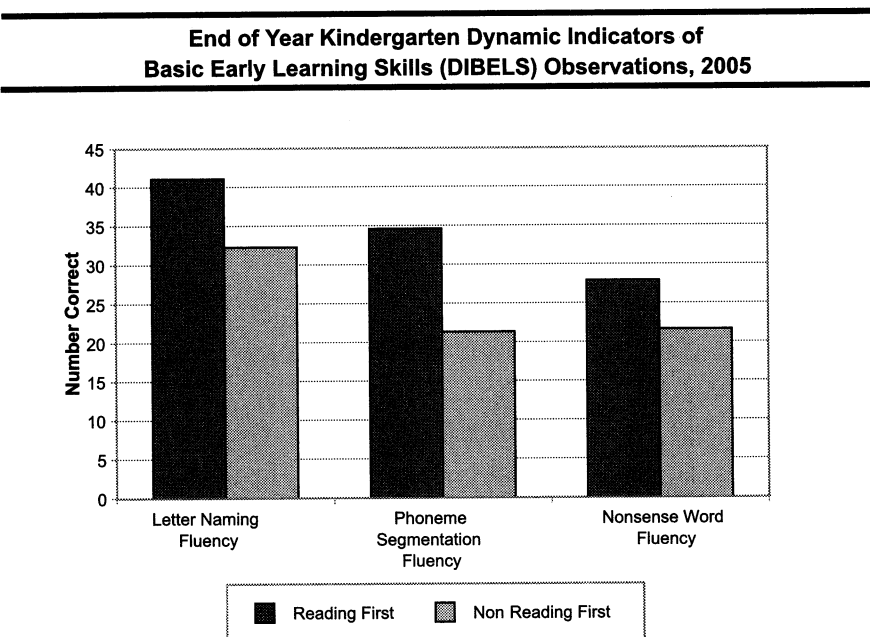
Source: John Carroll University

Results from the first two years of the evaluation indicate a strong commitment to implement the program. The perception of participants is that professional development for teachers is effective and is making an impact on reading instruction. Teachers are using the information provided by the assessment system. Moreover, they are gaining an appreciation for its value. Support for the teachers is provided by the building 'Trio' members, consisting of: a literacy specialist to provide professional development for the teachers; a data manager who is responsible for assessments, including test data collection, analysis, and reporting; and a resource coordinator who assumes a variety of administrative and support functions. Generally, teachers and principals viewed the Trio as a strong component of the RFO program.

Another important component of the RF evaluation is the analyses of student performance data. The evaluators found strong evidence that students in the 2005 cohort performed better than those from the 2004 cohort on 24 out of 27 Texas Primary Reading Inventory (TPRI) and Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessments (Figure 4.4). Data disaggregated by race/ethnicity and special services show that students in participating schools had stronger results than students in non-Reading First schools. Further analysis of the data [from treatment and comparison of kindergarten students in the 2004–2005 school year] found that while students began at similar levels in the fall, students participating in the program outperformed comparison students in all three DIBELS assessments at the end of the school year.

## How is the Department of Education Supporting Improvement in Teaching and Learning?

Figure 4.4



Source: Reading First Phase I Evaluation, 2005

### State Institute for Reading Instruction (SIRI)

ODE's Office of Reading Improvement, in partnership with the 12 Regional School Improvement Teams (RSITs) in Ohio, sponsors the State Institutes in Reading Instruction (SIRI). The University of Cincinnati Evaluation Services Center (UCESC) was contracted by ODE to evaluate SIRI. Much of the text and data presented in this report is taken directly from evaluation reports, which can be read in full on the department's Web site at: [www.ode.state.oh.us/accountability/eval.asp](http://www.ode.state.oh.us/accountability/eval.asp).

The goal of SIRI is to improve teaching quality in classroom reading instruction by providing teachers with research-based, foundational knowledge and skills in effective reading instruction. The goal of the evaluation was to assess the quality of the four SIRI target institutes; provide information to guide programmatic improvements; determine the overall effectiveness of the SIRI model in building teachers' knowledge and skills relevant to effective reading instruction; and assess the relative effectiveness of summer institute and school year study group delivery models. SIRI institutes focus on presenting Scientifically-Based Research in Reading instruction (SBRR) in five essential components (phonemic awareness, word recognition, fluency, vocabulary and comprehension) and differentiated instruction presented within the framework of Ohio's content standards and assessment system. SIRI is presented at four levels:

- *Bridging Preschool to Kindergarten* (Pre-K) provides teachers with foundational knowledge and skills regarding preschool literacy development.
- *Focus on the First R* (SIRI-R) provides teachers with foundational knowledge and skills about early childhood reading development.
- *Diagnostics and Lesson Design* (SIRI-D) addresses the needs of teachers who have completed SIRI-R and those who have demonstrated competencies for advanced SBRR instruction.
- *Adolescent Literacy* (SIRI-A) provides middle and high school teachers with research-based instructional strategies for teaching content area reading.

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## How is the Department of Education Supporting Improvement in Teaching and Learning?

The evaluation revealed that SIRI reached a large number of teachers in high-need districts and provided them with many strategies for literacy instruction related to the standards encompassed by the five National Reading Panel (NRP) focal areas.

The SIRI evaluation recommended five strategies to improve the program:

1. Align program content more closely to state standards. NRP foci are good starting points, but do not address all standards and benchmarks that Ohio teachers must know and be responsible for.
2. Identify core content that must be taught across all regions for each institute and provide guidance about appropriate uses of other content to meet specific participant needs.
3. Give instructors more in-depth training in how to critically teach the foundational content. It is not enough to just present the basics. Instructors need to guide critical discussion about how foundational knowledge informs instructional decisions and how to critically assess research.
4. Challenge instructors to model Assess-Revise-Teach and differentiation using meta-cognitive strategies to articulate their reasoning and approach in each circumstance.
5. Keep summer and school-year options for SIRI, but focus on developing more opportunities to embed SIRI in district- and building-level professional development. Ensure that when participants make choices about which format to attend, they do so with knowledge of how each format may meet their own learning needs. Additionally, consider providing follow-up to institutes, particularly for those offered during the summer.

