

K-12 Frequently Asked Questions (FAQs): A booklet of penetrating questions and researched answers for CH-UH.

last updated:

September 2, 2000

Contents

0.1	Introduction (About Us)	2
1	Proficiency	3
1.1	QUESTION:	3
1.2	ANSWER:	3
1.2.1	Summary	3
1.2.2	Background	4
1.2.3	4 th and 6 th Grade Comparative Results	4
1.2.4	9 th and 12 th Grade Comparative Results	10
1.2.5	Correlations, NOT Necessarily Causes, from County-Wide Data	10
1.2.6	Hypothesized Causes Needing More Research	15
1.3	Appendices	23
1.3.1	A. Ohio Department of Education (ODE) authored history of the Ohio Proficiency Test	23
1.3.2	B. Table of Education Management Information System (EMIS) Data Used for Correlations	30

0.1 Introduction (About Us)

The main purpose of the Frequently Asked Questions (FAQ) group is to provide an independent resource that researches issues and stimulates analysis of practices and decisions on any aspect of K-12 education for our community. We are non-advocate in our research and seek to present all aspects of the issues, independent of our personal beliefs or positions. We are volunteers and welcome new people to the research efforts at any time.

The second purpose of our group is to hear and respond to penetrating questions from citizens. The idea is to work iteratively with questioners to formulate questions that go to the heart of issues and develop the answers to a depth that satisfies the questioner. We trust that this helps us all to understand more and to make better choices for the education of children.

Our research will present information and facts from primary sources from all levels of government, academic sources, and other research organizations. We hope to present our findings in ways that assist citizens in thinking through their own positions and to avoid offering ready made decisions. Besides publishing our findings here we also publish our work in progress at the web site chuh.net/school/FAQs.

Our children are the future, and our belief is that only through an informed and energetic community can we hope to solve the many education problems that beset us. Cleveland Heights/University Heights has a proud tradition of racial, ethnic and religious diversity, and a history of excellence in our schools. But it is now faced with new challenges. Our community has responded to the issues in the past, and is now being called upon to confront fresh, new realities. We believe that knowledge is power, and that only by recognizing and identifying the causes of our problems can we hope to achieve our goal of a truly successful, integrated community. Thus we of the FAQ group see our efforts as one small part of a larger effort to recreate ourselves into a remarkable community for the twenty-first century, a community that does not run from new challenges, but one that has resourceful and effective responses.

To get your penetrating question answered:

1. Post it at www.chuh.net/discus/messages/29/90.html.
2. E-mail it to schoolfaqs@chuh.net.
3. Paper mail it to: School FAQ, 1036 Pembroke Road, Cleveland Hts, OH 44121

Include your phone number and other contact information with your question.

Your question will be assigned to a committee member, who will contact you to chat and start the research effort on your answers.

school/FAQs membership:		
Tim Burdick	Robert Cheshier	Loren Davis
Rachel DeGolia	Jeff Forman	Alison K. Hall
Katherine Heylman	Ari Klein	Brian Larson
Anne McFarland	Ron Register	Jay Rosen
Linda Thurston	Ryan Sullivan	Allen Wilkinson

Chapter 1

Proficiency

Last Updated September 2, 2000

Authors: See School FAQ members list in Introduction

1.1 QUESTION:

Since the Cleveland Heights-University Heights School District is weak on 4th and 6th grade State Proficiency Tests, what are the actual scores compared to other districts in Cuyahoga County?

What trends across the county correlate with these Test scores?

Since correlations do not establish cause and effect, what are the suspected causes for the observed scores?

1.2 ANSWER:

1.2.1 Summary

The main highlights of this report are:

- Point out where one can order graded copies of past Proficiency Tests.
- Provide 13 year history of Proficiency Test Development in Ohio.
 - A parent can object to any question on the tests and their child will not be asked that question.
 - A student's teacher and principal will be able to override State required 4th grade retention rules if they think it is appropriate.
 - 3 different companies wrote different grade-level portions of the Proficiency Tests.
- Link to a clearinghouse of the national education standards movement.
- Compare 4th, 6th, 9th, and 12th grade results for all districts in Cuyahoga County in 1998-99 school year.
 - No district in 4th and 6th grades had 75% of students pass all five proficiencies
 - Only 3 districts in 12th grade had 75% or more students pass all five proficiencies.
 - 16 out of 31 districts in 9th grade had 75% or more students pass all five proficiencies.
- Provide 4 year trends of proficiency for all buildings in the CHUH district.

- Correlate Expenditures per Pupil, Pupil-Teacher ratios, Family Median Income, % Disadvantaged Student, Stability of Student Enrollment, and Total Enrollments with county-wide district proficiencies.
 - Reminder that Correlations DO NOT establish causes.
- Hypothesize causes of proficiency results (need further research).
 - Note as many broader societal causes as in-school causes.
- Many tables and graphs presented with bibliographic references.

1.2.2 Background

For the purposes of an overview, Figure 1.1[1] presents the 1998-99 School Year State Report Card Ratings for Cuyahoga County Public Schools. The 27 items that make up the report card are: pass or fail on five core test areas in each of 4th, 6th, 9th, 10th, and 12th grade proficiency tests plus District Student Attendance Rate and High School Graduation rate. The core test areas are in Citizenship, Reading, Writing, Math, and Science. A 75% average score is the required cut-off to get a pass for any test. A 93% or higher District Attendance is passing. A 90% or higher High School Graduation rate is considered passing. The CH-UH District passed both of these latter two criteria in 1998-99.

There are four categories of Report Card ratings. They are:

Category	Rating Range
Effective	26-27
Continuous Improvement	14-25
Academic Watch	9-13
Academic Emergency	0-8

Copies of **past Proficiency Tests**, with answer keys, can be downloaded and/or ordered from the Ohio Department of Education (ODE) Office of Curriculum, Instruction, and Assessment at:

- www.state.oh.us/proficiency. Click on the grade level tests of interest and “Previous Tests” is a link on each grade level page. To request order forms by phone call 614-466-0223.

An ODE authored **HISTORY** of the development of the Ohio Proficiency Tests is included in Appendix A. There is an alternative history on the WWW at www.stopopts.org/historybody.html.

The **national education standards movement** that Ohio is affiliated with has a clearinghouse of information at www.achieve.org sponsored by Achieve Inc., 8 Story Street, First Floor, Cambridge, MA 02138, Phone 617-496-6300, and Fax 617-496-6361. Achieve describes itself as an independent non-profit organization founded in 1996 by state governors and business leaders across the country.

The movement’s goal statements are at www.achieve.org/achieve/achievestart.nsf/a36f0172b9ca0296852566260060236f/e17860588c024e4b852568190062fd7f?OpenDocument .

Most State Action Plans to fulfill those goals are at www.achieve.org/achieve/achievestart.nsf/a36f0172b9ca0296852566260060236f/47e95e2a0b7848e5852568b800611280?OpenDocument .

In particular, Ohio’s Action Plan is at www.achieve.org/achieve/achievestart.nsf/a36f0172b9ca0296852566260060236f/45c3f845076e0ede852568bd00580006?OpenDocument .

1.2.3 4th and 6th Grade Comparative Results

First, the 1998-99 school year 4th grade Proficiency Results, per District across Cuyahoga County, for each of the five subject areas, are presented in Table 1.1[1]. The table is sorted by percent of students

Figure 1.1: Comparison of State Report Card results for Public Schools across Cuyahoga County for the 1998-99 school year.

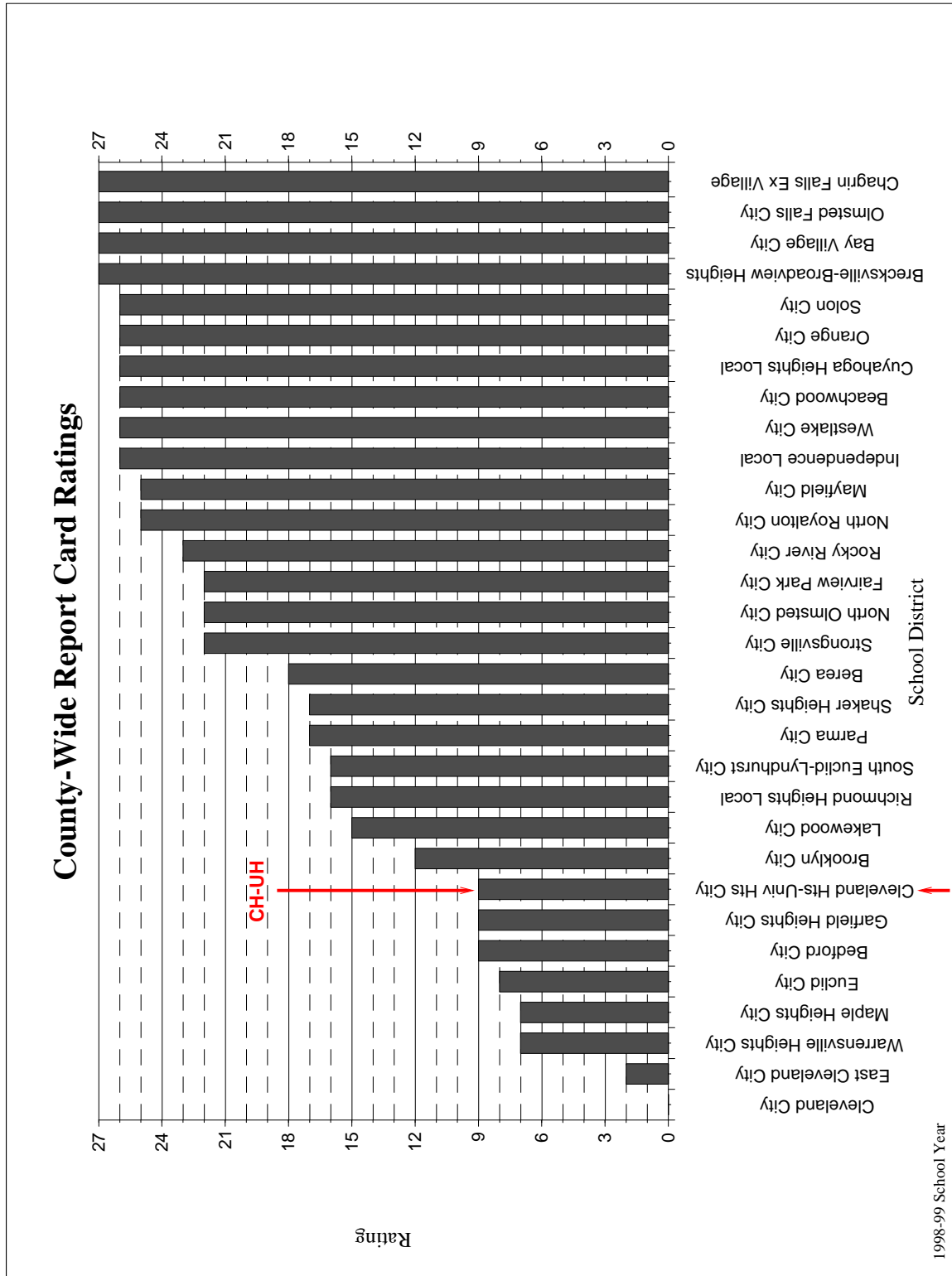


Table 1.1: All 4th grade tests per District, County-Wide in 1998-99 sorted by Passage of All Subjects.

