

Performance Index Weights

Advanced	1.2
Accelerated	1.1
Proficient.....	1.0
Basic.....	0.6
Below Basic.....	0.3
Not Tested.....	0.0

PERFORMANCE INDEX

PI is a state measure that rewards the achievement of every tested student, not just those who score proficient or higher. Schools and districts earn points based on how well each student does on all tested subjects in grades 3-8 and the 10th-grade OGT.

All achievement tests have five performance levels – Advanced, Accelerated, Proficient, Basic and Below Basic. The Achievement Test Website link (p 4) provides information about the cut scores used to determine the levels.

Each weighted score (see table) is multiplied by the percentage of student scores at that level then added together to generate a school or district index. The highest Performance Index score possible is 120 points.

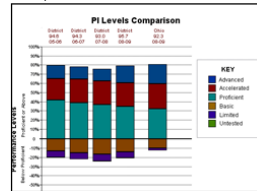
PI Calculation

TEST	294	643	1,196	622	330	0
TEST COUNT	294	643	1,196	622	330	0
PERCENT OF SCORES	9.5%	20.8%	38.8%	20.2%	10.7%	0%
WEIGHT	1.2	1.1	1.0	0.6	0.3	0.0
PIPOINTS	11.4	22.9	38.8	12.1	3.2	0
Total (PI Score): 88.4 out of 120						

Measure Up displays the PI scores as a stacked bar chart to compare building, district and Ohio data and a history of PI scores for the last 5 years.

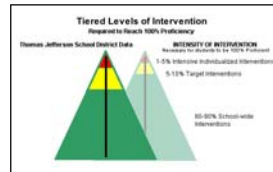
The Intervention tab applies

Comparison

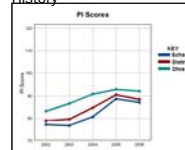


the PI scores to the Tiered Intervention Model. The level of intervention applies to that re-

Intervention



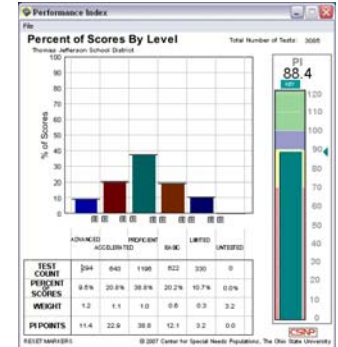
History



quired to bring all students to the Proficient level.

The **PI Calculator** loads the current data and allows the user to see the result of moving scores from one level to another. This is useful for improvement planning .

PI Calculator



State Indicators

2007-2008

Target 75% Proficient:

- Grade 3 Reading & Math
- Grade 4 Reading, Math, Writing
- Grade 5 Reading, Math, Science, Social Studies
- Grade 6 Reading & Math
- Grade 7 Reading, Math, Writing
- Grade 8 Reading, Math, Science, Social Studies
- Grade 10 10th Grade OGT (5 tests)

Target 85% Proficient:

- 11th Grade OGT (5 tests)

Target 90%

- Graduation Rate

Target 93%

- Attendance Rate

PERCENT OF INDICATORS MET



Percent of Indicators is a state measure of performance. Each tested subject at a tested grade is an Indicator for a district or building. A tested Indicator is “Met” if 75% (85% for Grade 11) or more of the students tested score proficient or better.

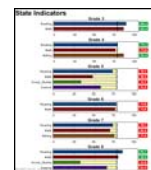
The number of Indicators used to rate one building may be different from another building depending on the grade configuration of each building. In addition to Indicators for each test, buildings and districts have the non-test indicators of Attendance (target of 93%) and Graduation (target of 90%) included in building and district results.

The Local Report Card Indicator rating is determined by the percent of total Indicators (test and non-test) that a building or district meets. Districts are evaluated on 30 indicators in the 2008-2009 test year.

The List by Grade tab presents grade level results. List by Subject shows performance patterns for subjects.

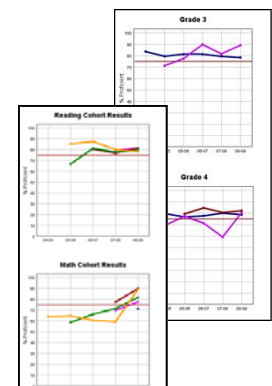
The List by Grade tab presents grade level results.

List by Subject shows performance patterns for subjects.



The History tab provides up to three years of achievement test results.

Reading and Math results are also available in cohort form.



ADEQUATE YEARLY PROGRESS

AYP is a Federal measure of performance of all students in the subjects of reading and math. The AYP calculation uses the results of achievement tests administered in grades 3, 4, 5, 6, 7, 8 and 10 (OGT).