### Discipline

A growing body of research emphasizes the importance of safe and supportive schools for the academic, social, and emotional development of students. Students perform better in schools where relationships are respectful and supportive and where families and communities are involved in their children's education. The education community, while remaining focused on academic standards, recognizes the importance of this research and calls for integrating these concerns in a comprehensive school improvement strategy. For example, the Learning First Alliance's recent call to action, *Every Child Learning: Safe and Supportive Schools* (2001), evidences the national education community's belief that the most effective schools are those where efforts to improve academic outcomes incorporate aligned efforts to create safe and supportive communities that address students' social and emotional needs. The National Conference of State Legislatures' policy brief entitled *School Violence: What works to keep schools safe?* underscores the need to have a comprehensive approach to school safety that addresses social, emotional and cultural factors, identifies programs that support positive youth development, and provides strategies for engaging families and communities (Thomerson and Ferrell-Smith, 2001).

We know that in schools with safe, supportive learning environments, students are less likely to engage in disruptive and destructive behavior and more likely to graduate. We know that schools can improve student behavior by improving school climate. School climate policies established by local school boards should be based on the evaluation of school data, included in comprehensive continuous improvement planning and monitored regularly to ensure that they are contributing to improvements in learning results. Ohio strives to support schools as they work to provide safe and supportive learning environments that lead to higher achievement for all students.

Statewide discipline data show that the number of incidents reported have declined over the past few years. Figure 4.5 shows the numbers of disciplinary actions reported as well as the number of students that are represented in discipline figures.

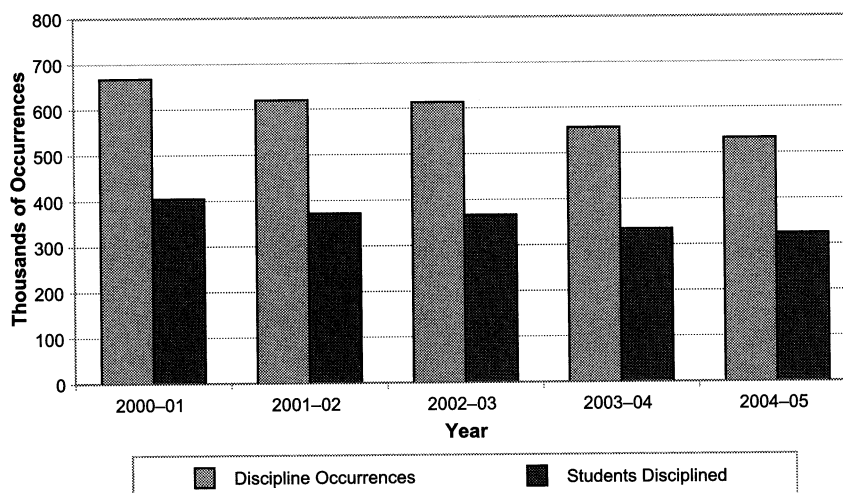


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## How is the Department of Education Supporting Improvement in Teaching and Learning?

Figure 4.5

## Discipline Occurrences and Number of Students Disciplined, 2001–2005



Source: EMIS 2005

Based on Figure 4.5, the difference in the number of students disciplined and number of occurrences reveals that there are many students who are disciplined more than once per year. The decrease in the number of occurrences and students disciplined can, in part, be attributed to programs such as the Positive Behavior Support and Ohio Partners in Character Education, which help students and educators pursue respectful and productive learning environments.

Disciplinary actions reported to ODE include expulsions and out-of-school suspensions, as well as other disciplinary actions such as in-school suspensions. In the 2004-2005 school year, just over 80 percent of all disciplinary actions reported to ODE were either out-of-school suspensions (41.1 percent) or in-school suspensions (41.4 percent) (see Figure 4.6).

Out-of-school suspensions are defined as the denial of attendance at school and the suspension of the student's normal instructional activities by the superintendent or a school principal for discipline reasons. In-school suspensions constitute the removal of the student from normal instructional activities by the superintendent or a school principal due to discipline reasons. The student attends a special class, program or building that specifically addresses the behaviors that resulted in discipline. This may occur within or outside of the district. While out-of-school disciplinary actions are often necessitated for school safety, research has suggested that students who are not in school are more likely to get into fights, use weapons, try drugs or commit other crimes (Centers for Disease Control and Prevention).

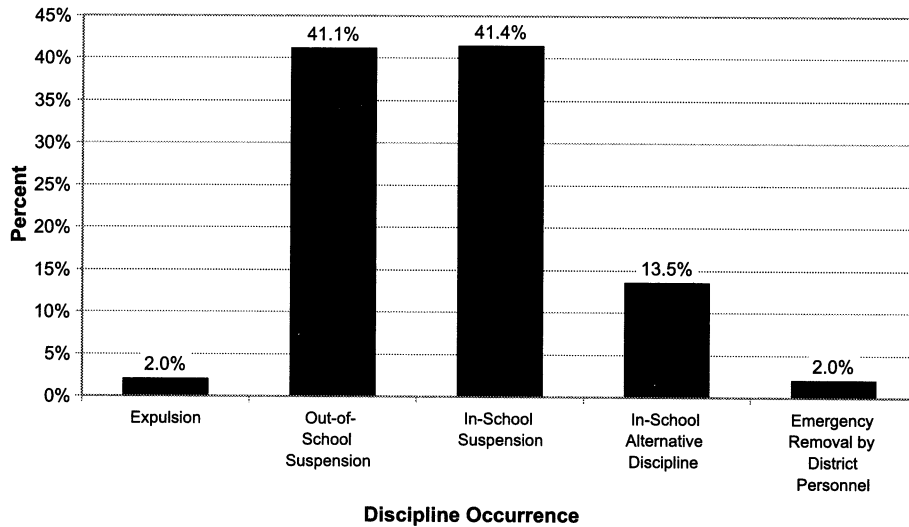
Figure 4.7 shows the distribution of disciplinary incidents for 2004-2005. The most common reason for disciplinary action was disobedience/disruptive behavior (61 percent of occurrences), followed by fighting/violence (17 percent of cases) and truancy (13 percent).