District Name	Passed All Subjects	Citizenship	Math	Reading	Writing	Science
East Cleveland City	7.8	33.9	18.0	32.6	29.7	19.9
Warrensville Heights City	9.5	47.1	24.0	41.6	48.6	21.7
Maple Heights City	15.3	53.0	30.0	46.0	51.6	27.9
Euclid City	16.6	55.1	31.3	41.6	54.3	33.2
Bedford City	16.9	55.5	34.4	41.4	59.4	33.2
Cleveland City	16.9	47.0	36.1	37.0	49.2	34.2
Garfield Heights City	24.1	67.1	43.8	55.1	62.3	46.1
Richmond Heights Local	26.1	72.5	48.5	60.3	65.2	40.6
Brooklyn City	32.1	75.0	46.4	65.5	85.7	54.8
Parma City	33.8	80.5	50.0	64.3	75.3	61.4
Cleveland Hts. - Univ. Hts. City	34.1	68.8	48.8	63.4	74.2	54.6
South Euclid-Lyndhurst City	34.3	80.0	56.9	66.0	63.3	53.1
Berea City	40.6	82.5	64.0	67.4	76.1	62.3
Lakewood City	42.4	77.9	61.8	68.8	75.8	64.0
Shaker Heights City	52.1	82.6	72.7	72.2	74.1	69.3
Strongsville City	53.0	88.8	71.8	75.9	84.7	73.5
North Olmsted City	54.6	86.4	69.5	76.3	84.6	73.7
Mayfield City	56.1	88.8	74.8	83.4	79.3	75.2
North Royalton City	57.6	90.3	80.0	80.7	85.9	77.6
Cuyahoga Heights Local	58.0	92.0	84.0	86.0	86.0	80.0
Rocky River City	58.6	89.7	73.0	83.3	87.4	78.7
Fairview Park City	60.6	94.1	80.9	82.5	82.4	73.5
Westlake City	61.0	93.4	75.6	84.0	90.9	82.0
Orange City	61.3	91.6	83.7	86.6	82.9	77.0
Brecksville-Broadview Heights	61.7	91.3	79.2	82.4	88.6	77.9
Beachwood City	63.1	96.1	84.5	84.3	76.5	83.5
Bay Village City	63.3	91.1	81.0	84.8	86.7	75.3
Chagrin Falls Ex Village	63.9	96.6	81.6	89.8	88.4	78.2
Olmsted Falls City	63.9	92.7	82.0	86.0	94.6	79.5
Independence Local	67.2	89.7	79.3	82.8	89.7	82.8
Solon City	71.5	95.1	86.2	88.4	92.7	84.2

who passed all five subjects. NOTICE: No district got above 75% in passing all subjects, and only two got above 65%.

Next, the 1998-99 6th grade results are presented in Table 1.2[1]. NOTICE: Again no district got above 75% in passing all subjects, and only four got above 65%.

Table 1.2: All 6th grade tests per District County-Wide in 1998-99 sorted by Passage of All Subjects.

District Name	Passed all Subjects	Citizenship	Math	Reading	Writing	Science
Cleveland City	5.2	31.6	13.9	17.7	50.2	9.9
East Cleveland City	6.5	41.0	14.8	25.6	69.5	11.0
Maple Heights City	15.1	61.4	36.0	34.2	77.2	25.0
Warrensville Heights City	16.1	63.0	32.2	37.9	84.4	27.0
Euclid City	16.4	54.0	26.0	31.6	79.2	27.0
Bedford City	26.2	69.7	42.1	42.1	78.6	48.5
Garfield Heights City	27.5	64.4	43.9	47.3	82.0	38.3
Cleveland Hts. - Univ. Hts. City	29.0	68.4	42.7	50.0	79.8	39.4
Brooklyn City	30.9	83.0	54.3	53.2	89.4	38.3
Berea City	35.1	79.3	60.1	57.1	83.7	51.7
Lakewood City	37.7	79.4	56.2	54.0	78.3	55.3
Richmond Heights Local	38.9	80.6	55.6	62.5	94.4	48.6
Parma City	39.0	83.7	57.2	62.1	87.3	54.0
Fairview Park City	39.6	87.6	64.1	63.6	85.0	56.2
South Euclid-Lyndhurst City	40.4	82.2	64.7	68.6	90.8	51.2
Shaker Heights City	48.0	73.2	64.7	68.6	83.8	53.4
Strongsville City	48.0	89.9	73.6	69.4	92.8	59.8
Rocky River City	48.5	89.9	71.6	67.5	88.2	68.6
North Olmsted City	50.5	88.1	68.1	74.6	90.6	65.6
North Royalton City	53.5	86.6	78.7	70.4	92.4	65.9
Mayfield City	58.9	91.3	81.7	75.2	93.5	69.5
Solon City	59.4	88.2	79.1	78.1	93.6	66.3
Independence Local	59.8	90.2	84.1	79.3	96.3	68.3
Olmsted Falls City	61.2	94.5	80.4	75.8	91.8	75.8
Orange City	61.4	90.1	78.9	78.9	95.3	69.6
Westlake City	61.5	91.1	80.9	77.4	93.0	71.6
Beachwood City	62.1	93.6	83.2	81.9	95.8	72.3
Cuyahoga Heights Local	65.1	93.0	79.1	79.1	93.0	74.4
Brecksville-Broadview Heights	68.8	92.6	83.9	81.9	94.0	77.9
Bay Village City	72.1	97.1	86.0	82.4	95.9	84.3
Chagrin Falls Ex Village	73.3	94.4	87.6	88.8	97.5	82.0

Another way to make comparisons is with trends over time for the individual buildings in the CH-UH District. For this, **Trend** graphs of subject area passage on a building basis for the four school years 1995-96 through 1998-99 are provided in Figures 1.2 and 1.3. Generally there is a modest upward trend over the four years for all buildings. Building comparisons are not consistent across all data for 4th grade, but in 6th grade, Roxboro Middle school almost consistently scored higher.

Figure 1.2: Four year 4th Grade Trends for Each Building.

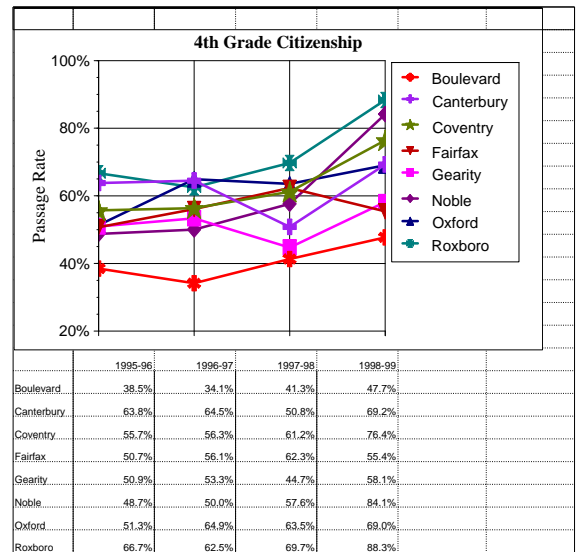
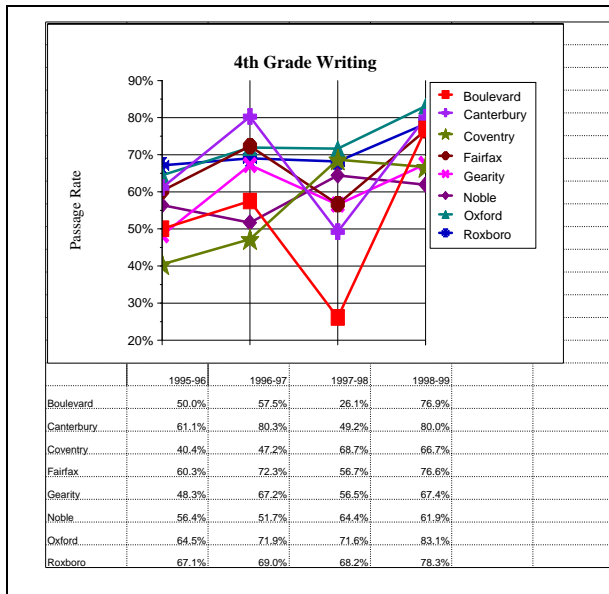
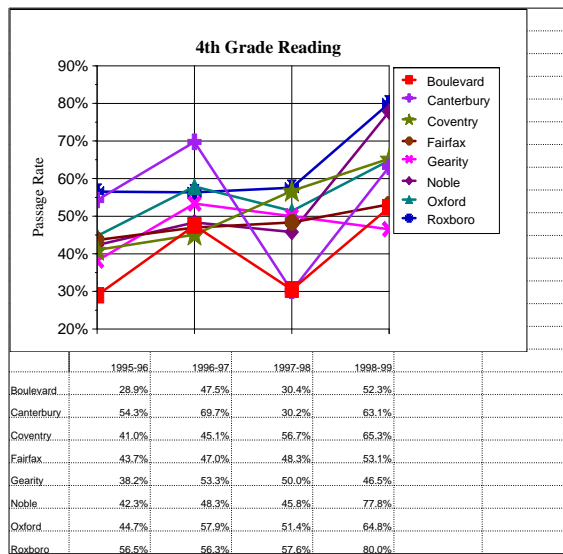
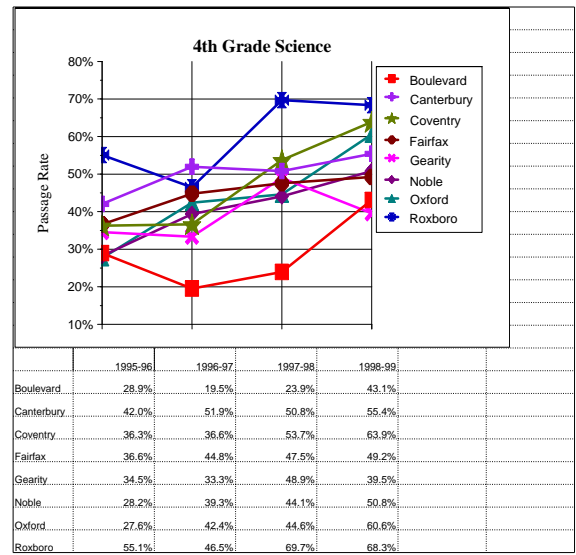
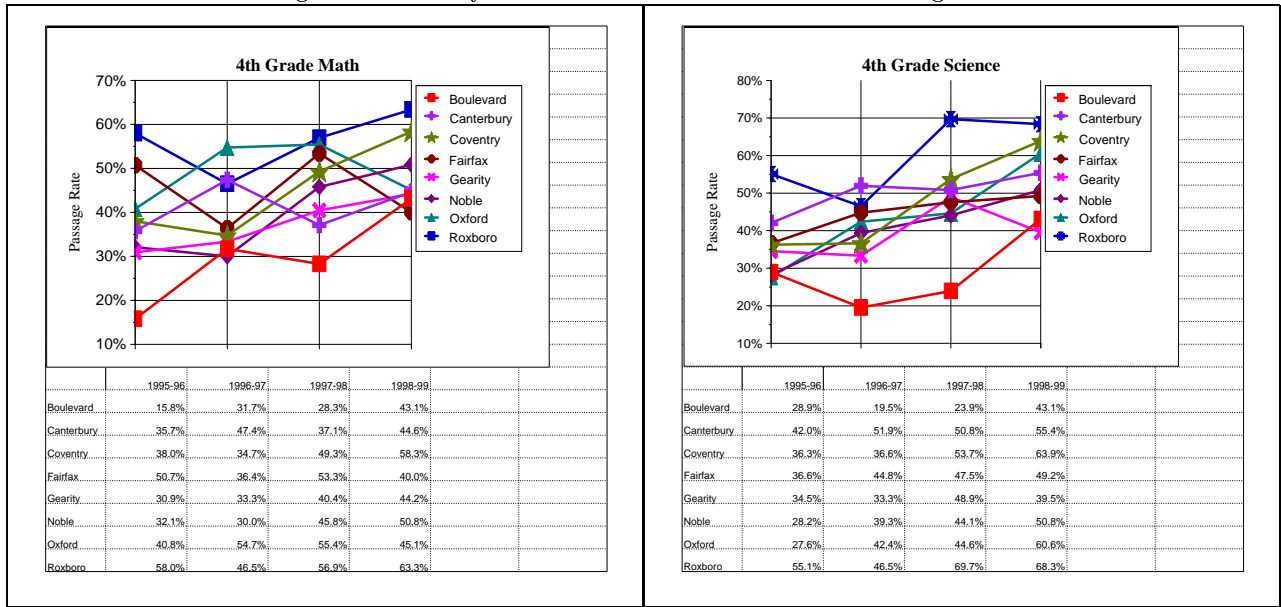
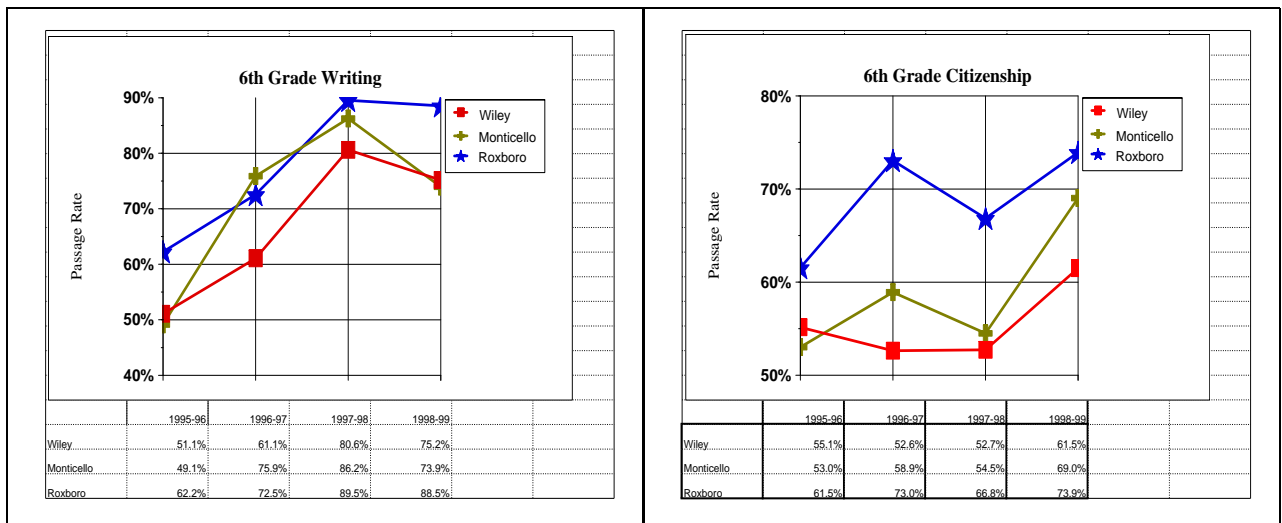
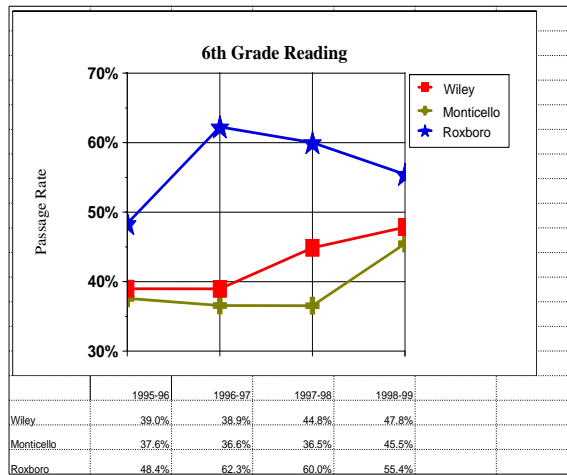
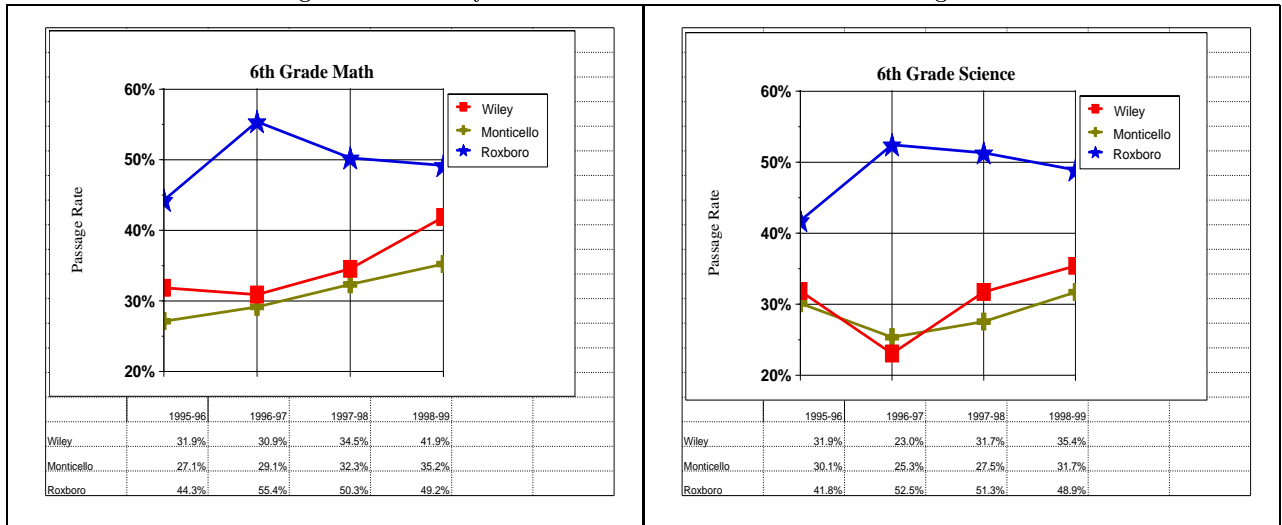