Performance is assessed for tested students in groups. Ethnic groups (African-American, Asian/Pacific Islander, Hispanic, Multi-Racial, Native American, White) and groups of Limited English proficient students, Economically Disadvantaged students and Students With Disabilities constitute subgroups.

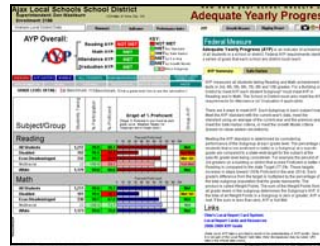
The AYP measure for buildings and districts is "Met" if the result for all subgroups (meeting minimum size of 30) are "Met" in reading and math for the

tested grades.

AYP performance can affect the building or district rating in one of two ways. A school or district that does not meet AYP goals for three or more consecutive years, and does not meet AYP goals for more than one student group in the most recent year, can be rated no higher than Continuous Improvement. A building or district that does meet AYP goals can be rated no lower than Continuous Improvement.

Subgroup performance is calculated by comparing the percent of students that are proficient or better in a subject at a single tested grade to the AYP Target for that grade and subject. The difference is multiplied by the percentage of the total subgroup population the grade represents. Results for all grades in a building or district in a subject are added together as Weight Points. If the result is zero or larger, the subgroup AYP is "Met"

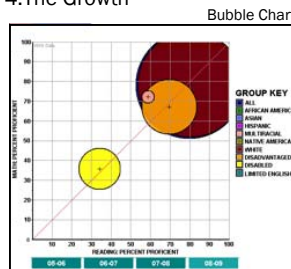
To view the results for any



subgroup, click the button for that group on the AYP screen. Data for each grade is displayed. Click on any grade level to view the details of that calculation.

A subgroup may meet AYP by;

- 1.Meeting the standard;
- 2.Meeting the standard if the current year is averaged with the previous year;
- 3.Meeting the criteria for Safe Harbor; or
- 4.The Growth



Subgroup Detail

Econ Disadvantaged		READING		103 Students							
Grade	AYP	Target	Current	Previous	Weight	Grade	AYP	Target	Current	Previous	Weight
3	Met	75.0	75.0	75.0	15.0	4	Met	75.0	75.0	75.0	15.0
5	Met	80.0	80.0	80.0	16.0	6	Met	80.0	80.0	80.0	16.0
7	Met	85.0	85.0	85.0	17.0	8	Met	85.0	85.0	85.0	17.0
Total Weighted Points		278.0		Safe Harbor		Total Weighted Points		278.0		Safe Harbor	

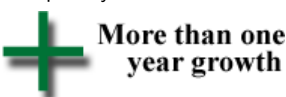
Econ Disadvantaged		MATH		103 Students							
Grade	AYP	Target	Current	Previous	Weight	Grade	AYP	Target	Current	Previous	Weight
3	Met	75.0	75.0	75.0	15.0	4	Met	75.0	75.0	75.0	15.0
5	Met	80.0	80.0	80.0	16.0	6	Met	80.0	80.0	80.0	16.0
7	Met	85.0	85.0	85.0	17.0	8	Met	85.0	85.0	85.0	17.0
Total Weighted Points		278.0		Safe Harbor		Total Weighted Points		278.0		Safe Harbor	

VALUE-ADDED

Percent of Indicators, Performance Index and AYP are measures of student performance, measures of the student's proficiency at one point in time.

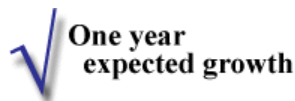
Value-Added is a measure of student progress over time. Value-added results are calculated for schools with grades 4-8 in reading and mathematics. A composite result will be displayed on the top of the Value-added page. The composite may have an impact on the district's or school's rating. Results will be displayed using the following symbols:

A plus symbol indicates that a

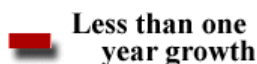


district or school has achieved more than one year of expected growth in student progress.

A check symbol indicates that a district or school has achieved one year of expected growth in student progress.



A minus symbol indicates that a district or school has achieved less than one year of expected growth in student progress.

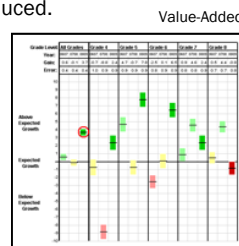


Effect of Value-Added:

A district or school that, on the composite result, achieves

an "Above Expected Growth" for two consecutive years may increase its rating by one category. For instance, a school otherwise rated as Effective may be raised to Excellent if it achieves a "+" designation for two consecutive years.