4

## How is the Department of Education Supporting Improvement in Teaching and Learning?

Figure 4.6

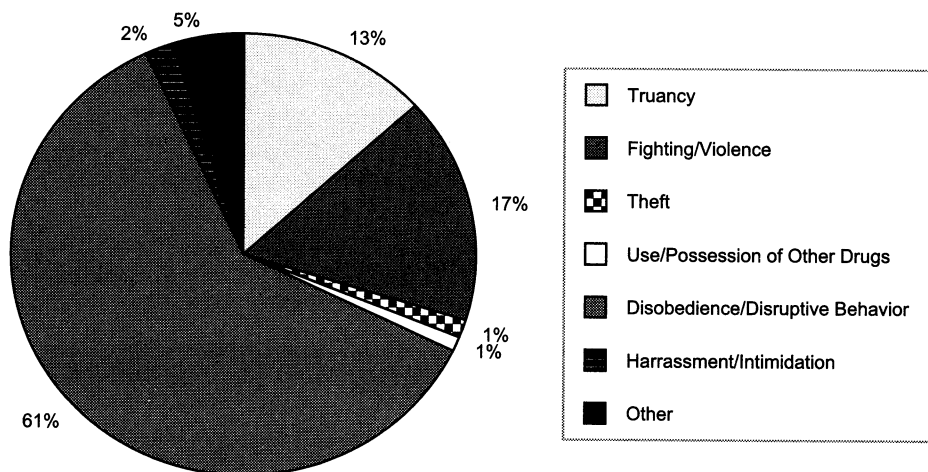
### Types of Disciplinary Actions Taken in Ohio Public Schools, 2005



Source: EMIS 2005

Figure 4.7

### Disciplinary Incidences in Ohio Public Schools, 2005



Source: EMIS 2005

## 4

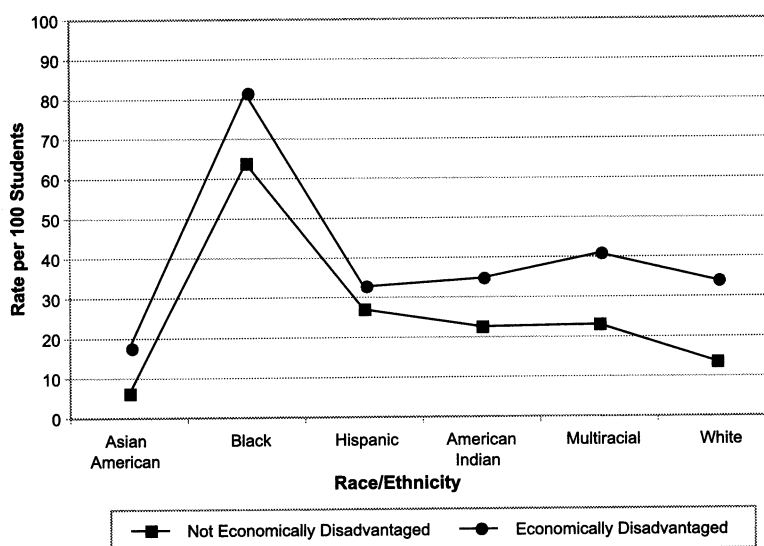
## How is the Department of Education Supporting Improvement in Teaching and Learning?

The examination of discipline rates for students of different racial/ethnic groups is helpful in revealing how learning time might vary for these groups. Students who are being disciplined are not fully participating in classroom learning during the discipline period. Efforts designed to create engaging, safe and supportive school environments can target schools and districts where racially disparate discipline rates exist.

Although overall discipline numbers are declining, the rates for economically disadvantaged students in every racial/ethnic group are higher than their non-economically disadvantaged peers. Rates for Black students remain more than three times those of White students (Figure 4.8). Between 2000 and 2004, discipline rates declined from approximately 28 per 100 to 20 per 100 for White students. In the same time period, the discipline rate for Black students remained steady at approximately 80 occurrences per 100 students.

**Figure 4.8**

**Disciplinary Actions Rate by Economic Status and Race/Ethnicity, 2005**



Source: EMIS 2005

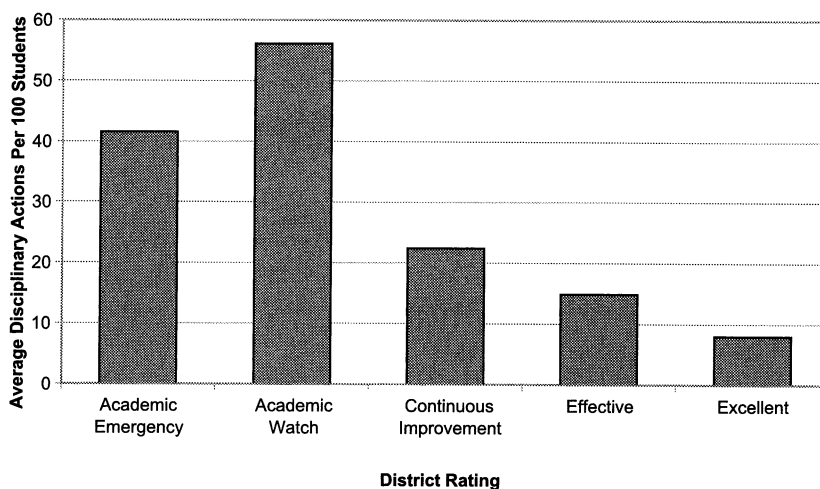
The relationship between disciplinary actions and overall district ratings is shown in Figure 4.9. This figure demonstrates a clear inverse relationship between districts' discipline rates and academic achievement ratings. The rates of disciplinary action in Academic Emergency and Academic Watch districts were 10 or more percentage points higher, on average, than the discipline rates of Continuous Improvement districts.

