



Understanding the 2007-2008 Local Report Card and How Value-Added May Shape the Charter School Debate

The No Child Left Behind (NCLB) Act holds schools accountable for making sure all students meet proficiency by 2014. NCLB uses standards, assessments, public reporting of data, Adequate Yearly Progress (AYP) and teacher quality as ways to equalize educational opportunity.

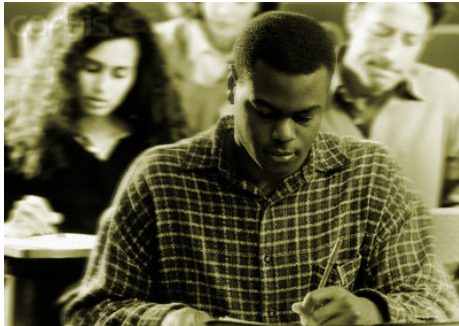
Local Report Cards will be published August 26th, and are sure to bring much analysis and debate regarding the performance of Ohio's charter schools. Charter schools seek to change the way students are educated and are expressly accountable to demonstrate student learning. In the context of Governor Strickland's *Conversations on Education* forums, and his promise to reinvent education and education funding in Ohio, it is imperative for the charter school community to understand the complex matrices that comprise the Local Report Cards.

This year, the value-added metric brings a new dimension to measuring student learning. This measure moves beyond a point-in-time snapshot of achievement to capture **the amount of growth each student has made in a year**. Education researchers at Battelle state, "Value-added information provides a more reliable indicator of a school's impact on student learning across grades and subject levels." Increasingly, state and federal education leaders are recognizing the importance of value-added measures in assessing school performance. Last year's early analysis of value-added results was very positive for the charter school community, and we optimistically anticipate that charter schools will benefit from this newly added performance element.

The graphic below illustrates how individual student test scores flow into the school performance measures. Each of the four performance dimensions are further defined, then information on how these measures create the School Designation is provided. Lastly, the consequences for Ohio charter schools that do not meet expected levels of performance are presented.

Although it's difficult to simplify Ohio's complex education accountability system, we have attempted to provide you with a comprehensible document to help stimulate discussion with teachers, parents, board members, and others. The Ohio Department of Education and Battelle for Kids also have excellent resources on this topic.

Student Score on Grade Level Test




Did the student score Proficient or better?

What Level of Achievement did the student attain?

Does the score help the school meet AYP proficiency targets?

Is the Student a member of a AYP subgroup?

What is the Growth Trajectory?

What is the rate of Growth from the Previous Year?

SCHOOL LEVEL

State Indicators:	Performance Index (PI):	Adequate Yearly Progress (AYP):	Value-Added:
<p>Did the school meet state performance standards?</p> <ul style="list-style-type: none"> Did 75% of 3-8 and 10th grade students meet proficiency or better on the OAT and OGT? Have 85% of 11th graders met proficiency or better on the OGT? Did the school achieve a 93% attendance rate? Did the school achieve a 90% graduation rate? 	<p>How well did students perform?</p> <p>A weighted score based on test result levels:</p> <ul style="list-style-type: none"> Advanced - 1.2 pts. Accelerated - 1.1 pts. Proficient - 1.0 pt Basic - 0.6 pt Limited - 0.3 pt. Students who are not tested receive zero points. <p>Each weighted score is multiplied by the percentage of student scores at that level to generate a district's or school's Performance Index.</p>	<p>Is the school meeting federal accountability standards?</p> <ul style="list-style-type: none"> Does the school meet federal performance targets in reading and math in grades 3-8 and 10? Did 95% of all students participate in testing? Did all subgroups* meet performance targets? Did the school meet AYP Attendance and Graduation goals? If scores are averaged from the previous year, will AYP targets be met (two-year combined results)? Did a student group a 10% or greater reduction in its percentage of non-proficient students from the previous year, and meet the AYP graduation rate and attendance rates (Safe Harbor*)? Will students who did not achieve proficiency likely achieve proficiency in the next two years (Growth Model)? <p>*see page 4 and 5 for definition</p>	<p>Are all students experiencing growth?</p> <p>Reports the average of every child's yearly progress:</p> <ul style="list-style-type: none"> + A plus symbol indicates a school has achieved more than one year of expected growth in student progress. ✓ A check symbol indicates that a school has achieved one year of expected growth in student progress. - A minus symbol indicates that a school has achieved less than one year of expected growth in student progress.
<p>% of applicable indicators met (30 possible)</p>	<p>Score: 0-120</p>	<p>AYP Met or Not Met</p>	<p>Meet, Exceed or Below Expected Growth</p>

The Local Report Card includes **Four Performance Measures**:

1) **State Indicators** (There are 30 possible indicators. Indicators are the results of the Ohio Achievement tests in grades 3-8; the Ohio Graduation Test (OGT) in grades 10 and 11; and the attendance and graduation rate. A school's score is based on the percentage of applicable indicators met, from 0-100%).