Beginning with the 2008-2009 report cards, districts and schools that show "Below Expected Growth" for three consecutive years will have their designation reduced.



Subgroup Size

All subgroups..... 30
Subgroup size applies to individual buildings and districts.

A student may be a member of more than one subgroup. A student is a member of the "All" subgroup, an ethnic subgroup, and may qualify as Economically Disadvantaged, Limited English Proficient or as a Student with a Disability- this student's performance is counted 5 times in the AYP calculation.

Safe Harbor

Subgroups that do not meet AYP by meeting the target for the year or by 2 year average may meet the requirements of Safe Harbor if they decrease the number of students in a subgroup who DO NOT score proficient or better by 10% from the previous year. By meeting the requirements for Safe Harbor, the building or district does not miss AYP.

Through the **growth model**, a non-proficient student projected to be on a path to proficiency within two years will be treated as proficient in the current year.

High school buildings and Value-Added

Since traditional high school buildings do not have value-added results, high schools that are classified as Academic Watch or Academic Emergency have the ability to improve their designation by significantly improving their Performance Index.

If these buildings improve their Performance Index 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.

User Guide 2008-09

CSNP
Center for Special Needs Population
The Ohio State University
1900 Kenny Rd
Columbus, OH 43210-1016

Contact: Robert Reece
Phone: 614-292-1886
E-mail: reece.43@osu.edu

www.ohioschoolleaders.org



Measure Up is a stand-alone program downloaded to a local computer. It is available for free download at the OhioSchoolLeaders.org website. Once downloaded and installed, data for any school or district in Ohio that received a LRC for 08-09 is available.

OhioSchoolLeaders.org is a source of information useful to Ohio administrators.

Measure UP was developed in collaboration with the Ohio Department of Education, Office for Exceptional Children (ODE/OEC); the Ohio Association of Elementary School Administrators (OAESA); and the Ohio Association of Secondary School Administrators (OASSA), a workgroup of representatives of these agencies and other organizations in Ohio contributed their expertise to the development of the data tool.

The product was produced with funds from a grant awarded by the ODE/OEC to the Center for Special Needs Populations (CSNP) at the Ohio State University.

AYP: THE GRADE BAND RULE

At-Risk districts with at least one student subgroup that does not meet AYP in the reading and/or mathematics components will not move into District Improvement (DI) if at least one grade level band meets AYP criteria in the subject components for which AYP was not met.

An At-Risk district is one that has not met AYP outright for one year and that could enter District Improvement if it does not meet AYP in the same component for a second consecutive year.

If a district that is At Risk for reading and/or mathematics meets its participation rate requirement and the relevant

student subgroup(s) meets AYP criteria in at least one grade level band, the district will not advance into DI. This rule changes the way districts enter improvement, but it does not change the way AYP determinations are made. It also does not apply to school buildings.

MEASURE UP: FEATURES

Page Print prints the contents of the screen with the Key Questions.

The **Data Snap Shot** copies the data area of the screen to the clipboard for use in other programs (Word, Power Point).

Content of **Text boxes** can be copied to clipboard with a right Click.

Key Questions are questions included to assist in the analysis of the data presented. Many of the questions come directly from the district CCIP

PI Calculator is an interactive planning tool that uses building or district data to demonstrate how changing the number of tests in each PI Level effects the PI Calculation.

OPTION BUTTONS



Page Print
Print the screen with Key Questions



Data Snap Shot
Copies Data Graphics to the clipboard



Key Questions
Questions to help analyze the data



MEASURE UP: NEXT STEPS

Measure Up does not provide answers. Using it should result in questions, and the answers to these questions can lead a user to develop a plan for improving student performance.

To develop a comprehensive plan for improvement it is important first to look at the big picture. Look for patterns that emerge in student groups, subjects, grades, subgroups; buildings.

Once a pattern is observed questions about the conditions that surround it may result in a need for information that is not available from this tool. Links on this page are a starting point for that search.

Achievement Test Web Site for Students and Families

This serves as a starting point for tools that can help in understanding Ohio's statewide assessments for the Ohio Achievement Tests (OATs) and for the Ohio Graduation Tests (OGTs). A public section provides useful information for students, parents and teachers. The **Educator's Workroom** (password required) gives access to individual student, classroom, school and district data.

<http://ohio3-8.success-ode-state-oh-us.info/>

The Ohio Improvement Process (OIP)

A unified state system of support directly focused on improving the academic achievement of all students.

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=585>

The Ohio Department of Education www.ode.state.oh.us keyword: Accountability

The ODE Accountability pages includes data sources, presentation resources and reference documents with information describing Ohio's Accountability System.

<http://education.ohio.gov/>