

State of Ohio

1998 School District Report Card Supplement

Chesapeake Union Ex. Vill. School District

Raising the Bar: Higher Performance Standards for Ohio Schools

Ohio is "raising the bar" for expectations and accountability in the state's public schools. By the end of the century, higher performance standards will be in place for all state proficiency tests as part of the ongoing effort to raise academic standards for our students. In other words, a higher level of achievement – a higher score – will be required to earn a passing grade for some tests than has been required in the past.

For Example:

Currently, students need to earn about 28 of a possible 54 points (about a 50 percent score) to pass the 4th grade proficiency test for science. By the year 2000, a passing grade on the same test will require students to earn about 33 of a possible 54 points (about a 60 percent score).

The Rationale: Why We Need Higher Standards

The purpose of these changes is to raise the minimum level of achievement that each student in Ohio is expected to reach in core subject areas at each tested grade. These higher performance levels will more accurately represent what educators have determined to be grade-appropriate standards of achievement.

In the local report cards to be issued in 1998 by the Ohio Department of Education, the percentages of students who passed each state proficiency test have been adjusted to reflect the final higher standards that will be in place by the year 2000. As a result, district and school results will be lower than previously reported. (See the reverse side of this page for specific examples for your school district and the state as a whole).

The reason for using the adjusted scores is to help everyone – educators, students and parents – become accustomed to these final, higher expectations for student achievement.

In Transition: The Impact on Student Achievement Levels

The chart below illustrates the difference between current (1997) standards for passing the proficiency tests and the final standards that will be in place by the end of the century – and how that difference affects student achievement levels for your school district and for the state as a whole. All results shown are 3–year averages, unless not available.

PERCENTAGE OF STUDENTS WHO PASSED THE TESTS					
		Your District		State Average	
		Current Standards	Final Standards	Current Standards	Final Standards
4th Grade Tests	Citizenship	85.2	63.3	74.9	55.3
	Mathematics	60.2	48.0	53.3	42.2
	Reading	69.0	53.0	62.8	48.6
	Writing	56.5	56.5*	61.3	61.3*
	Science	63.9	42.6	57.9	40.1
6th Grade Tests	Citizenship	49.7	49.7*	62.7	62.7*
	Mathematics	40.2	40.2*	47.1	47.1*
	Reading	63.6	34.1	73.6	44.5
	Writing	66.9	66.9*	68.2	68.2*
	Science	34.1	34.1*	41.6	41.6*
12th Grade Tests	Citizenship	65.8	53.8	68.8	58.1
	Mathematics	43.9	32.2	58.4	47.6
	Reading	71.4	61.6	78.6	68.1
	Writing	52.2	52.2*	67.0	67.0*
	Science	38.9	38.9*	54.1	54.1*

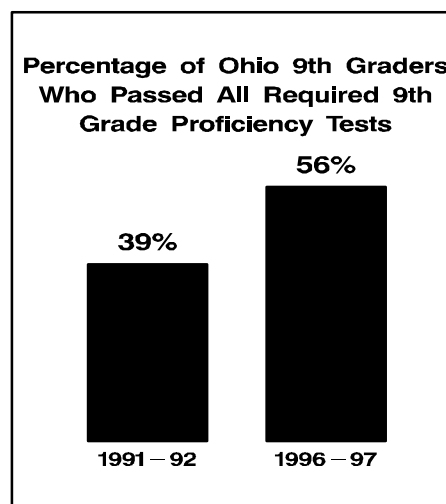
* Standards for these tests will not change between 1997 and 2000. Ninth–grade tests are not shown because standards for these tests also will not change. A new high school "exit exam" will be introduced early in the next century.

The differences between passing rates using the current standards and those using the final standards shown in the chart may at first be unsettling, but it is important to keep in mind the objective of the higher standards: **to improve student performance by raising expectations.** Most Ohio school districts have a long way to go to reach the higher performance standards – but there is every reason to believe that communities working together can get the job done.

Looking Ahead: High Expectations for Improved Results

The performance of Ohio students on the state's 9th–grade proficiency tests – where final, grade–appropriate standards have been in place since the tests were first administered in 1990 – demonstrates that students are capable of higher levels of achievement. As the bar chart on the right illustrates, Ohio students have responded to performance standards on the 9th–grade tests with increasing success over time. This evidence clearly suggests that similar results are possible as performance standards are raised at other grade levels.

While the new higher performance standards do not fully take effect until the end of the century, educators, students and parents need to understand where their schools stand today in comparison to what will be expected of them in the future.



For more information, please call (877)772–7771.