Schools get credit for meeting or exceeding four requirements:

- ✓ 75% proficiency or above on annual achievement tests in grades 3-8 and the 10th grade Ohio Graduation Test (23 possible indicators)
- ✓ 85% or more proficiency for high school students at grade 11 who have passed all the Ohio Graduation Tests (5 indicators)
- ✓ 90% graduation rate (high schools only)
- ✓ 93% attendance rate (all schools)

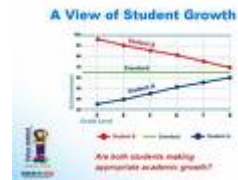
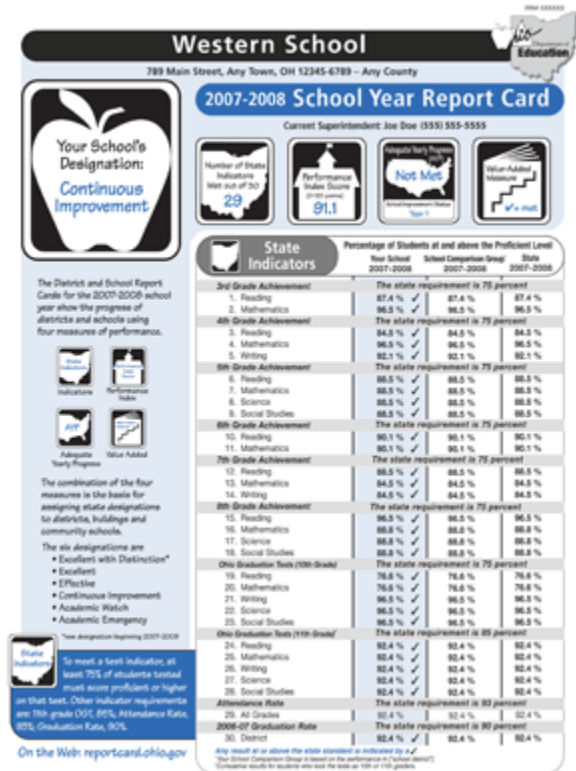
2) **Performance Index Score** (0 – 120 points)

This is a weighted measure that rewards the achievement of every tested student, not just those that scored proficient or higher. Schools earn points based on how well each student does on tested subjects in grades 3-8 and the 10th grade Ohio Graduation Test. The more students who test in the higher ranges of proficiency, the higher the index score.

3) **Value-Added** (Above, Below or At Expected Growth)

For years, the number of students who passed state assessments largely determined school performance levels (for example, a 75% proficiency score or more). While providing some useful information on student achievement, state test scores alone do not provide a total picture of an individual student's growth, or the progress schools make with the same groups of students.

The **Value-Added** measure recognizes that schools that may not be meeting the absolute standard for student achievement could still be evidencing a high degree of academic improvement. Value-added takes into account each student's unique academic starting point, and measures **the rate of the student's academic growth or progress over time**.



Value-Added information is important because:

- It provides a more accurate picture of student progress.
- It measures a student's current growth against their prior growth.
- It provides reliable projections of future academic performance.
- It helps to identify students who are at risk or who need to be challenged further, so teachers can provide appropriate intervention or enrichment to maximize each student's growth.

Designated school staff can view diagnostic value-added reports through the Ohio Department of Education (ODE) EVAAS' Web site. On the ODE Web site, click Accountability, Value-Added, then Value-Added Diagnostic Data (<http://ohiova.sas.com/evaas/login.jsp>). EVAAS provides a more in-depth view of progress by grade, subject and by individual students.

4) ***AYP Status (Met or Not Met)***

AYP is an accountability system that signals schools and parents if all students or only certain groups of students are learning. AYP Status is derived from: meeting 95% reading test participation and defined proficiency targets, and meeting 95% math test participation and defined proficiency targets, as measured against ten student subgroups (each subgroup must have a minimum of 30 students):

- All Students,
- Ethnic Groups: Black/Non-Hispanic, Native American, Asian/Pacific Islander, Hispanic, Multi-Racial, and White/Non-Hispanic,
- Economically Disadvantaged,
- Limited English Proficient,
- Students with Disabilities (note, this year, the subgroup size for Students with Disabilities, N=30, is the same as all other subgroups. In previous years, the size was 45. Take care to see how your school's AYP rating may be effected by this change).