## 4

## How is the Department of Education Supporting Improvement in Teaching and Learning?

Figure 4.9

### Disciplinary Actions Per 100 Students by District Rating, 2005



Source: EMIS 2005

Ohio is continuously seeking to identify programs and practices that are effective in helping schools improve student behavior. ODE disseminates information about these practices and supports schools in implementing them. One such set of practices is called *Positive Behavior Support (PBS)*. This program is a comprehensive system for helping school districts build the capacity to enable social and behavioral skills to be taught alongside academic skills. Research reveals the strong correlation between behavior and academic success. PBS helps teach the importance of school-wide, group and individual systems of behavioral support. Principal-led, school-based teams examine existing discipline data and determine if additional data should be collected and analyzed to better understand what factors may contribute to behavioral incidents in classroom and non-classroom settings. For the past five years, consultants from each of the 16 Special Education Regional Resource Centers (SERRCs) have engaged educators throughout Ohio in learning about PBS. Data collection reveals that in buildings where PBS is fully implemented, behavioral incidents in classrooms and common areas of the school are reduced.

## 5 What Resources are Available to Support Education in Ohio?

Schools and districts require significant resources to educate Ohio's children. Financial resources, buildings, transportation and technology all make it possible for Ohio's students to learn and grow.

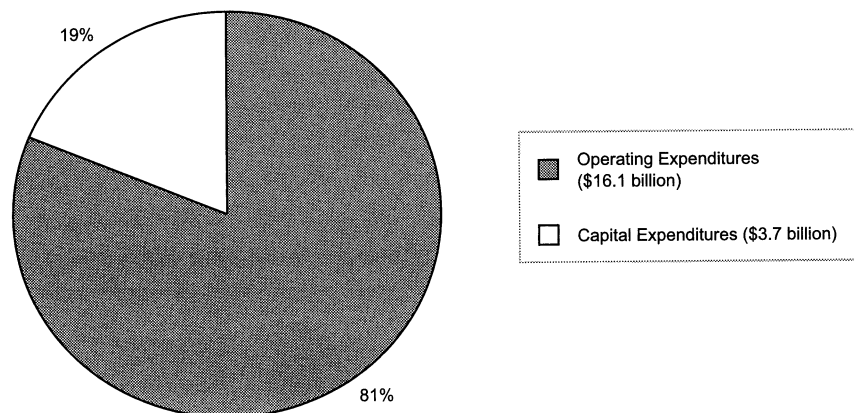
### Financial Resources

Schools and districts rely on three main sources of revenue: local, state and federal governments. These resources are used to support not only the daily expenses of teaching children, such as paying teacher salaries and buying supplies, but also maintaining the infrastructure of the district, including buildings and buses. District revenue and expenditures are closely monitored at both the local and state levels.

In fiscal year (FY) 2005, a combined \$19.8 billion was spent by city, local and exempted village school districts, joint vocational school districts, educational service centers and community schools on the education and transportation of Ohio's school children. These expenditures also covered the building and maintenance of facilities appropriate for learning to take place. As shown in Figure 5.1, operating expenditures, such as salaries and supplies, comprised 81 percent of total spending on primary and secondary education in Ohio; the remaining 19 percent was devoted to capital expenses such as facilities and bus purchases.

**Figure 5.1**

**Total State Spending for Primary and Secondary Education, Fiscal Year 2005**



Source: EMIS Financial, FY 2005 Cost per Pupil Report. Capital expenditures includes capital outlay and debt service payments.

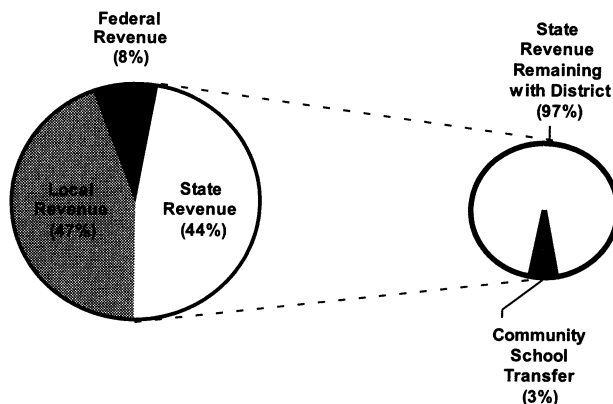
For their operating expenditures, city, local and exempted village school districts received a combined \$16 billion in local, state and federal revenue in FY 2005. The bulk of this funding was split between local (47percent) and state (44 percent) sources, with the remaining 8 percent coming from the federal government, as shown in Figure 5.2.

Under the state foundation formula for school district funding, a portion of state revenue (4 percent in FY 2005 or \$424 million) is deducted from the amount allocated to districts and transferred to community schools serving district residents.