Figure 1.3: Four year 6th Grade Trends for Each Building



1.2.4 9th and 12th Grade Comparative Results

Here, tables comparing all districts in Cuyahoga County are presented in the same form as those in the last section for 4th and 6th grades. NOTICE: The majority of schools have 9th grade students passing all five subjects. This is a marked reversal from 4th and 6th grade results. 6th to 9th grade is not a long time. One might ponder four possible causes for this pronounced change in test scores.

1. Teaching and learning relative to the test content is very strong in the Middle Schools,
2. The 9th grade tests are noticeably easier relative to normal learning habits,
3. The 4th and 6th grade tests are noticeably more difficult relative to normal learning habits, and/or
4. The 4th and 6th grade tests were designed as diagnostic tests rather than as performance requirements. Diagnostic tests are intentionally harder in order to yield a broader score spread and enable better indication of where students are weak.

Now again in 12th grade we see very few districts with students passing all subjects. The large dispersion of test results from 4th through 12th grades within Districts should be sending troubling signals for State and Local educators. Speculation of causes will be widespread and distracting until sound evidence identifies the actual causes.

The 9th grade tests have been administered and tuned since 1993, except for the science portion. These non-science tests were developed by IOX Assessment Associates. The 9th grade science and all 12th grade tests were developed later, following State guidelines, by the American College Testing Service. The 4th and 6th grade tests were developed by the Riverside Publishing Company under State guidelines. See Section 1.3.1 for this history.

Next, the four-year trends within the CH-UH District are presented for 9th and 12th grades in Figures 1.4 and 1.5. Heights High shows a consistent upward trend in all subjects, with the familiar low performance in Math and Science. It should be noted that Bellefaire is a small alternative school for students with considerable emotional and behavioral handicaps.

1.2.5 Correlations, NOT Necessarily Causes, from County-Wide Data

Several variables from the State of Ohio Education Management Information System (EMIS) database are examined here for correlations with proficiency performance. Correlations for scientists are a helpful guide to suggest where to go looking for causes. However, data that correlates may be just a pair of related symptoms, while some other data is not recorded and therefore hidden from possible correlation. **So we encourage the reader here not to be casual in the use of this data!**

Attempted correlations with 1998-99 District-wise data across Cuyahoga County were performed on:

1. Total Expenditure per Pupil
2. Pupil:Teacher Ratios
3. Family Median Income
4. % of Economically Disadvantaged Students
5. Stability of Student Enrollment
6. Total Enrollment

Table 1.3: All 9th grade tests per District County-Wide in 1998-99 sorted by Passage of All Subjects.

District Name	Passed All Subjects	Citizenship	Math	Reading	Writing	Science
East Cleveland City	16.9	44.2	23.0	67.7	74.5	38.7
Cleveland City	19.8	43.0	27.5	64.4	71.0	31.9
Maple Heights City	34.0	63.9	44.2	81.3	87.2	48.2
Warrensville Heights City	41.7	72.3	48.2	83.3	89.3	61.8
Bedford City	45.8	75.6	57.6	85.4	93.5	63.5
Garfield Heights City	48.8	70.3	60.9	87.5	84.8	66.0
Euclid City	49.1	71.6	66.6	83.5	90.4	61.9
Brooklyn City	49.6	71.3	60.7	87.9	91.9	68.3
Cleveland Hts. - Univ. Hts. City	53.0	72.8	61.9	86.5	91.7	64.8
Lakewood City	62.6	82.1	67.4	90.0	95.1	76.9
South Euclid-Lyndhurst City	64.8	86.3	69.6	93.2	93.8	80.1
Richmond Heights Local	65.9	86.2	70.5	92.0	94.3	79.3
Shaker Heights City	66.2	83.2	69.6	90.3	93.0	76.2
Parma City	66.3	84.0	74.3	92.5	94.1	79.2
Berea City	70.1	84.6	77.5	91.5	94.8	80.2
Fairview Park City	75.6	93.3	82.9	93.9	98.8	89.0
North Royalton City	77.0	87.6	85.7	93.9	96.9	83.3
North Olmsted City	77.8	89.1	83.8	97.0	97.9	86.3
Orange City	78.3	90.2	83.7	95.7	98.4	85.9
Strongsville City	82.4	90.9	86.3	96.9	97.3	92.5
Westlake City	83.6	92.1	88.3	95.9	99.1	89.0
Cuyahoga Heights Local	83.8	95.9	85.1	100.0	97.3	97.3
Mayfield City	85.3	92.4	87.9	96.1	99.2	91.8
Rocky River City	86.6	95.0	92.2	97.2	99.3	92.3
Beachwood City	86.8	96.9	92.2	100.0	100.0	94.6
Independence Local	88.1	95.2	94.0	100.0	98.8	94.0
Chagrin Falls Ex Village	88.2	92.8	92.1	99.3	100.0	95.4
Solon City	89.6	94.7	93.7	97.9	99.2	93.1
Brecksville-Broadview Heights	89.7	96.9	93.0	98.9	99.4	94.8
Bay Village City	90.9	95.7	95.7	99.5	98.9	96.2
Olmsted Falls City	92.6	96.5	95.1	98.7	98.7	95.6

Table 1.4: All 12th grade tests per District County-Wide in 1998-99 sorted by Passage of All Subjects.

District Name	Passed All Subjects	Citizenship	Math	Reading	Writing	Science
Cleveland City	11.3	28.9	20.2	38.3	57.0	24.1
East Cleveland City	15.2	45.8	20.3	46.7	85.8	26.5
Warrensville Heights City	15.5	44.2	28.9	54.3	79.1	32.6
Bedford City	22.0	51.9	38.7	63.6	87.3	40.4
Maple Heights City	24.5	43.0	35.5	57.5	81.5	41.0
Euclid City	26.5	52.4	37.8	60.9	83.8	45.7
Brooklyn City	27.5	36.7	43.0	62.5	86.3	51.9
Garfield Heights City	30.8	53.6	41.8	61.6	80.6	49.4
Cleveland Hts. - Univ. Hts. City	36.2	53.2	49.9	68.9	86.4	53.4
Parma City	38.6	65.0	53.6	67.7	82.3	60.1
Lakewood City	38.9	60.0	55.8	68.9	79.4	57.6
Berea City	42.9	61.0	56.6	67.2	80.0	62.9
Richmond Heights Local	44.3	67.2	54.1	72.1	90.2	65.6
North Olmsted City	47.1	67.7	60.7	72.8	82.5	65.2
Independence Local	49.3	69.0	69.0	74.6	88.7	62.0
South Euclid-Lyndhurst City	50.7	70.3	67.0	74.4	95.9	66.7
North Royalton City	52.9	78.4	65.2	77.1	93.5	71.3
Fairview Park City	56.4	74.5	71.5	79.4	89.1	74.5
Strongsville City	57.4	77.4	70.4	80.1	91.8	72.5
Brecksville-Broadview Heights	58.5	77.9	74.5	83.7	93.5	78.6
Cuyahoga Heights Local	59.0	72.1	72.1	85.2	95.1	68.9
Shaker Heights City	59.2	76.3	68.6	76.3	89.2	69.3
Orange City	61.3	85.2	72.5	84.5	97.9	74.6
Olmsted Falls City	61.9	74.0	75.2	81.9	92.8	77.1
Bay Village City	62.4	74.3	76.6	84.4	92.7	74.1
Rocky River City	62.4	76.9	78.6	83.8	93.6	77.5
Mayfield City	63.4	83.6	79.4	84.3	93.4	79.4
Westlake City	67.2	79.4	80.4	83.6	97.9	78.0
Chagrin Falls Ex Village	74.6	81.4	85.5	91.5	99.2	86.3
Solon City	75.8	86.2	84.8	89.5	99.1	85.0
Beachwood City	80.2	84.1	91.3	94.4	96.0	88.9

