

1 **A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs) – Subpart 4**  
2

3 **iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):**

4 **a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))**

- 5 **1. Describe the long-term goals for improved academic achievement, as measured**  
6 **by proficiency on the annual statewide reading/language arts and mathematics**  
7 **assessments, for all students and for each subgroup of students, including: (1)**  
8 **the timeline for meeting the long-term goals, for which the term must be the**  
9 **same multi-year length of time for all students and for each subgroup of**  
10 **students in the State, and (2) how the long-term goals are ambitious.**

11  
12  
13 Ohio has established ambitious but attainable long-term goals for improved academic achievement in  
14 reading/language arts and mathematics for all students and for each subgroup of students. There are two  
15 academic achievement measures used to establish Ohio’s goals. The first is based on the percentage of  
16 students assessed as Proficient or higher on state tests. The second is based on Ohio’s Performance  
17 Index and composite score that counts each level of performance by each student, thereby providing a  
18 more granular measure of student performance. (This metric is more specifically described in Section  
19 A(4)xx.)  
20

21 The state set its long-term goals to ensure students are equipped for lifelong learning and success after  
22 leaving high school. Ohio used current and prior years’ data to inform the discussion around setting long-  
23 term goals. As of 2016, the year used to set the baseline levels for achievement, only about five percent of  
24 schools and four percent of districts had high enough achievement to “meet” the long-term goal. Based on  
25 the current achievement levels of some schools and districts, these long-term goals represent levels of  
26 improvement that are unprecedented.  
27

28 **2015-2016 Baseline:** Baseline levels for the academic achievement goals were computed for both  
29 English language arts and math using 2016 data for the respective subject matter tests in grades 3-8 and  
30 the English language arts I and English language arts II or the algebra I, integrated math I, geometry and  
31 integrated math II high school end-of-course tests. The percentages reported in the baseline column  
32 represent the actual statewide passage rates for each subgroup using first-time test takers in the 2015-  
33 2016 school year. Retakes were not included in this analysis.  
34

35 **Timeline:** Ohio proposes to set its long-term timeline for improvement goals at 10 years.  
36

37 **Long-term Goals and Interim Progress Targets – All Students:** Ohio has identified two measures to  
38 use for the establishment of long-term goals of academic achievement. The first measure is based on  
39 Ohio’s goal of at least 80 percent of students scoring Proficient or higher on each state test as a  
40 condition to meet each test indicator included in the state’s Indicators Met measure. The second measure  
41 is the Performance Index score with a long-term goal for all students set at the number of points that  
42 would be earned if all students scored Proficient on their English language arts or math assessment –  
43 which is a score of 100. In the Performance Index tables, the data represent the number of points earned  
44 out of a possible 120 points, not percentage of points earned.  
45

46 The interim progress targets for both measures are established by dividing the difference between the  
47 long-term goal and the baseline by 10 and increasing the prior year’s benchmark by that amount to

48 provide for consistent annual increases (e.g., 80% - 55.1% = 24.9% difference. 24.9%/10 years = 2.5%  
49 increase per year).

50  
51 **Long-term and Interim Progress Targets – Subgroups:** The long-term goal for each of the other nine  
52 federally required subgroups was set to reduce by 50 percent the gap between the baseline and 100  
53 percent by the end of the 2025-2026 school year.

54  
55 This computation is illustrated as follows, using the example of the long-term goal for the economic  
56 disadvantaged subgroup in English language arts:

- 57 • **Baseline:** Currently, 39.3 percent of students in the economic disadvantaged subgroup are  
58 proficient in English language arts.
- 59 • **Compare Baseline to 100 percent to Compute Gap:** To identify the gap between percent  
60 proficient and 100 percent, we subtract our current percent proficient (39.3 percent) from 100  
61 percent, leaving a gap of 60.7 percent.
- 62 • **Compute 50 percent of Gap:** Next, we divide that gap (60.7 percent) in half to identify our  
63 growth goal by the end of the 2025-2026 school year. In this case, our growth percentage is 30.4  
64 percent.
- 65 • **Add 50 percent of Gap to Baseline:** To determine our long-term goal, we add our growth  
66 percentage (30.4 percent) to our current percent proficient (39.3 percent). In this case our long-  
67 term goal will be 69.7 percent. In a few cases, the actual proficiency percentage was such that  
68 the subgroup would have had a long-term goal higher than 80 percent by cutting the gap in half.  
69 For these subgroups, a long-term goal of 80 percent was established.
- 70 • **Compute Annual Benchmarks:** The short-term benchmarks for the subgroups were set by  
71 dividing the difference in the long-term goal and the baseline by 10 to provide for consistent  
72 annual increases. This is the same methodology used to set the interim progress targets for the  
73 All Students measure.