## 5 What Resources are Available to Support Education in Ohio?

Figure 5.2

### School District Revenue by Source, Fiscal Year 2005

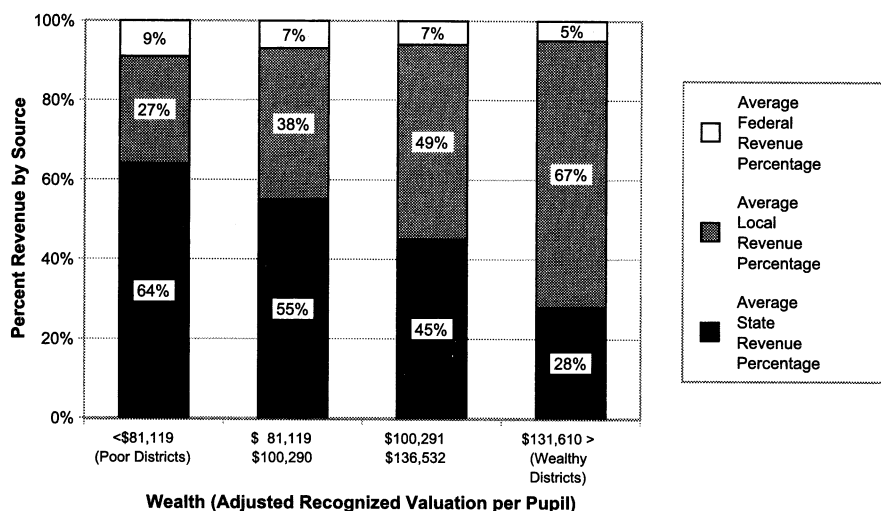


Source: Data are from EMIS Financial and Community School Payment Reports, FY 2005. Represents total operating revenue reported by all city, local and exempted village school districts. Includes rollback and homestead exemption.

While state sources provided about 44 percent of school district revenue in FY 2005, it is important to note that the amount of state funding a district receives is greatly reliant on the amount it generates through local property and income taxes. Figure 5.3 illustrates the relationship between state funding and local wealth. Each bar represents quartiles of districts sorted by their adjusted recognized valuation per pupil – a measure of local property wealth – for FY 2005. The height of each bar segment represents the percent of funding received from local, state and federal sources in FY 2005, on average, by the districts in each quartile.

Figure 5.3

### Revenue by Source by District Wealth, Fiscal Year 2005



Source: SF 3 Reports (FY 2005 Final Version #2). Adjusted recognized "valuation per pupil" break points represents the distribution of adjusted valuation per pupil grouped by quartile.

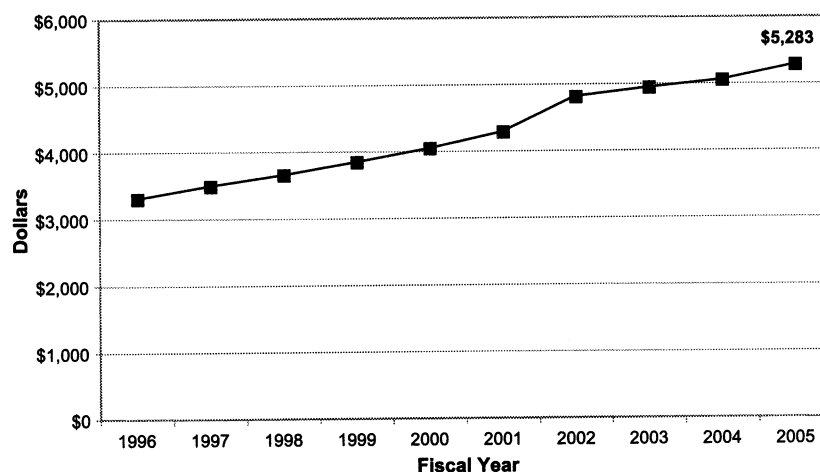
## 5 What Resources are Available to Support Education in Ohio?

As the graph suggests, the lower a district's wealth, the higher the percentage of state funding, relative to other districts, a district will receive. For property-poor districts — those with an adjusted recognized valuation per pupil of less than \$81,119 per pupil — state revenue averaged 64 percent of their total revenue in FY 2005. For property-wealthy districts — those with an adjusted recognized valuation per pupil in excess of \$131,610 per pupil — state revenue averaged 28 percent of their total revenue.

The equalizing effect of state funding is achieved by the state foundation formula, the principal mechanism for distributing state aid to school districts. The formula is primarily driven by a foundation level, which is the minimum per-pupil funding amount the state has provided to educate Ohio's students. Figure 5.4 shows the historic trend of the foundation level in actual dollars. The state foundation formula assures that each district is able to generate a foundation-level amount for each of its students through a combination of local and state resources. Under the formula, districts with less property wealth receive more state aid than wealthier districts since they receive more revenue from their local property base.

**Figure 5.4**

### State Foundation Levels, Fiscal Years 1996–2005

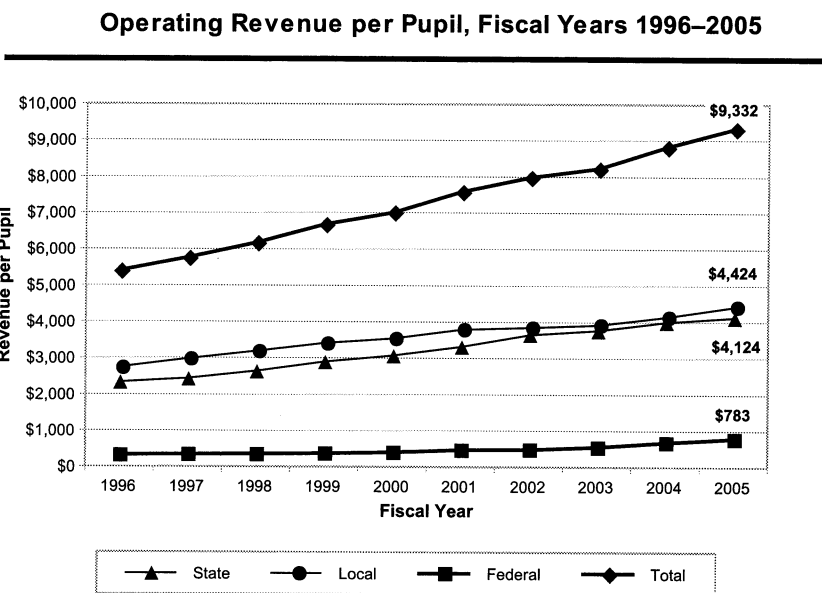


Source: Section 3317.012 Ohio Revised Code and former Section 3317.022 Ohio Revised Code.