Figure 1.4: Four year 9thth Grade Trends for Two Buildings

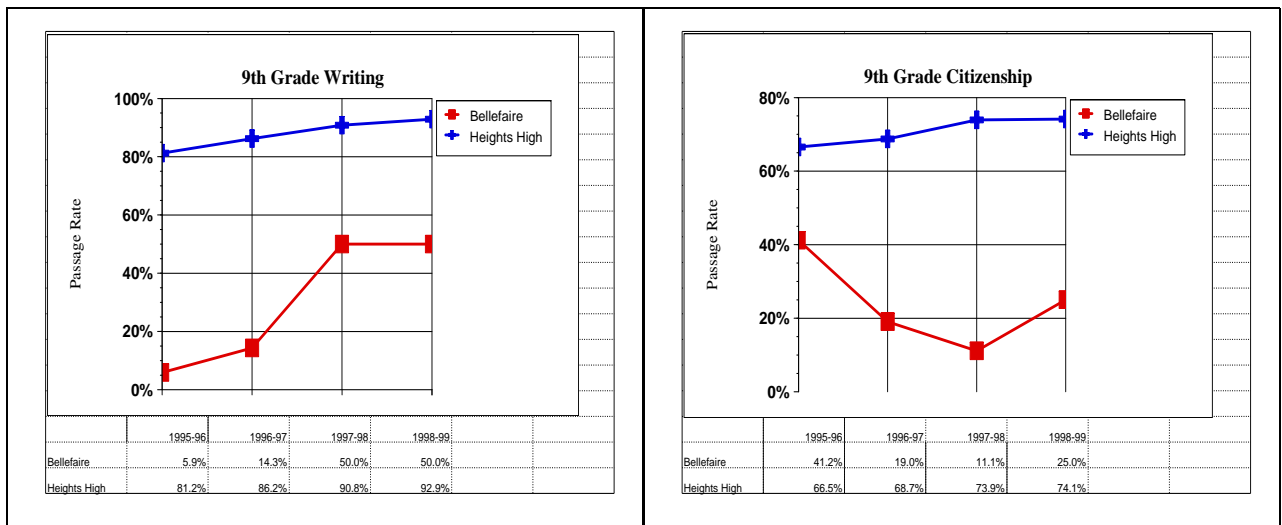
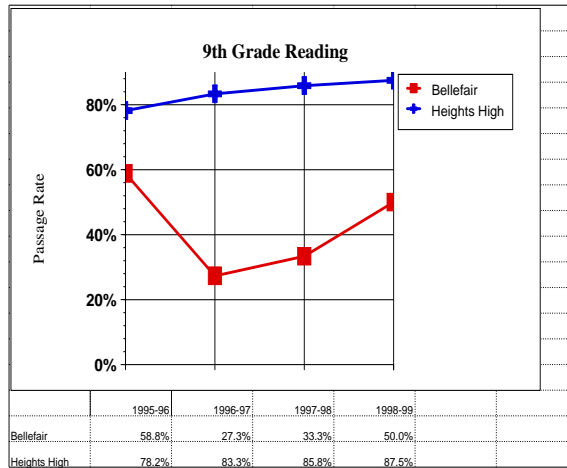
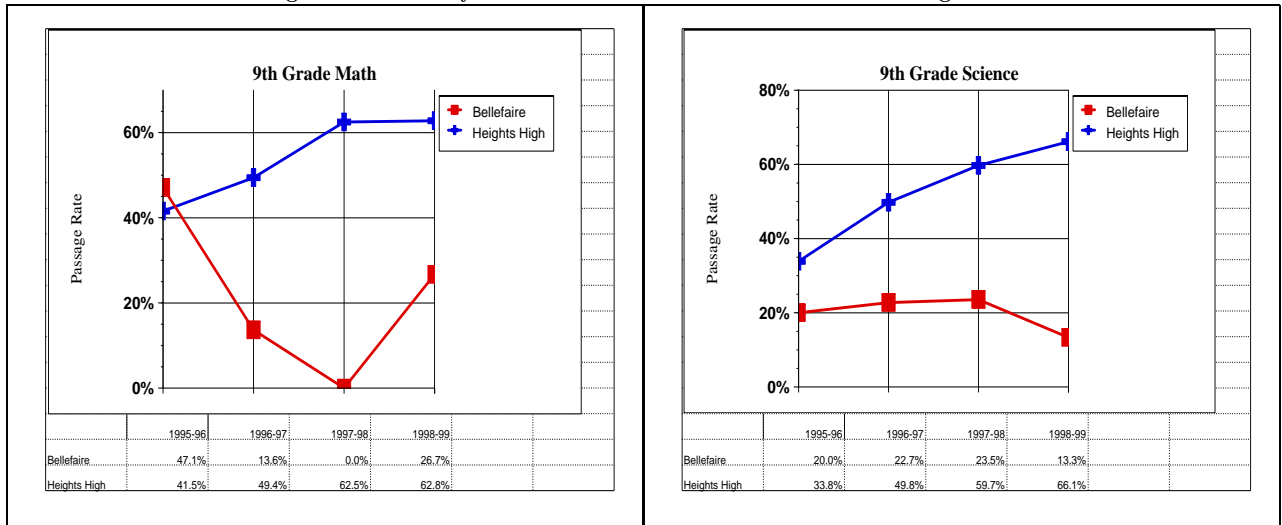
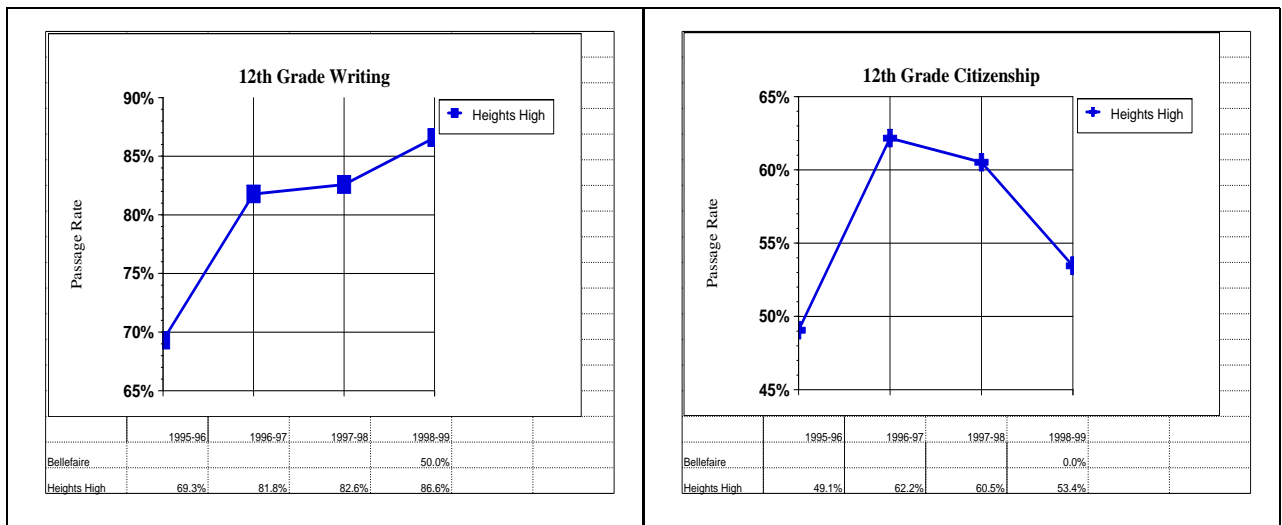
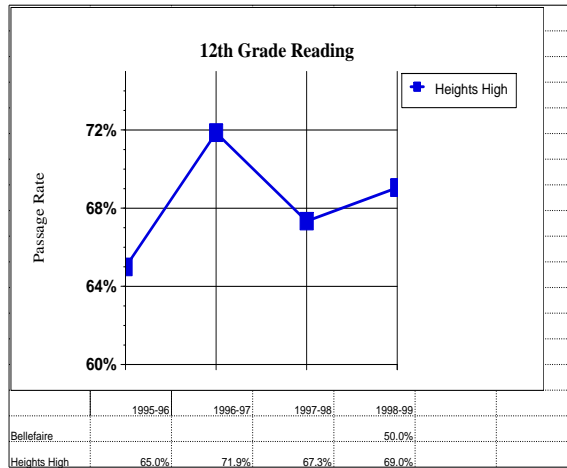
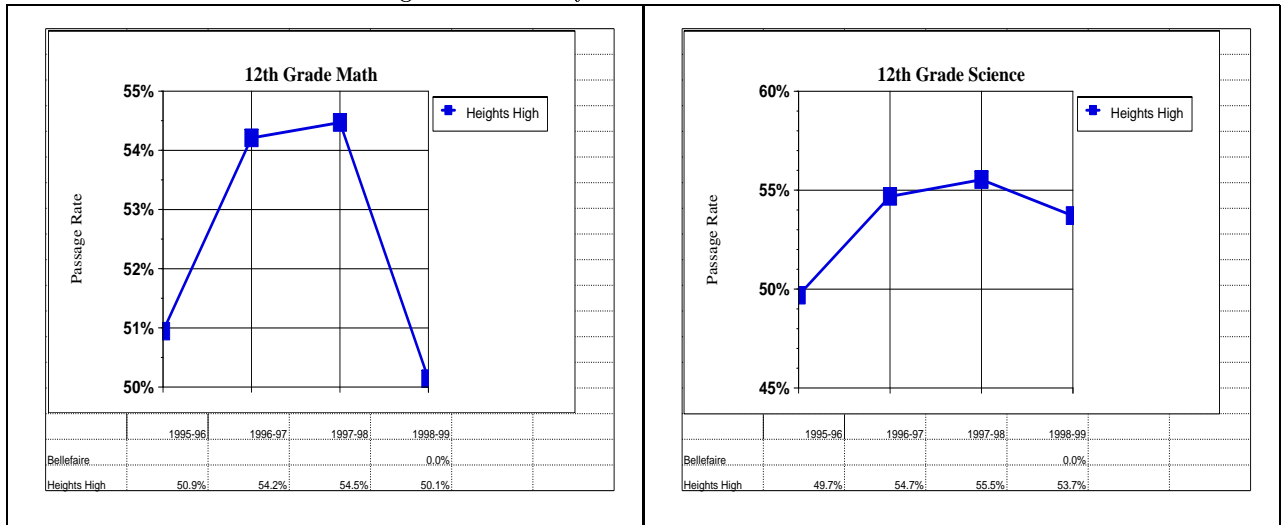


Figure 1.5: Four year 12th Grade Trends



The tabular data used for these graphs can be found in Appendix B.

The plot of Expenditures per Pupil, Figure 1.6, shows no correlation with proficiency until one gets above \$10,000 per pupil. The State's definition of Total Expenditures includes more than General Fund Expenditures here. There is another question on the chuh.net/school/FAQs web site that deals with per pupil expenditures. We refer you there for more details.

The plot of Pupil:Teacher Ratio, Figure 1.7, shows no correlation with proficiency until one has fewer than 15 students per teacher.

The plot of Median Family Income, Figure 1.8, shows a modest correlation of proficiency with affluence of the family. Median Family Income is for all households in each district, not just for families with children in the public schools.

The plot of Economically Disadvantaged Children, Figure 1.9, shows the best correlation with proficiency of any of the data examined here. The State defines Disadvantaged as those receiving public assistance from the State Human Services Department. These children are only those in the public schools.

The plot of degree of Student Transience, Figure 1.10, shows a modest correlation of proficiency with transience of the student population in a school. There is one anomalous point for the City of Cleveland Schools with only 0.3% transient population and low proficiency. That may be saying that Cleveland is only losing students. The State definition of a transient student is one who has been in the district for less than one semester.

The plot of Student Enrollment, Figure 1.11, shows little correlation with proficiency. The City of Cleveland Schools has been left off this plot with 76,000+ students. Inclusion of Cleveland would densely pack all the other data, making it too hard to perceive any correlation.