74  
75 Over time, Ohio may modify its testing structure, making modifications related to non-federally  
76 required tests. Such changes would be communicated to the federal government, and related metric  
77 changes (e.g., to the Performance Index) would be recalibrated using the same methodology.

78  
79 *Note that all percentages are rounded to the nearest tenth; therefore, in some cases, the increments do*  
80 *not appear to be exactly equal from one year to the next.*

- 81
- 82 **2. Provide the measurements of interim progress toward meeting the long-term**  
83 **goals for academic achievement in Appendix A.**
- 84
- 85 **3. Describe how the long-term goals and measurements of interim progress toward**  
86 **the long-term goals for academic achievement take into account the**  
87 **improvement necessary to make significant progress in closing statewide**  
88 **proficiency gaps.**
- 89

90 The methodology used to compute Ohio’s interim progress targets for academic achievement is specifically  
91 designed to make significant progress in closing statewide proficiency gaps and reflects an aggressive  
92 agenda of academic improvement. Specifically, the significant progress desired, over the 10-year timeline, is  
93 for these gaps to be closed by at least 50 percent. This necessary improvement will be driven by the  
94 strategies and activities articulated in other sections of this plan.

95  
96 **b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))**

- 97 **1. Describe the long-term goals for the four-year adjusted cohort graduation rate**  
98 **for all students and for each subgroup of students, including: (1) the timeline for**

99 **meeting the long-term goals, for which the term must be the same multi-year**  
100 **length of time for all students and for each subgroup of students in the State,**  
101 **and (2) how the long-term goals are ambitious.**  
102

103 The state set its goals to ensure students are equipped for lifelong learning and success after leaving high  
104 school. Ohio used current and prior years' data to inform the discussion around setting its goals. The  
105 goals meet the definition to be "ambitious" based on the percentage of schools and districts currently  
106 meeting the targets. As of 2016, the year used to set the baseline levels for achievement, only about half  
107 of schools and districts had high graduation rates to "meet" the long-term goal. Moreover, based on the  
108 current graduation rates of some schools and districts, these goals are ambitious because they reflect  
109 levels of improvement and gap closing that have not been achieved in any other prior time period.  
110

111 **Baseline Data:** The baseline graduation rate for all students and for each subgroup was set using  
112 data from the class of 2015 reported on the 2015-2016 report card. The percentages reported in the  
113 baseline column represent the statewide four-year cohort graduation rates for each subgroup for the  
114 class of 2015.  
115

116 **Timeline:** As with other goals, Ohio has defined the long-term timeline for graduation rate  
117 improvement and gap closing as 10 years.  
118

119 **Long-term Goal and Interim Progress Targets – All Students:** The long-term goals for the four-  
120 year adjusted cohort graduation rate for all students is designed to align with established state  
121 targets, which specify a graduation rate of at least 93 percent for all students for a district or school  
122 to earn a letter grade of "A." The interim progress targets were set by dividing the difference  
123 between the long-term goal and the baseline by 10 and increasing the prior year's target by that  
124 percentage to provide for consistent annual increases. (e.g., 93% - 83% = 10% difference. 10%/10  
125 years = 1.0% increase per year).  
126

127 **Long-term Goal and Interim Targets – Subgroups:** The long-term goal for each of the other nine  
128 federally required subgroups was set to cut the gap between the baseline and 100 percent in half by  
129 the end of the 2025-2026 school year (using a similar methodology as described above for the  
130 academic achievement measures). In two cases (Asian and White), the actual percentage of the class  
131 of 2015 graduating was such that they would have had a long-term goal higher than 93 percent by  
132 cutting the gap in half. For these subgroups, a long-term goal of 93 percent was established. The  
133 short-term targets were set by dividing the difference in the long-term goal and the baseline by 10 to  
134 provide for consistent annual increases.  
135

136 *Note that all percentages are rounded to the nearest tenth; therefore, in some cases, the increments*  
137 *do not appear to be exactly equal from one year to the next.*  
138