Ohio school districts received a combined average of \$9,332 per pupil in operating revenue from local, state and federal sources in FY 2005. Figure 5.5 illustrates the trend in per-pupil operating revenue from these sources over time. Since FY 1996, combined sources of operating revenue have increased.

## 5 What Resources are Available to Support Education in Ohio?

Figure 5.5

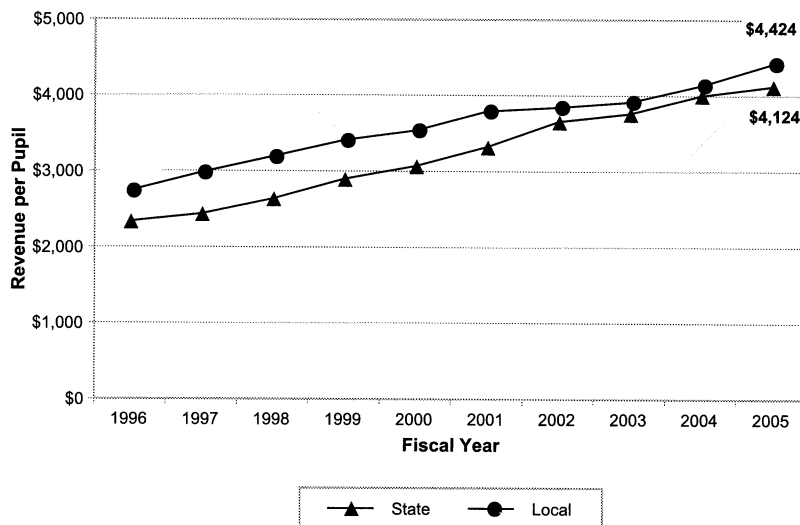


Source: EMIS Financial, FY 2005.

An examination of trends in local and state revenue reveals a narrowing of the gap between these two sources of funding. Figures 5.6 and 5.7 depict local and state operating revenue per pupil. Figure 5.6 shows the actual operating revenue reported by districts in each of the fiscal years depicted. Figure 5.7 shows the same revenue figures, but adjusts these figures into 1996 dollars to account for the effects of inflation. As a result, Figure 5.7 illustrates per-pupil local and state operating revenue in FY 1996 dollars across all years.

Figure 5.6

**Local and State Operating Revenue per Pupil (Actual Dollars), Fiscal Years 1996–2005**



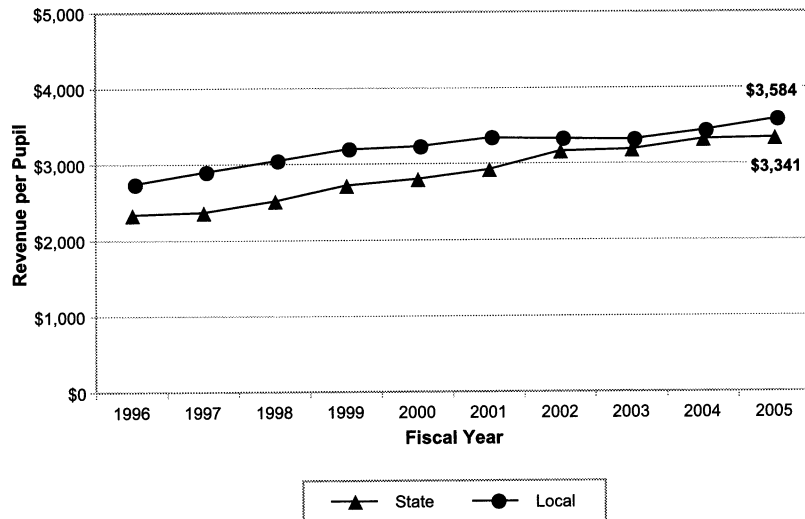
Source: EMIS Financial, FY 2005.



## 5 What Resources are Available to Support Education in Ohio?

**Figure 5.7**

**Local and State Operating Revenue per Pupil (Inflation Adjusted, FY 1996 Dollars),  
Fiscal Years 1996–2005**



Source: EMIS Financial, FY 2005.

In comparing these two figures, it is evident that while state revenue has continued to increase over time, a leveling-off of the increase in local revenue has narrowed the gap between local and state revenue in recent years.

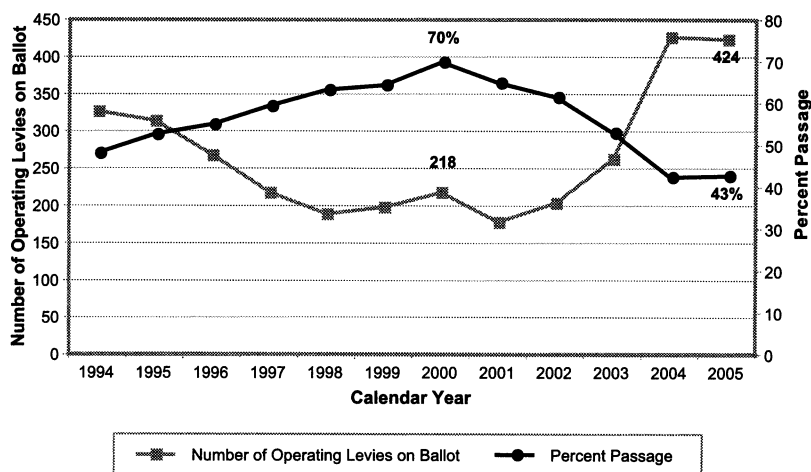
This leveling-off of the growth of local resources is also illustrated in the number and passage rates of school district operating levies placed before voters over time. Figure 5.8 depicts the number (grey line – square markers) and passage rate (black line – round markers) of local operating levies from 1994 through 2005.