1.2.6 Hypothesized Causes Needing More Research

The following are possible causes of achievement weakness with no particular ordering. What research on these already exist? Can we facilitate research on any areas (foundation grants, ...)? Notice there are as many larger societal causes of poor proficiency noted here as there are school system-dependent ones.

1. Early childhood (1-9 years old) play lacks experiences of simple imagination with resourceful creation of activities by children, too adult constrained/managed play. Too much safety fear and too little safety teaching by parents of children on how to think through safety risk situations. Middle schooler after school activities are deficient in CHUH.
2. Lack of experiential curriculum in K-8. More labs and more learning why things are. Need to grow awareness of the real coping skills of life, such as acceptance of having wrong ideas/answers and feeling the thrill of getting it right after effort. Talking openly of adult foibles while teaching social studies. Sharing the awe of what we do and do not know about our physical world (science). Building class room lessons around how imperfect communications hurt or confuse us all the time in our lives with family and friends (language arts). What works and what doesn't in our communications. Teach some history around how humans came to value and construct language. ...
3. Ineffective parenting at home and ineffective parent-school staff working relationships.
4. Larger society practices dumbing down all. Get aware of it and stop it where it happens: TV, computers, play choices, fear of being wrong, inability to disagree and still find acceptable courses of action, unreasoning behavior of adults, ...
5. Ineffective homework by students, parents, and teachers. (Untimely grading, ineffective correction practices, meaningless questions relative to life experiences, shallow effort on task, ...)

Figure 1.6: Correlation of Proficiency Performance of all the Districts in Cuyahoga County with Total Expenditures per Pupil as defined by the State of Ohio.

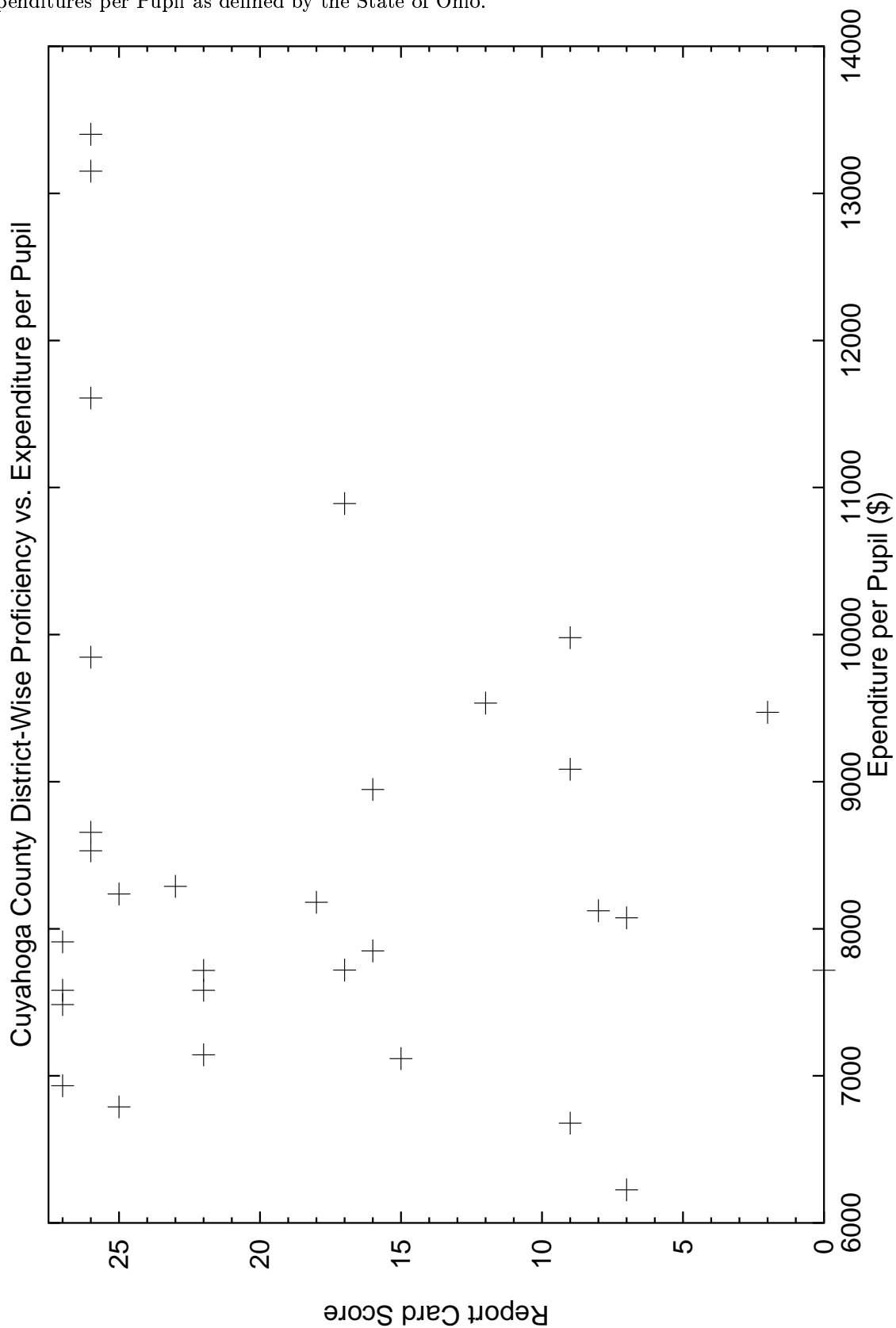


Figure 1.7: Correlation of Proficiency Performance of all the Districts in Cuyahoga County with Student to Teacher Ratio.

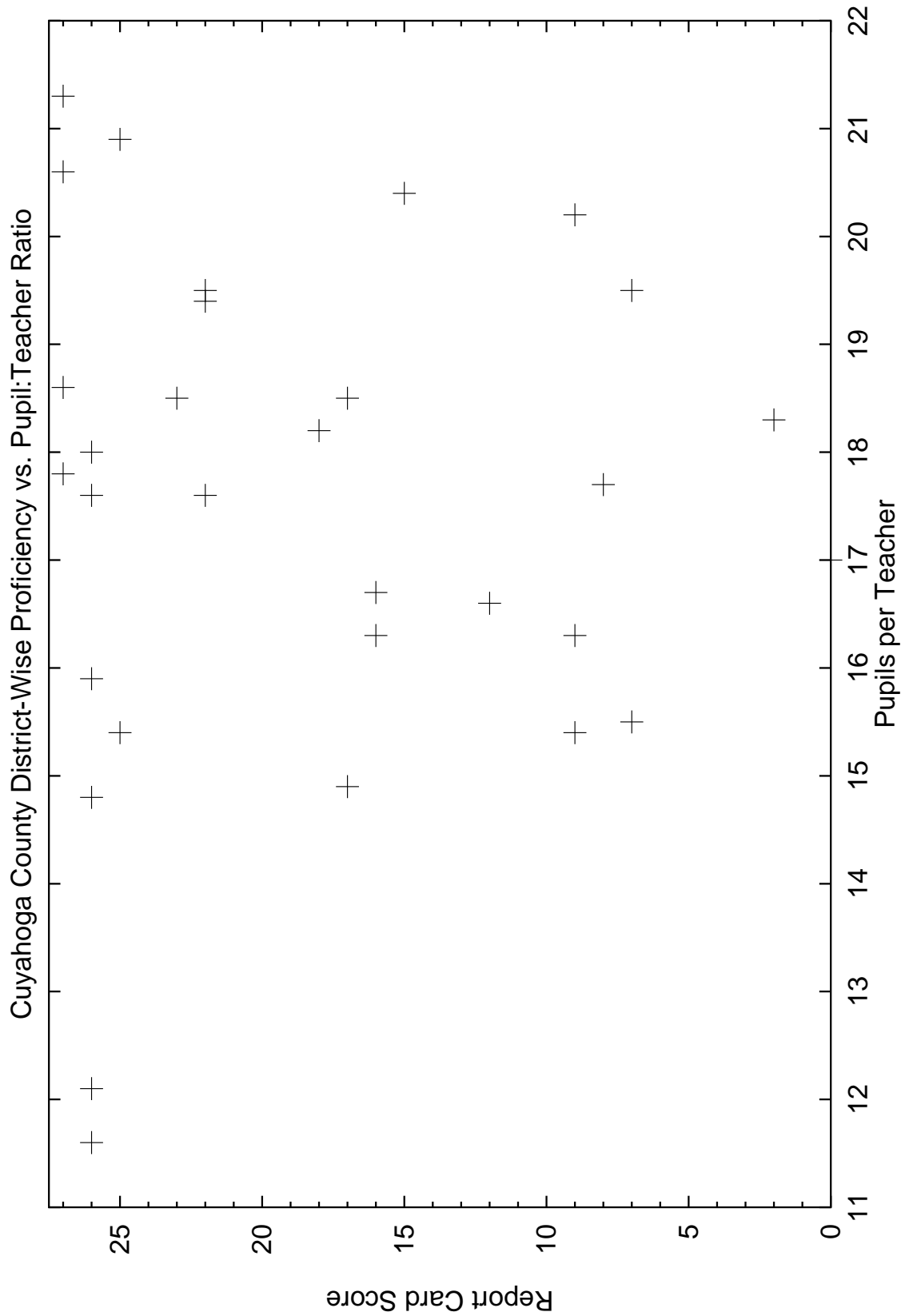


Figure 1.8: Correlation of Proficiency Performance of all the Districts in Cuyahoga County with Median Family Income.

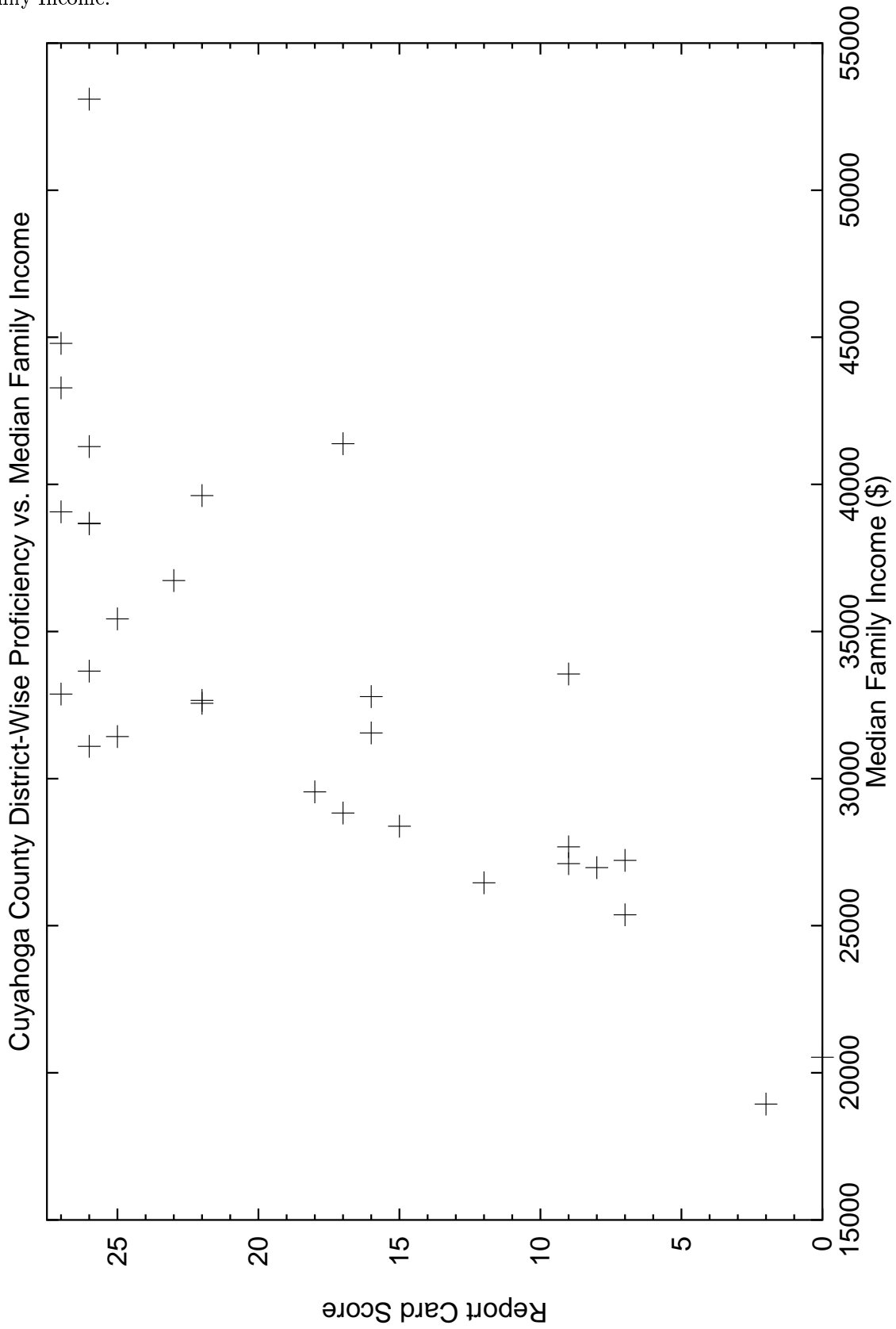


Figure 1.9: Correlation of Proficiency Performance of all the Districts in Cuyahoga County with Per-Cent of Economically Disadvantaged Students as defined by the State of Ohio.

