

## Ohio's Accountability System Update



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## Ohio's Accountability System



- Multiple measures:
  - 30 state indicators (tests, graduation and attendance rates)
  - Performance Index
  - Value Added
  - Adequate Yearly Progress
- Schools and districts receive one of six designations
  - Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch, Academic Emergency



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## Former Accountability System Architecture



	Indicators Met (District #s in parentheses)	Performance Index Score	Change in PI Score	AYP Status
Excellent	94% - 100% (29 or 30)	o r 100 to 120		a n d Met/Not Met
Effective	75% - 93.9% (23 to 28)	o r 90 to 99.9		a n d Met/Not Met
Continuous Improvement	0% - 74.9% (0 to 22)	o r 0 to 89.9	PI Score Improvement Criteria Met	a n d Met
	50% - 74.9% (15 to 22)	o r 80 to 89.9		a n d Not Met
Academic Watch	31% - 49.9% (10 to 14)	o r 70 to 79.9		a n d Not Met
Academic Emergency	0% - 30.9% (9 or fewer)	a n d 0 to 69.9		a n d Not Met



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## Impact on Rating Designation



- 2007-08 is the first year the Value Added composite score can change LRC designation
- Reward / sanction
  - Reward enough growth
  - Penalize insufficient growth
- Above Expected gains rewarded
  - Two consecutive years
    - New rating category: Excellent with Distinction
- Below Expected gains sanctioned
  - Three consecutive years
    - No new category below Academic Emergency



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## Changes to the Accountability System Architecture



	Indicators Met (District #s in parentheses)	Performance Index Score	Change in PI Score	AYP Status
Excellent	94% - 100% (29 or 30)	100 to 120		Met/Not Met
Effective	75% - 93.9% (23 to 28)	90 to 99.9		Met/Not Met
Continuous Improvement	0% - 74.9% (0 to 22)	0 to 89.9	PI Score Improvement Criteria Met	Met
	50% - 74.9% (15 to 22)	80 to 89.9		Not Met
Academic Watch	31% - 49.9% (10 to 14)	70 to 79.9		Not Met
Academic Emergency	0% - 30.9% (9 or fewer)	0 to 69.9		Not Met



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## Changes in Adequate Yearly Progress



- New Goals
- Change to minimum group size to meet federal requirement
  - N= 30 for all student groups
- Use of Growth Model criterion as fourth method of evaluating Adequate Yearly Progress
  - Based on individual student progression



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## Changes to Adequate Yearly Progress Goals



		2007-08 Reading	2010 -11 Reading	2007-08 Math	2010-11 Math
Elementary	Grade 3	77.0%	82.7%	68.5%	76.4%
	Grade 4	74.6%	81.0%	73.7%	80.3%
	Grade 5	74.6%	81.0%	59.7%	69.8%
Middle	Grade 6	80.6%	85.5%	64.1%	73.1%
	Grade 7	74.9%	81.2%	57.8%	68.4%
	Grade 8	79.0%	84.3%	58.0%	68.5%
High	OGT (Grade 10)	77.4%	83.1%	68.0%	76.0%

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## Changes to Meeting Adequate Yearly Progress



- Beginning with 2007-08, districts and schools can meet AYP achievement in one of four ways:
  - By meeting or exceeding all AYP targets;
  - By meeting or exceeding AYP targets with a two-year average of previous and current year's reported data;
  - By meeting the AYP safe harbor provision;
    - district/school achieves a 10% reduction in the percentage of non-proficient students from the previous year
  - By meeting growth criterion

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## Meeting Adequate Yearly Progress through Growth



- For each student who meets the "Full Academic Year" criterion, a projected proficiency score is computed
- For subgroups that are not proficient, AYP is reevaluated using projected proficiency calculations
- If the recalculated percentage of proficient students meets or exceeds the target (which will include students projected to be proficient), the subgroup will meet AYP

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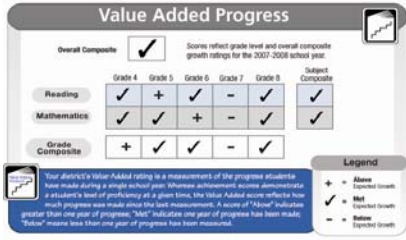
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## Proposed Graphic for the Value-Added Composite



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## Changes to the Local Report Card beyond 2007-08

- Longitudinal graduation rate (Class of 2008 and beyond)
  - Will represent students who graduate four years after entering 9<sup>th</sup> grade
  - Will serve as the indicator for AYP and the state ratings
  - Outstanding issues being considered
    - Potential adjustments to graduation rate target
    - Intention to calculate a 5- and 6- year rate
      - Should schools/districts receive "credit" for students who graduate after 4 years?
    - Determining whether the 5- and 6- year rate are incorporated into the state graduation rate indicator
- Master Teacher Element (data to be reported through web-based report card)

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## Process for Accountability Revisions

- Stakeholder input
  - BASA Regional Meetings
  - BASA Report Card Committee
  - Others
- State Board Recommendations
- General Assembly Adoption
- U.S. Department of Education input

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## ***For Additional Information:***

- Value Added Website:  
<https://ohiova.sas.com/evaas/login.jsp>
- Accountability Website:  
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1>



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