Since 2000, districts have increasingly turned to voters for financial support with declining rates of success. While the number of levies on the ballot increased from 218 to 424 between 2000 and 2004, the number of those levies that met with voter approval declined from 70 percent to 43 percent during the same time period.

## 5 What Resources are Available to Support Education in Ohio?

Figure 5.8

Number and Percent Passage of Operating Levies (Statewide), Fiscal Years 1994–2005



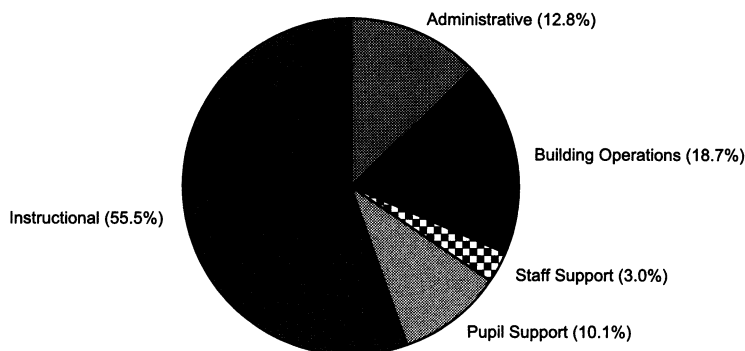
Source: Ohio Department of Education, Center for School Finance

Figure 5.9 breaks down district operating expenditure into five areas:

1. Instruction, including salaries and benefits, paid to teachers and classroom supplies;
2. Administration, including both central office and building level administration;
3. Building operations, such as utilities and food service;
4. Staff support, such as professional development; and
5. Pupil support, such as guidance and psychological services.

Figure 5.9

School District Expenditures per Pupil by Area, Fiscal Year 2005



Source: EMIS 2005.

## 5 What Resources are Available to Support Education in Ohio?

As seen in Figure 5.9, the bulk of district spending in FY 2005 was for instruction (56 percent). The next highest expenditure category was building operations, averaging 19 percent of district expenditures. The percentage of spending in all five areas has remained relatively constant over time. School districts spent an average of \$9,052 per pupil in FY 2005, with instructional expenditures accounting for \$5,020 per pupil.

### Fiscal Status of Ohio School Districts

Ohio law provides a graduated series of interventions designed to ensure school districts avoid deficits and remain fiscally solvent. The first of these interventions, *Fiscal Caution*, may be declared by ODE when a district is projecting a current- or next-year operating deficit.

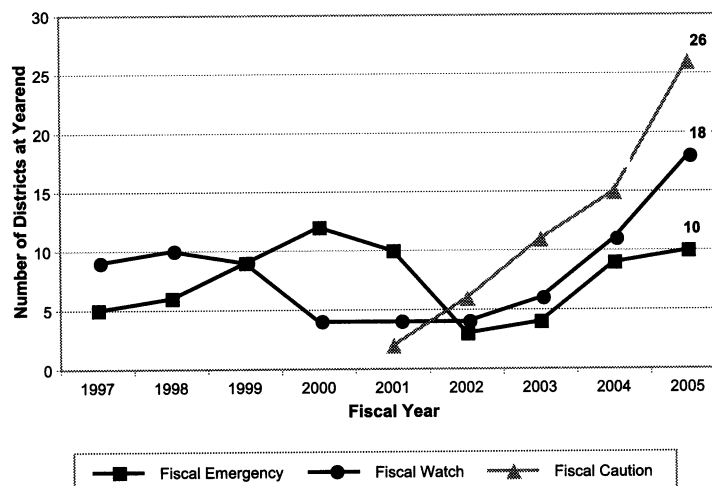
The next intervention, *Fiscal Watch*, may be declared by the Auditor of State when it certifies a potential deficit greater than 2 percent of the district's general fund revenue from the previous year, or when a district fails to submit an acceptable plan under Fiscal Caution. Districts in Fiscal Caution or Fiscal Watch must submit a written plan to ODE outlining how they will bring their revenue and expenditures in line.

The final and most severe intervention, *Fiscal Emergency*, may be declared by the Auditor of State when it certifies a potential deficit in excess of 10 percent of its prior year general fund revenue or when a district fails to submit an acceptable plan under Fiscal Watch. Districts in Fiscal Emergency are governed by a commission that oversees the district's finances.

Figure 5.10 shows the number of districts in Fiscal Caution, Fiscal Watch and Fiscal Emergency at the end of each fiscal year. It is important to note that districts can move up and down the ladder of interventions as district finances worsen or improve. Therefore, a district can be in fiscal caution at the end of one year then in fiscal watch at the end of another year. Also worth noting is that Fiscal Caution status did not exist prior to FY 2001.

**Figure 5.10**

**Districts in Fiscal Caution, Watch, and Emergency Status, Fiscal Years 1997–2005**



Note: Data are from the Ohio Department of Education, Center for School Finance, Office of Finance and Management Services.