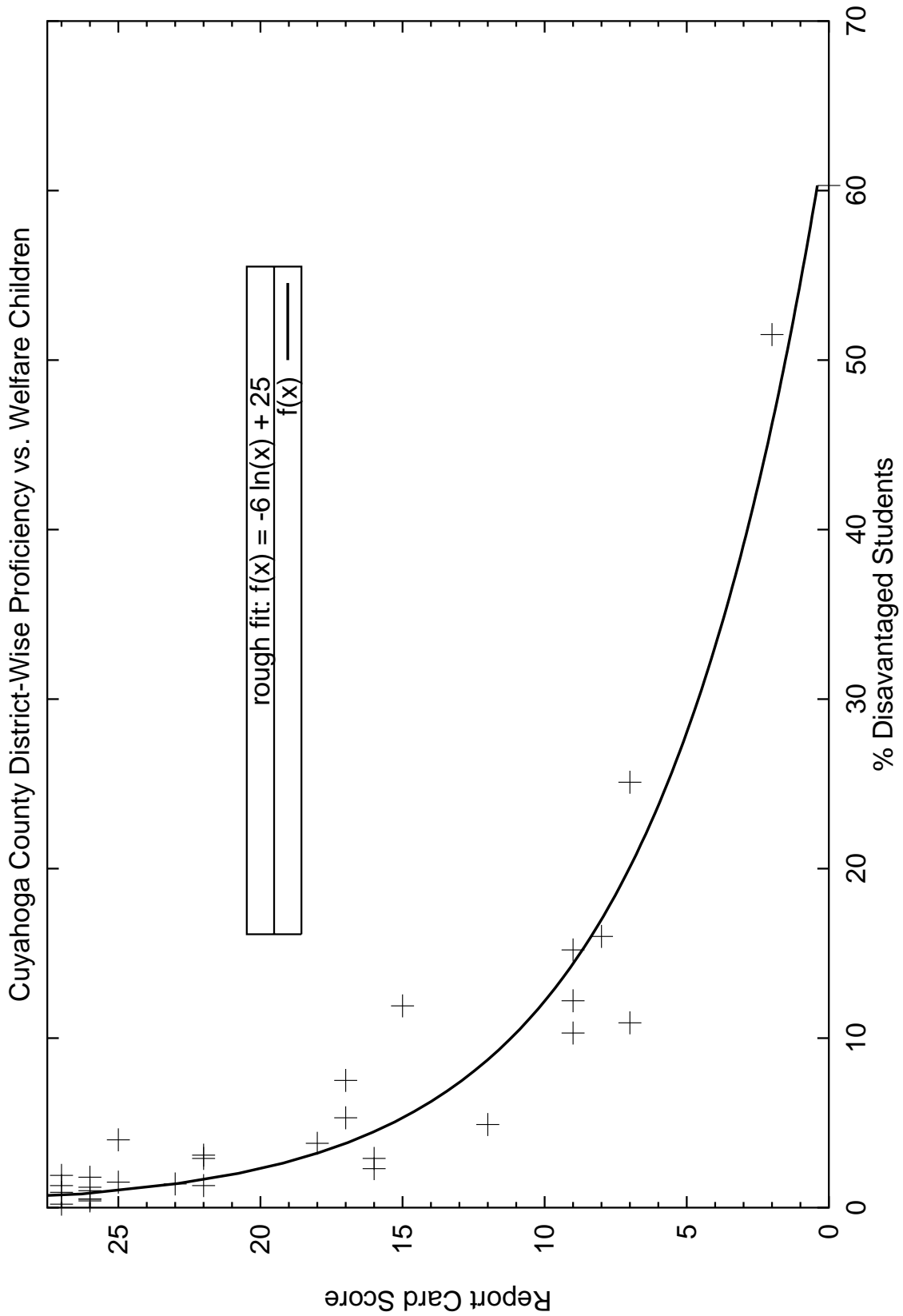


Figure 1.10: Correlation of Proficiency Performance of all the Districts in Cuyahoga County with Transience of Students as defined by the State of Ohio.

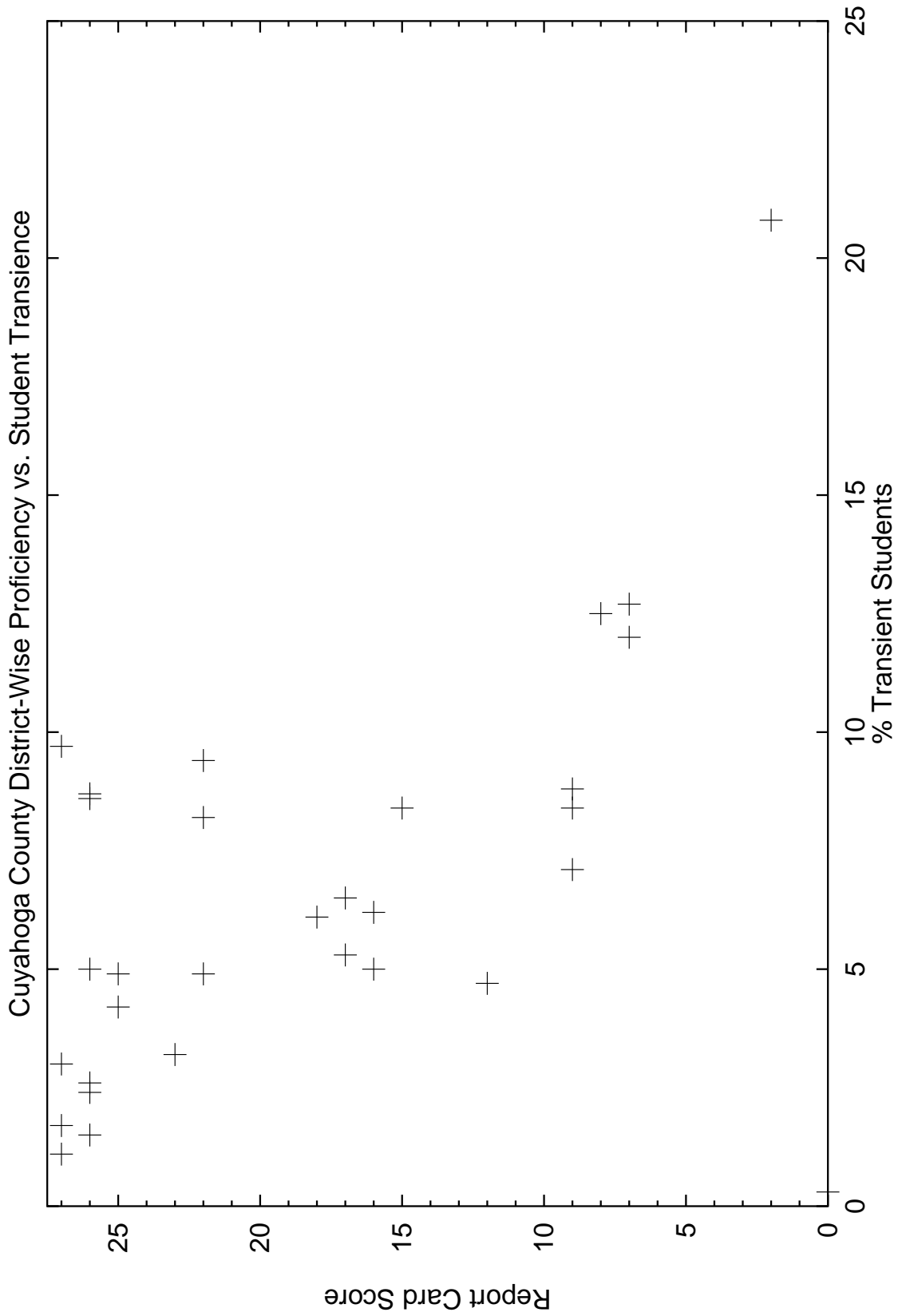
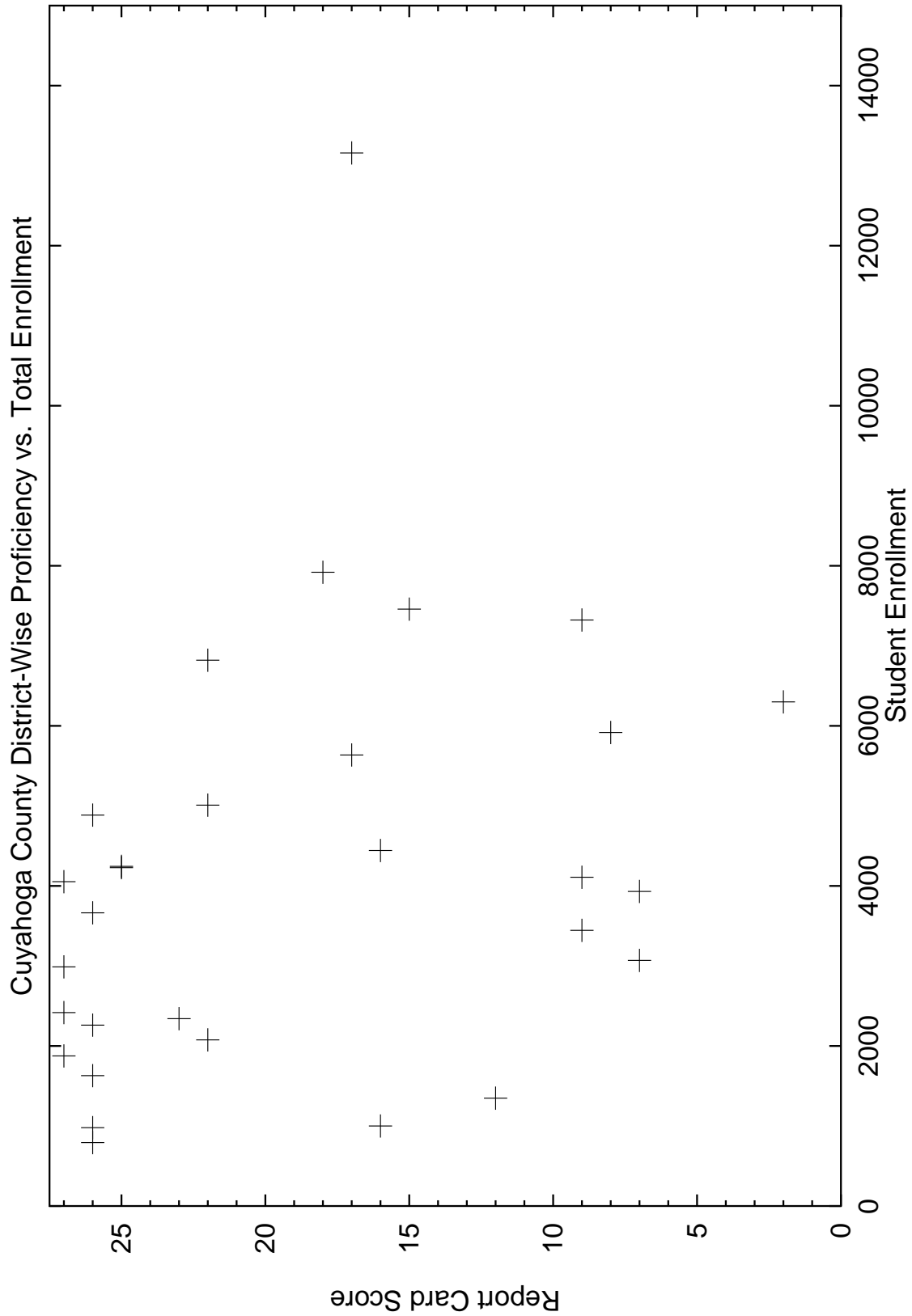


Figure 1.11: Correlation of Proficiency Performance of all the Districts in Cuyahoga County with Total District Enrollment.