Proficiency targets are incrementally increased each year, to culminate toward the intended goal of 100% proficiency. The targets for 2007-2008 are:


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

The subgroup scores for test participation and proficiency rates are combined with an attendance rate and a graduation rate for students as a whole to determine if a school meets AYP.

There are **four ways for a school to meet AYP**:

- 1) **One year proficiency** – each subgroup meets or exceeds its targets
- 2) **Two-year combined proficiency** – each subgroup meets or exceeds targets based on a two-year average
- 3) **Safe Harbor** – in order for a school to meet “safe harbor,” a student subgroup must make a 10 percent or greater increase in its percentage of proficient students from the previous year, and meet the AYP goals for graduation rate and/or attendance rate.
- 4) **Growth Model** –through the value-added growth model, a non-proficient student projected to be on a path to proficiency within two years will be treated as proficient in the current year. The growth model uses data from the Ohio Achievement tests in grades 3-8, so high school buildings (those with grades 9-12) cannot use this measure to meet AYP.

How these Performance Measures create a school designation

 **New 2007 - 08 Accountability System Architecture Including VA Impact**

Indicators Met	Performance Index Score	AYP Status	Preliminary Designation	Did the Preliminary Designation increase or decrease based on the AYP Status?	Preliminary Designation	Amount of growth using value-added calculation	Final Designation
94%-100%	or 100 to 120	and Met or Not Met	Excellent	IF YES STOP HERE No additional change to the designation can occur based on the value-added calculation IF NO CONTINUE Value-added May affect a designation when it has not been changed by the AYP Status	Excellent	Above expected growth for at least 2 consecutive years	Excellent with Distinction
			Below expected growth for at least three consecutive years			Effective	
73%-93.9%	or 90 to 99.9	and Met or Not Met	Effective		Effective	Above expected growth for at least 2 consecutive years	Excellent
			Below expected growth for at least three consecutive years			Continuous Improvement	
0%-74.9%	or 0 to 89.9	and Met	Met		Continuous Improvement	Otherwise no effect on rating	Effective
50%-74.9%	or 80 to 89.9	and Not Met	Not Met			Effective	
31%-49.9%	or 70 to 79.9	and Not Met	Academic Watch	Academic Watch	Above expected growth for at least 2 consecutive years	Continuous Improvement	
			Below expected growth for at least three consecutive years		Academic Emergency		
0%-30.9%	and 0 to 69.9	and Not Met	Academic Emergency	Academic Emergency	Above expected growth for at least 2 consecutive years	Academic Watch	
				Otherwise no effect on rating	Academic Emergency		

The new Accountability System Architecture shows how Value-Added can impact your school's ranking. This document, along with many other helpful materials for understanding and communicating Value-Added, is found at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=117&Content=53479>.

The Ohio Department of Education looks at the school's percentage of applicable indicators and the Performance Index score, along with whether the school met AYP to determine a Preliminary Designation. If the AYP Status does not impact your school's ranking, then the Value-Added measure becomes important.

New this year, if a school achieves more than the expected growth over two years, the school will be moved up one level on their report card (from Continuous Improvement to Effective, for example). *Beginning next school year*, schools that experience less than expected growth over three or more years are moved down one level on their report card (from Continuous Improvement to Academic Watch, for example).

The Excellent with Distinction designation is new to the 2007-2008 Local Report Card. This designation is earned when a school or district has been designated Excellent and also exceeds value-added goals for two consecutive years.

Since high school buildings do not have value-added results, high schools that are classified as Academic Watch or Academic Emergency have the ability to improve their designation by significantly improving their Performance Index. If these buildings improve their Performance Index Score by at least 10 points over two years, with at least a three-point increase in the current year, they can move up one designation, but no higher than Continuous Improvement.

Consequences for schools that do not show improvement

ORC Section 3314.35 describes the impact of Ohio's Value-Added System on community school closures due to poor academic performance. After July 1, 2008, a school will permanently close at the end of the school year during which:

- The school offers any grade level between 4 and 8, but not higher than 9, and has been rated in Academic Emergency (AE) for 3 consecutive school years, and for 2 of the 3 consecutive school years that the school was rated in AE, the school made less than one standard year of academic growth in either reading or math under the state of Ohio's Value-Added System, or
- The school offers any grade level between 10 and 12 that has been rated in Academic Emergency (AE) for 3 consecutive school years and for 2 of the 3 consecutive school years that the school was rated in AE, the school made less than two standard years of academic growth in either reading or math under the state of Ohio's Value-Added System (measure to be



determined by ODE), unless the school is considered a dropout recovery school and secures a waiver from ODE, or

- The school does not offer any of grades 4 through 12 and has been rated in Academic Emergency for four consecutive school years.