## 5 What Resources are Available to Support Education in Ohio?

### Lottery Contribution

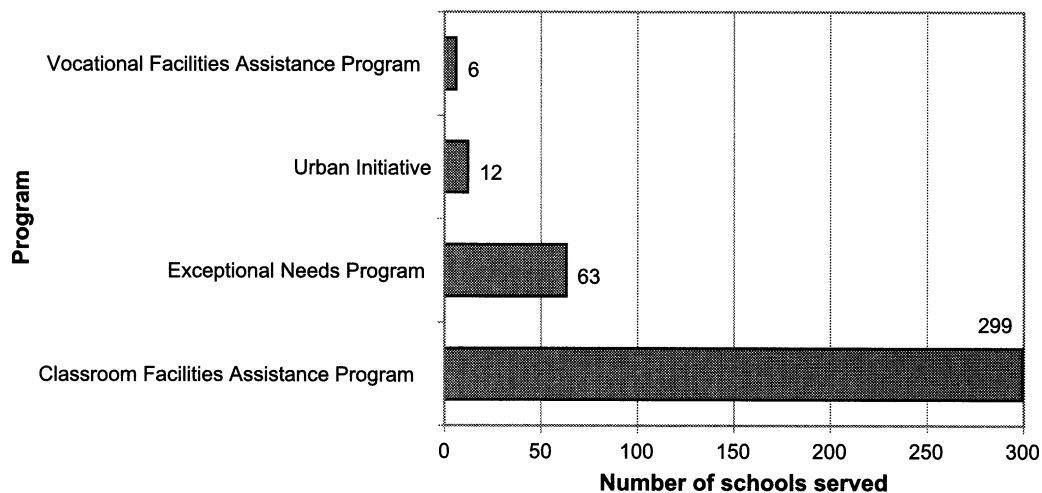
The Ohio Constitution establishes the Lottery Profits Education Fund, which may be used only for the support of elementary, secondary, vocational and special education programs. In FY 2005, the appropriation to the fund was \$639.9 million, \$606.2 million of which went to support schools in the form of basic aid, special education weighted funding, vocational education weighted funding and education service centers. The balance of the appropriation was designated for the retirement of bonds used to support local construction.

### School District Facilities

One of the most important capital resources that districts have is their school buildings. Until the creation of the Ohio School Facilities Commission (OSFC) in 1997, funding for school construction and renovation rested mainly with the local district residents. In creating the commission to help manage and fund school building renovation and construction, the state of Ohio became heavily involved in targeting resources to those districts most in need. Through its 10 funded programs, the commission has developed or completed projects in more than half the state's schools districts. The commission has renovated or built 293 schools in 124 of Ohio's districts since 2000, with 92 districts having renovated or constructed all of their buildings. In addition, the commission has provided guidance for high-quality building construction that can extend the life and usefulness of a school building.

**Figure 5.11**

**Districts in Fiscal Caution, Watch and Emergency Status, Fiscal Years 1997–2005**



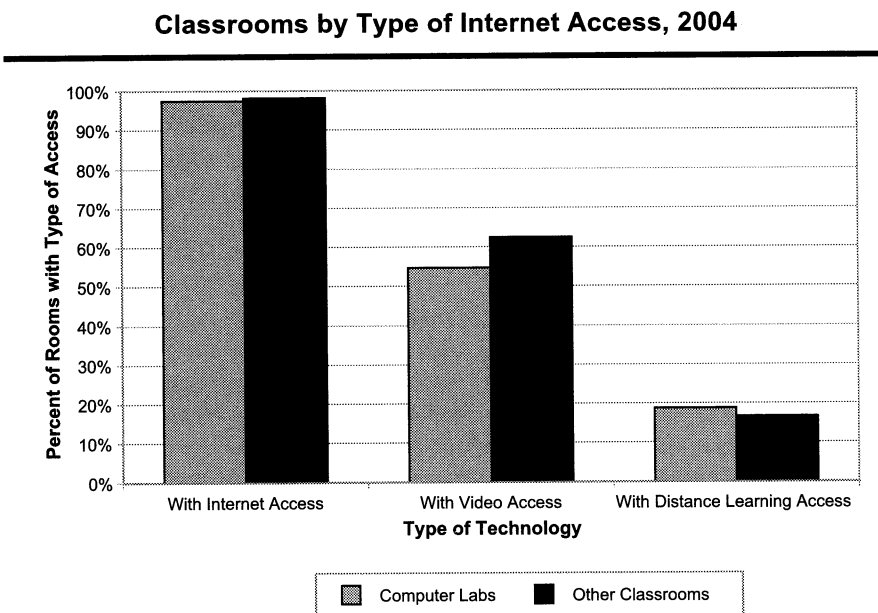
Source: OSFC Annual Report 2004.

## 5 What Resources are Available to Support Education in Ohio?

### Technology

Another important resource for school districts is technology used for teaching, learning and administration. While the technology needed for teaching and learning can vary dramatically by subject, basic Internet connection is present in almost all Ohio classrooms (Figure 5.12). Far fewer classrooms are equipped with distance-learning technology, a tool that allows students and teachers from around the world to share instructional time and resources.

Figure 5.12



Source: Etech BETA

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## Conclusion

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We hope that the information and data presented in this *Condition of Education in Ohio 2005* report contribute to and promote conversations about the policies, programs and practices that influence public education, both at the state level and within individual school districts across Ohio.

This annual report provides a comprehensive picture of who is being served within Ohio's public education system, and most importantly, how well they are being served. Certainly, we are beginning to experience the positive impact of standards-based reform in Ohio. This report explores how well Ohio is preparing students for higher education, careers and citizenship and illuminates the need to improve teaching and learning at all educational levels throughout the system. In addition, it explores important issues regarding the resources that are required to provide quality education for all Ohio public school students.

Overall, achievement in Ohio is improving statewide. At the same time, the performance of greater proportions of students is being monitored through achievement testing. While all groups of students are experiencing improvement in achievement, this report identifies areas of opportunity for additional improvement. It is worth noting that increased student achievement has been realized during a period of increased investment in Ohio public schools. At a time when school districts face diminishing fiscal resources, greater productivity will be necessary to secure continued improvement.

The *Condition of Education in Ohio 2005* is intended to help the public, legislators and the business community understand how much progress Ohio has made educating its public education student population. This report provides a greater understanding of the relationship between resources and student outcomes. Additionally, this report allows educators, boards of education, public officials and community leaders to focus on policies and practices that can make a difference in student performance in the schools they serve. We hope that this report inspires those interested in improving public education to conduct the kind of deeper analyses within individual school districts that provide concrete information on how all students and student groups are performing.

As educators, policymakers and researchers continue to engage in critical dialogue about the achievement of all students, we hope the annual *Condition of Education in Ohio* report will help inform the conversation about educational policies and practices in Ohio for years to come.



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## A Report from the Ohio Department of Education