6. Lack of sufficient technical curriculum. We could be teaching several sciences side by side, at least starting in middle school. We could be teaching shop skills with spatial awareness, appreciation of details needed for machines, furniture, food in the functional ways we experience them in our lives. Sports and music have substantial early development efforts in CHUH. Science and math have none.
7. There seems to be no shared conception of the timing of education development levels by school staff or society. Hence, poor/conflicting staging of or challenging the educational growth of our children.
8. Adult avoidance of recognition of the gravity of the education problem and their role in it.
9. Broad causes that contribute to some of the above:
 - poverty depriving the opportunity for some experiences
 - affluence leading to short term comforts dominating choices
 - urbanization
 - corporate marketing, awe for the superficial
 - information overflow without skill to discern essential information by all social strata.
10. Proficiency tests are defective: perhaps not measuring what is important to learn, test questions poorly worded, or test questions not grade/age appropriate when administered.
11. ??? (The FAQ group welcomes your added research.)

1.3 Appendices

1.3.1 A. Ohio Department of Education (ODE) authored history of the Ohio Proficiency Test

9/18/98 From Ohio Department of Education, Assessment and Evaluation (614) 466-3224

PROFICIENCY TESTING IN OHIO – A SUMMARY[3]

This report provides a chronology of the major milestones in implementing proficiency testing programs in Ohio.

POLICY – STATUTORY/REGULATORY REQUIREMENTS

March 1987– The State Board of Education adopted a resolution recommending that the General Assembly enact legislation to require students to pass proficiency tests in order to graduate from high school.

July 1987– The 117th General Assembly enacted H.B. 231 requiring anyone graduating in 1994 or thereafter to pass ninth grade proficiency tests in reading, writing, mathematics, and citizenship. This legislation also provided for twelfth grade proficiency tests in the same four areas that students would be required to pass to earn either the Diploma with Distinction or Diploma with Commendation.

January 1990– The State Board of Education adopted Chapter 3301-13 of the Administrative Code, pertaining to the administration, grading, and scoring of these tests.

March 1992– The 119th General Assembly enacted H.B. 55 which eliminated the Certificate of Attendance that was to be awarded to anyone who met all curriculum requirements but failed to pass the ninth grade tests and the Diplomas with Distinction and Commendation; retained the twelfth grade proficiency tests but prohibited requiring passage of these tests to earn the newly established Diploma with Honors; established proficiency testing in the same four areas at fourth and sixth grades beginning in 1994-95 and 1995-96, respectively; and added science tests at all four grades beginning in 1995-96.

November 1992– The State Board of Education amended Chapter 3301-13 of the Administrative Code, reflecting revisions in statute after enactment of H.B. 55.

July 1993– The 120th General Assembly enacted H.B. 152, permitting districts to administer the ninth grade tests initially in March of the eighth grade year beginning in 1994; requiring all graduates of chartered non-public schools to pass the ninth grade tests beginning in 1999; providing exemptions from the citizenship test for students who are not U.S. residents, do not intend to remain in the U.S., and attend chartered non-public high schools; and requiring the State Board of Education to develop standards for ethical use of tests.

April 1994– The State Board of Education requested and the Governor issued an Executive Order establishing Emergency Rules 3301-13-01 and 3301-13-02 (as amended) and new Rule 3301-13-08. The amendments permitted students whose native language is not English to use translation dictionaries and to have additional time for taking any of the tests. The new rule also provided for an oral administration to any student who, by the end of the final semester, meets the curriculum requirements for graduation; has previously taken but not yet passed the test(s); and has either earned a grade point average of 2.5 or higher in high school courses in the same curricular area as the test not yet passed, or whose native language is not English.

July 1994– The State Board adopted the amended rules and new rule as part of the Administrative Code.

May 1994– The 120th General Assembly enacted Am. Sub. H.B. 552 which delayed for two years the requirement to pass the ninth grade science proficiency test in order to graduate (i.e., students who graduate after September 15, 2000, will have had to pass the science test as well as the other four test areas); and established the mechanism by which an adult who is 22 years of age or older and has a

disability may be evaluated to determine eligibility for an exemption from the requirement to pass all of the proficiency tests to graduate.

The legislature also enacted Am. Sub. H.B. 715 which extended to students who are not U.S. residents and attend public high schools the same exemption from passing the citizenship test as had been extended to those attending chartered non-public schools by Am. Sub. H.B. 152; waived the requirement for districts to report achievement test data for the eighth grade when a majority of eighth graders take proficiency tests in March; and permitted eighth graders who take but do not pass all of the tests in March to re-take any test not passed in October.

July 1994– The State Board of Education requested and the Governor signed an Executive Order establishing Rule 3301-13-09 as an Emergency Rule providing a mechanism for exempting persons with disabilities who are 22 years of age or older from one or more proficiency test requirements.

October 1994– The State Board of Education adopted new Rule 3301-13-09 of the Administrative Code.

May 1996– Pursuant to revised legislation, the State Board amended rules to allow districts, under certain conditions, to administer Ninth grade Tests outside the regular school day (effective for the 1996-97 school year). The amended rules also require schools to record each student's Ninth grade and Twelfth grade Proficiency Test performance on the transcript, beginning in 1996-97.

July 1997– Pursuant to revised legislation, the State Board requested and the Governor issued an Executive Order making effective immediately the provisions of Rule 3301-13-10 of the Administrative Code providing for exemptions for some students with disabilities who attend chartered non-public schools.

August 1997– The 122nd Ohio General Assembly enacted and the Governor signed into law Amended Senate Bill 55 that phased out the requirement for students to pass Ninth Grade Proficiency Tests; replaced this requirement with a provision for students to pass tests measuring tenth grade proficiency to graduate from high school beginning September 15, 2004; for students entering fourth grade after July 1, 2001, required districts to retain in fourth grade any student who did not pass the fourth grade reading proficiency test unless the teacher and principal agree the student is academically prepared for fifth grade; permitted districts, beginning July 1, 1999, to retain in fourth grade or sixth grade any student who fails three or more proficiency tests; and increased the number of credits needed to graduate.

November 1997– State Board adopted Rule 3301-13-10 of the Administrative Code providing exemptions from proficiency tests for some students with disabilities who attend chartered non-public schools.

April 1998– State Supreme Court declared state proficiency tests to be subject to "public records requests" after they are administered.

May 1998– Ohio General Assembly enacted Am.Sub.H.B.770 that exempted from public records requests all test questions being "field tested" and clarified that tests become public records on July 1st following the school year the tests are administered.

IDENTIFICATION OF TEST CONTENT

July 1988– Draft lists of outcomes developed by groups of Ohio educators for each test area were distributed, along with a review form, to several thousand Ohio citizens representative of the state's diverse population.

September 1988– Draft lists of outcomes were included in the "Teacher Update" and enough copies for every educator were delivered to each building in every district. In addition, the State Board of Education publicized and conducted eight regional forums where Ohio educators and other citizens commented about the outcomes.

November 1988– After considering comments received in writing and at the regional meetings, the State Board of Education adopted the outcomes for ninth grade and, in December that year, disseminated these lists to all districts.

December 1988– The State Board of Education adopted the outcomes for the twelfth grade and, in January 1989, disseminated these lists to all districts.

March 1989– These lists were reprinted in "Teacher Update" and copies for all educators were distributed to schools.

May 1989– These lists were reprinted in a booklet entitled "Plan to Graduate in 1994?" and copies for every seventh grader were sent to every school. This booklet has been revised, reprinted and distributed annually to every school.

December 1993– The State Board of Education approved lists of outcomes for the fourth grade proficiency tests (all areas except science).

July 1994– The State Board adopted the Model Competency Based Education Program for Science and the lists of science outcomes for the ninth grade and twelfth grade proficiency tests.

November 1994– The State Board adopted the Model Competency Based Education Program for Social Studies and the lists of outcomes for the sixth grade tests in five test areas and for the fourth grade science test.

TEST DEVELOPMENT

January 1989– Test and item specifications were developed by curriculum specialists for each test area. The draft specifications were then reviewed by four panels of Ohio educators and other citizens. These panels included the Testing Steering Committee, a panel of educators representing the diversity of all Ohio's school districts; four content expert panels (one for each area), consisting of teachers and curriculum specialists familiar with curriculum and instruction in grades seven through 12; a bias review panel consisting of persons representing the cultural diversity of Ohio; and a national Technical Advisory Panel, consisting of test and measurement experts both from Ohio and from other parts of the country.

July 1989– IOX Assessment Associates was awarded the contract for developing the first four forms of the test, using the test and item specifications agreed to by Ohio panels.

NOTE: See Attachment A for test development steps which have been repeated as new items have been developed.

December 1989– Initial field testing of test questions was completed in approximately 60 Ohio high schools. Data were used by review panels to approve items for inclusion in the item bank, and by the contractor to select items for the first two forms of the tests, to be administered in November 1990 and March 1991.

May 1990– Copies of the Practice Test which was designed to illustrate questions similar to those contained in each ninth grade proficiency test were distributed to each district so that every student could see examples of how the outcomes would be measured.

December 1990– Second field testing of test questions was completed in approximately 60 Ohio high schools. Data were used by the review panels to approve items for inclusion in the item bank, and by the contractor to select items for the third and fourth forms of the tests, to be administered in November 1991 and March 1992.

July 1993– Initial twelfth grade test development was completed.

December 1994– Initial fourth grade test development was completed.

July 1995– Initial sixth grade test development was completed.

NOTE: New test questions are continuously being constructed. Newly developed test questions are field tested by embedding a few of these questions in an actual form of each test.

STANDARD SETTING

August 1990– Department of Education staff, with the advice of the Technical Advisory Panel, prepared a written set of procedures for use in setting standards for the ninth grade tests.

September 1990– These procedures were reviewed and approved by each of the four review panels mentioned previously.

December 1990– The State Board of Education adopted standards for each of the four ninth grade tests contained in the initial form (Form A). The standards were set at 28 out of 40 in reading; 24 out of 40 in mathematics; 28 out of 50 in citizenship; and 5 on an eight point scale in writing. Standards for future forms are equated statistically to represent the same proficiency levels as are represented by scores established for Form A.

September 1993– The State Board of Education adopted two levels of standards for each twelfth grade test: the score indicative of twelfth grade proficiency and the score indicative of honors level achievement, and resolved to raise the lower score for each test (EXCEPT SCIENCE) in two increments, one effective for the 1995-96 school year and another in 1997-98.

October 1994– The State Board established the score for each fourth grade test that is indicative of a fourth grade level of literacy and basic competency and resolved to raise the score standards for reading, mathematics, and citizenship, and to review the score level for writing, effective for the 1996-97 school year.

September 1995– The State Board established score standards indicative of proficiency at the sixth grade in reading, writing, mathematics, citizenship and science and in science at grades four, nine, and twelve. The Board also established score standards indicative of advanced (or honors) level achievement in all tests at grades four and six and science at grade twelve. The State Board voted to increase the proficient standards for science at grade four (1999) and grade nine (Class of 2004) as well as reading at grade six (1998 and 2000).

September 1996– The State Board voted to increase the proficient standards for fourth grade writing in 1997 and fourth grade reading, mathematics, and citizenship in 1999.

July 1998– The State Board voted to change the effective date for the final score standard for reading at grade six from 2000 to 1999.

CURRENT STATUS RE: IMPLEMENTATION

NINTH GRADE – FULLY IMPLEMENTED

– From 1990 to 1993, tests were administered twice each year. Since 1993-94, tests are administered four times each year. Students in grades nine through twelve are required to take any test not yet passed in October and March. Any such student who completes a summer intervention program as well as anyone who failed to graduate earlier because of the test, may take the tests in summer. Seniors may take any test not yet passed in early May. A district may also elect to give tests to eighth graders in March.

