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**IMMEDIATE RELEASE**  
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# Ohio Testing

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SPRINGBORO, Ohio – Most of you are aware that Ohio Achievement Testing (OAT) has begun this week for our students in grades 3-8. (The Ohio Graduation Test was administered in March for all tenth graders.) This continues through next week as well. Our teachers and students are well prepared for the challenge. The process begins the first day of school. It is important for all to realize that the learning going on is not “just for the test”. It also does not remove the creativity teachers can incorporate into their lessons. Students are mastering what all students across the state of Ohio are expected to know and be able to do by the end of their school year. Because Ohio is a Standards-based education model, the Ohio Department of Education has set very specific indicators (objectives) for each grade level that are based on the previous year of learning. Therefore the OATs are testing what students have been learning all year. It makes sense to test what students are suppose to be learning. The tests are a mechanism for accountability...what is expected to be going on in the classroom really is happening.

Tests being administered now are:

- Grade 3: Reading and Math
- Grade 4: Reading, Math and Writing
- Grade 5: Reading, Math, Science and Social Studies
- Grade 6: Reading and Math
- Grade 7: Reading, Math and Writing
- Grade 8: Reading, Math, Science and Social Studies

Tests in March:

- Grade 10: Reading, Math, Science, Social Studies and Writing
- Grade 11: Reading, Math, Science, Social Studies and Writing; (This includes students who have had to re-take the OGT because they did not pass on the first attempt.)

Because of the federal mandate No Child Left Behind, accountability in school districts across the United States has become much more transparent in what is taught. How we do on the OAT and OGT is reported on our district local report card that is highly publicized in August.

Every district has four parts to the Ohio accountability system to consider. Two are defined by the State of Ohio and two are federal accountability measures. The two state

systems are identified by the number of indicators that we “pass” and our Performance Index score. What does this mean?

### **State Accountability Measures:**

#### **Indicator Passage:**

The indicators are made up of results of 28 grade level tests (see above). The district or building must pass 94% of their indicators to receive an Excellent rating. This means that the district can only be deficient in one area. In addition to the test indicators there is one for graduation rate and one for attendance.

#### **Performance Index:**

Each student is placed in a category (Advanced, Accelerated, Proficient, Limited or Basic) based on the degree to which they scored on their Ohio Achievement or Graduation Test. “Advanced” is worth the highest number of points (1.2) with “Basic” being the lowest (.4). The state then calculates the Performance Index score based on the number of students in each of these categories from each test. Therefore achieving a “proficient” score is not the highest category to reach. We encourage all students to do their best because of this calculation. This category is based on a scale of 0-120.

### **Federal Accountability Measures—No Child Left Behind (NCLB):**

#### **Adequate Yearly Progress:**

This system refers to how well students in subgroups are mastering grade level indicators. There are 10 subgroups: African American, American Indian/Native Alaskan, Asian-Pacific, Hispanic, Multi-Racial, White, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. Springboro Community City Schools have enough students (30 are needed) in each subgroup to be rated in all except American Indian/Native Alaskan. NCLB mandates that 100% of students, no matter what subgroup, will be proficient in reading and math at their grade level by the year 2014. Therefore, each year the percentage of students needing to pass the OAT and OGT increases in order to be successful in this measure.

#### **Value Added:**

This is a new system that will be reported this year for the first time. In this measure students must show a year’s worth of academic growth for each year in school. This recognizes that all students enter a grade at different levels of mastery. No matter where he/she enters the grade level, a year’s worth of academic growth will occur. A year’s growth is defined differently depending on the student’s skill level. But students with special needs all the way to the student that is “gifted” must show a year’s growth.

Being successful in all of these accountability measures is a challenge for any school district. We are constantly monitoring achievement levels of all of our students using a multitude of data systems. One thing we must never forget as we work through these accountability measures is that we are working with children as young as five years old. We cannot be successful if we forget that every piece of data represents a child.