- 139 **2. If applicable, describe the long-term goals for each extended-year adjusted**  
140 **cohort graduation rate, including (1) the timeline for meeting the long-term**  
141 **goals, for which the term must be the same multi-year length of time for all**  
142 **students and for each subgroup of students in the State; (2) how the long-term**  
143 **goals are ambitious; and (3) how the long-term goals are more rigorous than the**  
144 **long-term goal set for the four-year adjusted cohort graduation rate.**  
145

146 In addition to the four-year cohort graduation rate, Ohio also utilizes a five-year cohort graduation rate.  
147 This is a graded measure on the state’s report cards.  
148

149 **Baseline Data:** The baseline for all students and for each subgroup was set using data from the  
150 class of 2014 as reported on the state’s 2016 report card. The percentages reported in the baseline  
151 column represent the actual statewide five-year graduation rates for each subgroup for the class of  
152 2014.  
153

154 **Long-term Goal and Interim Targets – All Students:** The long-term goal for all students is  
155 designed to align with state law, which specifies the goal of at least 95 percent of all students  
156 graduating within five years of starting high school in order for a school or district to earn a letter  
157 grade of “A.” This rate is higher than the expectation for the four-year rate, which is 93 percent, as  
158 it is expected that schools continue to provide interventions so that additional students can succeed  
159 by the end of the fifth year. The short-term benchmarks were set by dividing the difference between  
160 the long-term goal and the baseline by 10 and increasing the prior year’s benchmark by that  
161 percentage.  
162

163 **Long-term Goal and Interim Targets – Subgroups:** The long-term goal for each of the other nine  
164 federally required subgroups was set to cut the gap between the baseline and 100 percent in half by  
165 the end of the 2025-2026 school year (using a similar methodology as described above for the  
166 academic achievement measures). In one case (Asian), the percentage of the class of 2014  
167 graduating was such that it would have had a long-term goal higher than 95 percent by cutting the  
168 gap in half. For this subgroup, a long-term goal of 95 percent was established. The interim targets  
169 were set by dividing the difference in the long-term goal and the baseline by 10 to provide for  
170 consistent annual increases.  
171

172 *Note that all percentages are rounded to the nearest tenth; therefore, in some cases, the increments do*  
173 *not appear to be exactly equal from one year to the next.*  
174

- 175 **3. Provide the measurements of interim progress toward the long-term goals for**  
176 **the four-year adjusted cohort graduation rate and any extended-year adjusted**  
177 **cohort graduation rate in Appendix A.**  
178

179 **Describe how the long-term goals and measurements of interim progress for the**  
180 **four-year adjusted cohort graduation rate and any extended-year adjusted**  
181 **cohort graduation rate take into account the improvement necessary to make**  
182 **significant progress in closing statewide graduation rate gaps.**  
183  
184

185 The methodology used to compute Ohio’s interim progress targets for graduation rates is specifically  
186 designed to make significant progress in closing statewide proficiency gaps and reflects an aggressive  
187 agenda of academic improvement. Specifically, the significant progress desired, over the 10-year timeline, is  
188 for these gaps to be closed by at least 50 percent. The improvement needed to produce these results will be  
189 driven by the strategies and activities articulated in other sections of this plan.  
190

191 **c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))**

- 192 **1. Describe the long-term goals for English learners for increases in the percentage**  
193 **of such students making progress in achieving English language proficiency, as**  
194 **measured by the statewide English language proficiency assessment, including:**

- 195 (1) the State-determined timeline for such students to achieve English language  
 196 proficiency and (2) how the long-term goals are ambitious.  
 197 2. Provide the measurements of interim progress toward the long-term goal for  
 198 increases in the percentage of English learners making progress in achieving  
 199 English language proficiency in Appendix A.  
 200

201 **Ohio English Language Proficiency Assessment:** The Ohio English Language Proficiency Assessment  
 202 (OELPA) measures English language proficiency based on the Ohio English Language Proficiency  
 203 Standards and is administered to students identified as English learners (ELs). The OELPA is  
 204 administered in the following grade bands: kindergarten, grade 1, grades 2-3, grades 4-5, grades 6-8, and  
 205 grades 9-12. Each OELPA grade band includes tests on four domains: listening, reading, writing and  
 206 speaking. Each OELPA domain has five domain performance levels, 1 – 5. The performance levels on  
 207 each of the four domains are used to determine the overall performance level.  
 208