– Once each year, a district may appeal to the state on behalf of students who meet eligibility requirements contained in Rule 3301-13-08 of the Administrative Code to have the reading, mathematics and citizenship tests administered orally by a state examiner. Students whose native language is other than English may request the assistance of an interpreter for such a test administration for mathematics or citizenship.

– In March 1994, plaintiffs in the Cleveland desegregation case (Reed vs. Rhodes) challenged the fairness of the test and sought a delay in the use of tests as a graduation requirement. In a court-ordered settlement, the test requirements were left intact for the Class of 1994.

– In March 1994, the Office of Civil Rights began an investigation of possible violation of Title VI of the Civil Rights Act. An Agreement between the Office of Civil Rights and the Department of Education was signed on October 3, 1994, ending OCR'S investigation and leaving the tests intact, without any findings.

– After the May 1998 administration, approximately 2,350 students (out of a senior class estimated at more than 118,000) had not yet passed all four tests. Some of these students also failed to meet curriculum requirements.

– Since 1994 many students who failed to graduate have returned to take tests and each year approximately 1,000 examinees passed the final test needed to earn a diploma.

– In October 1995, the Ohio Association of Independent Schools (OAIS) filed suit in federal district court in Cincinnati on behalf of its 30 member schools challenging the state's requiring member schools to administer the Ninth Grade Tests and students to pass the tests prior to graduating. In January 1996, the court ruled in favor of the state on all counts. In August 1996, the Sixth Circuit Court of Appeals upheld the decision. Plaintiffs appealed to the U.S. Supreme Court, but the court rejected the appeal without comment.

– In March 1996, the science test was administered to all ninth graders. In March 1997, eighth graders took the test, becoming the first class required to pass this test to graduate after September 15, 2001.

TWELFTH GRADE – FULLY IMPLEMENTED

– American College Testing from Iowa City, Iowa, completed all development work for twelfth grade tests in summer 1993. This development followed the same general procedures described previously for the ninth grade tests.

– In October 1993, twelfth grade proficiency standards and honors level achievement standards were announced to all districts. Districts were also informed of the Board's intent to increase the passing standards for reading, writing, mathematics and citizenship, effective first in the 1995-96 school year and again, except for writing, in the 1997-98 school year.

– One form of the Twelfth Grade Proficiency Tests is administered annually in February to all seniors who have passed all ninth grade tests by January 1. Although standards for three tests were increased for the second time, over 52 percent of those tested in February 1998 passed at least four tests. Over 38 percent passed all five, including science.

– In January 1996, the State Board approved issuing certificates of recognition to students who pass all five tests or who attain an honors level score in one or more tests. Following the February 1998 test administration, over 44,000 students earned one or both of these certificates.

– In August 1997, Am. Sub. Senate Bill 55 enacted by the General Assembly requires the Board of Regents to provide a scholarship of at least \$500 to any student who passes all five tests and who is admitted to an higher education institution. Effective after July 1, 1999.

FOURTH GRADE AND SIXTH GRADE TESTS – FULLY IMPLEMENTED

– Riverside Publishing Company from Chicago, Illinois, has completed work on initial development of the fourth grade and sixth grade tests.

– Fourth grade and sixth grade proficiency tests in reading, writing, mathematics, citizenship, and science continue to be administered during March each year.

– Scores needed to pass fourth grade tests in reading, writing, mathematics and citizenship were increased for tests administered in March 1997. Scores needed to pass reading, mathematics, citizenship, and science will be increased again for tests administered in March 1999.

– The score needed to pass the sixth grade test in reading was increased in March 1998 and will be increased again in March 2000. No other passing scores for sixth grade tests will be increased.

SCIENCE TESTS – GRADES FOUR, SIX, NINE, AND TWELVE

– Fourth grade and sixth grade science proficiency tests developed by Riverside Publishing Company and ninth grade and twelfth grade science tests developed by ACT were administered initially in February or March 1996.

ETHICAL STANDARDS FOR USE OF TESTS

– In January 1995, the State Board of Education adopted Rule 3301-7-01 of the Administrative Code, identifying unethical and inappropriate practices for preparing students to take tests, administering and scoring the tests, and using test results. Standards apply to building level and district level assessments (i.e., standardized testing, proficiency testing, and competency-based education assessments. Assessments developed and used by individual classroom teachers are not addressed by these standards.

Source: Roger Trent, Ohio Department of Education

Rv. September 1998

ATTACHMENT A

STEPS IN DEVELOPING, REVIEWING AND SELECTING TEST QUESTIONS

Similar procedures for developing, reviewing, and approving proficiency test materials have been followed since development of the ninth grade test materials began in 1989. A chronological listing of major steps is included below:

1. **TEST AND ITEM SPECIFICATIONS** – Following input from committees of Ohio educators and other citizens, the test development contractor prepares draft test and item specifications that are approved by content review committees representative of Ohio educators, the bias review panel representative of the diversity of Ohio’s citizens, the testing steering committee representative of local educational leaders, and the national technical advisory committee.
2. **ITEM WRITING** – The test development contractor is responsible for writing items that meet the approved test and item specifications.
3. **SENSITIVITY REVIEW** – The Bias Review Panel reviews all newly developed items and stimulus materials to ensure none is offensive to, negatively stereotypes, or unfairly disadvantages members of any subgroup. Items may be approved without revision, approved with revision, or eliminated. In 1995, seven criteria contained in proposed HB 89 seeking to **allow parents the right to approve materials their child would be tested on were added.**
4. **CONTENT REVIEW** – Following the completion of a sensitivity review, items are reviewed by the Content Review Panel for fairness, content validity, and appropriateness for the purpose and population tested. Again, an item may be approved with or without revision or eliminated.
5. **FIELD TEST** – All items approved in both steps 3 and 4 are included either in one of several field test forms or embedded within an actual form and administered to students at the intended grade. Extensive data collected for each item are provided to bias and content review panels.
6. **DIFFERENTIAL ITEM FUNCTIONING** – The bias review panel is provided much data disaggregated by subgroup. Panel members may examine any item, but are specifically asked to review items that may be flagged as differentially favoring one or more subgroups as compared to another or that may be questioned by a person administering the test. Members may recommend any of four decisions – approve the item; approve the item, but recommend that it be used only to meet test specifications; revise the item and field test again; or eliminate the item.
7. **CONTENT REVIEW** – Each content panel reviews items again in terms of the information from the field test. After reviewing this information, the member chooses from options described in step 6 above.
8. **ITEM SELECTION** – After consideration of comments by panel members, field test data, and test specifications, the contractor selects items that collectively represent a test form equivalent to the initial test form. Each draft form is reviewed and approved by Department of Education staff. After any operational form is administered, an item may be flagged and resubmitted for review at steps 6 and 7.

SOURCE: OHIO DEPARTMENT OF EDUCATION

3/1/96

CHALLENGES TO NINTH GRADE PROFICIENCY TESTS IN OHIO

Overview

In July 1987, the Ohio General Assembly enacted legislation requiring all students awarded diplomas by an Ohio public high school to pass state-prescribed tests in reading, writing, mathematics, and citizenship beginning in spring 1994. High schools are required to administer tests twice each year to any student who has not yet passed all required tests. Schools also administer tests in May each year to seniors still trying to pass tests in time to graduate from high school.

At the option of the school district, tests may be administered initially in March of eighth grade or in October of ninth grade. Beginning in ninth grade students are required to take any test not yet passed at least twice each year.

In March 1992, legislation was passed adding science as a fifth test area that students must pass in order to graduate beginning in spring 2001. Tests are administered first in March 1996, but the first ninth grade class of students affected take tests in October 1997.

In July 1993, the legislature extended the requirement to all students who graduate from non-public high schools chartered by the state, effective with the class of 1999. The first ninth grade class of students affected by this requirement is the class required to take tests in October 1995.

Challenges

The Ohio Ninth Grade Proficiency Testing Program has been challenged four times to date. The following chart provides a summary of who challenged, what issues were involved in each challenge, and how the issues were resolved.

WHO CHALLENGED, WHEN	ISSUE(S)	RESOLUTION
General Assembly/'92	Are the tests fair and appropriate?	Legislative Office of Education Oversight Study
Plaintiffs in Reed v. Rhodes (Cleveland Desegregation Case)/'94	Do the tests adversely impact African American students in Cleveland and/or the state?	Federal Court Settlement Agreement left tests intact.
U.S. Office of Civil Rights	Do the tests adversely impact African American and/or ESL students in the State?	Settlement Agreement left tests intact.
Ohio Association of Independent Schools (OAIS)/'95	Can State require Chartered non-public schools to administer tests to ninth graders in October 1995?	Federal Court ruled in favor of State. (Appealed by Plaintiff.)

SOURCE: OHIO DEPARTMENT OF EDUCATION
FEBRUARY 1996

1.3.2 B. Table of Education Management Information System (EMIS) Data Used for Correlations

Table 1.5: Data used in Section 1.2.5[1]

District Name	Report Card Score	Expenditures per Pupil (\$)	Pupil Teacher Ratio	Family Median Income (\$)	% Disadvantaged Students	% Transient Students	Total Enrollment
Cleveland City	0	7718	17.0	20529	60.3	0.3	76239
East Cleveland City	2	9471	18.3	18936	51.5	20.8	6299
Warrensville Heights City	7	8074	15.5	25369	25.1	12.7	3069
Maple Heights City	7	6225	19.5	27219	10.9	12.0	3931
Euclid City	8	8122	17.7	26977	16.0	12.5	5917
Bedford City	9	9084	16.3	27680	12.2	8.8	4108
Garfield Heights City	9	6678	20.2	27111	10.3	7.1	3444
Cleveland Hts. - Univ. Hts. City	9	9979	15.4	33556	15.2	8.4	7322
Brooklyn City	12	9534	16.6	26460	4.9	4.7	1349
Lakewood City	15	7117	20.4	28384	11.9	8.4	7459
Richmond Heights Local	16	7849	16.3	31556	2.9	6.2	1000
South Euclid - Lyndhurst City	16	8947	16.7	32788	2.3	5.0	4442
Parma City	17	7719	18.5	28830	5.3	6.5	13158
Shaker Heights City	17	10891	14.9	41387	7.5	5.3	5637
Berea City	18	8180	18.2	29549	3.8	6.1	7919
Strongsville City	22	7717	19.4	39623	1.3	4.9	6820
North Olmsted City	22	7143	19.5	32658	3.1	9.4	5009
Fairview Park City	22	7582	17.6	32562	2.9	8.2	2077
Rocky River City	23	8288	18.5	36732	1.4	3.2	2341
North Royalton City	25	6789	20.9	35428	1.5	4.2	4245
Mayfield City	25	8237	15.4	31433	4.0	4.9	4229
Independence Local	26	9847	15.9	33653	0.4	2.6	979
Westlake City	26	8656	18.0	38665	1.8	8.7	3663
Beachwood City	26	13151	12.1	41285	1.2	2.4	1629
Cuyahoga Heights Local	26	13401	11.6	31097	1.0	1.5	792
Orange City	26	11608	14.8	53096	0.5	8.6	2261
Solon City	26	8530	17.6	38679	0.5	5.0	4885
Bay Village City	27	7581	17.8	43284	0.9	1.7	2417
Olmsted Falls City	27	6933	20.6	32875	1.9	9.7	2989
Brecksville-Broadview Heights	27	7484	21.3	39067	1.3	3.0	4053
Chagrin Falls Ex Village	27	7911	18.6	44792	0.2	1.1	1875

Bibliography

- [1] Data from State of Ohio 1998-99 Education Management Information System (EMIS) database; downloaded from www.ode.state.oh.us/reportcard/rc_download.htm.
- [2] Data downloaded from the Ohio Department of Education's Interactive Local Report Card (<http://156.63.164.106/msi2000/StandardReports.asp?CountyName=Cuyahoga+County>) for Cuyahoga County.
- [3] E-mail communication from Ohio Department of Education, Assessment and Evaluation (614) 466-3224.
- [4] National Education website for Achievement Improvement (www.achieve.org).