209 There are three overall performance levels: Emerging, Progressing and Proficient. Emerging students are  
 210 those scoring any combination of 1’s and 2’s across all four domains; Progressing students are those  
 211 scoring any combination across the four domains that does not fit into Emerging or Proficient; Proficient  
 212 students are those scoring any combination of 4’s and 5’s across all four domains.  
 213

214 While the average English learner in Ohio is reclassified as a former English learner within seven years,  
 215 the average calculation masks the impact of unique characteristics on a student’s path to English  
 216 proficiency. Research has shown, through learning development trend analysis, that greater gains are  
 217 made in earlier grades for English learners. Initial analysis shows that Ohio’s English learners’ language  
 218 acquisition progression mirrors the national research on learning trajectories. In accordance with ESEA as  
 219 amended and U.S. Department of Education guidance, Ohio has selected to include these unique  
 220 characteristics in our analysis and goal setting for English learners.  
 221

222 The student-level targets on which the goals and measurements of interim progress are based will  
 223 consider a student’s initial English language proficiency level using Ohio’s English Language Proficiency  
 224 Assessment and a student’s grade level at the time of identification. The overarching goal for students is  
 225 to reach a performance level of Proficient, which is achieved by a summed domain score of 16-20. This  
 226 score is not compensatory, meaning students must earn at least 4 points on each of the four domains (not  
 227 including approved domain exemptions).  
 228

<b>Student level targets for English Learners’ progress toward English language proficiency</b>			
<b>Grade Level at EL Identification</b>	<b>Initial OELPA Performance Level Range</b>	<b>Performance Level Range Needed to Exit EL Status</b>	<b>Expected Annual Improvement (performance levels/year)</b>
Grades K-3	4 – 7	9 – 12	Increase of 2 Domain Performance Levels per year
Grades 4-6	4 – 7	9 – 12	Increase of 2 Domain Performance Levels per year
Grades 7-High School	4 – 7	9 – 12	Increase of 2 Domain Performance Levels per year
Grades K-3	8 – 11	5 – 8	Increase of 2 Domain Performance Levels per year

Grades 4-6	8 – 11	5 – 8	Increase 1 Domain Performance Level per year
Grades 7-High School	8 – 11	5 – 8	Increase 1 Domain Performance Level per year
Grades K-3	12 – 15	1 – 4	Increase 1 Domain Performance Level per year
Grades 4-6	12 – 15	1 – 4	Increase 1 Domain Performance Level per year
Grades 7-High School	12 – 15	1 – 4	Increase 1 Domain Performance Level per year

229

230 \*The “5-point” domain scores were converted to “4-point” scores for analysis only because the scoring is not  
 231 compulsory.

232

233 **Baseline Data:** Ohio transitioned to a new assessment for English learner proficiency after the 2014-2015  
 234 school year. The OELPA replaced the Ohio Test of English Language Acquisition (OTELA) starting in  
 235 the 2015-2016 school year. Therefore, baseline data for annual progress toward attaining English learner  
 236 proficiency is based on simulations from 2014-2015 OTELA to 2015-2016 OELPA data. Due to having a  
 237 single year of assessment results from the test transition, the 2014-2015 OTELA data was converted using  
 238 concordance tables provided by Ohio’s test vendor. As multiple years of OELPA performance results  
 239 become available, the Department will revisit this analysis.

240 **Timeline:** As with other goals, Ohio proposes to set its long-term timeline for improvement at 10 years.

241 **Long-term Goal and Interim Targets:** By 2025-2026, Ohio’s long-term goal is to have at least 75  
 242 percent of English learner students meeting the expected improvement standard, as established by the  
 243 student-level targets. The short-term, interim targets were set by dividing the difference between the long-  
 244 term goal and the baseline by 10 and increasing the prior year’s benchmark by that percentage to provide  
 245 for consistent annual increases (using the same methodology as described above for the academic  
 246 achievement measures).

247

248 The student-level targets, which lead to the long-term goals, were established using current and prior year  
 249 English learner attainment data. As of 2016, less than 5 percent of districts would currently “meet” the  
 250 long-term goal. These goals are therefore ambitious but crucial to encourage continuous improvement in  
 251 serving the needs and language acquisition of our English learners.

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256 **APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS**

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258 *Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation*  
 259 *rates and English language proficiency consistent with the long-term goals described in Section I for all students*  
 260 *and separately for each subgroup of students (except that measurements of interim progress for English language*  
 261 *proficiency must only be described for English learners), consistent with the state's minimum number of students.*  
 262 *For academic achievement and graduation rates, the state's measurements of interim progress require greater*  
 263 *rates of improvement for subgroups of students that are lower achieving or graduating at lower rates,*  
 264 *respectively.*

265

266 **A. Academic Achievement**

267

<b>English Language Arts Achievement – Includes Grades 3-8 ELA, ELA I and ELA II</b>											
	2015-2016 Baseline	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025-2026
All Students	55.1%	57.6%	60.1%	62.6%	65.1%	67.6%	70.0%	72.5%	75.0%	77.5%	80.0%
Economic-Disadvantaged	39.3%	42.3%	45.4%	48.4%	51.4%	54.5%	57.5%	60.5%	63.6%	66.6%	69.7%
Students with Disabilities	20.6%	24.6%	28.5%	32.5%	36.5%	40.5%	44.4%	48.4%	52.4%	56.3%	60.3%
English Learners	28.2%	31.8%	35.4%	39.0%	42.6%	46.2%	49.7%	53.3%	56.9%	60.5%	64.1%
African-American	28.8%	32.4%	35.9%	39.5%	43.0%	46.6%	50.2%	53.7%	57.3%	60.8%	64.4%
American Indian or Alaskan Native	49.8%	52.3%	54.8%	57.3%	59.8%	62.4%	64.9%	67.4%	69.9%	72.4%	74.9%
Asian or Native Hawaiian/ Other Pacific Islander	69.9%	70.9%	71.9%	72.9%	73.9%	75.0%	76.0%	77.0%	78.0%	79.0%	80.0%
Hispanic or Latino	40.8%	43.8%	46.7%	49.7%	52.6%	55.6%	58.6%	61.5%	64.5%	67.4%	70.4%
Multi-Racial	49.9%	52.4%	54.9%	57.4%	59.9%	62.4%	64.9%	67.4%	69.9%	72.4%	75.0%
White	61.8%	63.6%	65.4%	67.3%	69.1%	70.9%	72.7%	74.5%	76.4%	78.2%	80.0%

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<b>Mathematics Achievement – Includes Grades 3-8 Math, Algebra I, Geometry, Integrated Math I and Integrated Math II</b>											
	2015-2016 Baseline	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026

All Students	58.1%	60.3%	62.5%	64.7%	66.9%	69.1%	71.2%	73.4%	75.6%	77.8%	80.0%
Economic-Disadvantaged	42.4%	45.3%	48.2%	51.0%	53.9%	56.8%	59.7%	62.6%	65.4%	68.3%	71.2%
Students with Disabilities	24.5%	28.3%	32.1%	35.8%	39.6%	43.4%	47.2%	50.9%	54.7%	58.5%	62.3%
English Learners	58.1%	60.2%	62.3%	64.4%	66.5%	68.6%	70.7%	72.8%	74.9%	77.0%	79.1%
African-American	28.8%	32.4%	35.9%	39.5%	43.0%	46.6%	50.2%	53.7%	57.3%	60.8%	64.4%
American Indian or Alaskan Native	50.0%	52.5%	55.0%	57.5%	60.0%	62.5%	65.0%	67.5%	70.0%	72.5%	75.0%
Asian or Native Hawaiian/Other Pacific Islander	77.5%	77.8%	78.0%	78.3%	78.5%	78.8%	79.0%	79.3%	79.5%	79.8%	80.0%
Hispanic or Latino	44.1%	46.9%	49.7%	52.5%	55.3%	58.1%	60.9%	63.7%	66.5%	69.3%	72.1%
Multi-Racial	51.5%	53.9%	56.4%	58.8%	61.2%	63.6%	66.1%	68.5%	70.9%	73.3%	75.8%
White	65.5%	67.0%	68.4%	69.9%	71.3%	72.8%	74.2%	75.7%	77.1%	78.6%	80.0%

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<b>English Language Arts Performance Index Score— Includes Grades 3-8 ELA, ELA I and ELA II</b>											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	79.7	81.7	83.8	85.8	87.8	89.9	91.9	93.9	95.9	98	100
Economic-Disadvantaged	67.5	69.1	70.8	72.4	74	75.6	77.3	78.9	80.5	82.1	83.8
Students with Disabilities	52.5	54.9	57.3	59.6	62	64.4	66.8	69.1	71.5	73.9	76.3
English Learners	61.8	63.7	65.6	67.5	69.4	71.4	73.3	75.2	77.1	79	80.9
African-American	59.3	61.3	63.4	65.4	67.4	69.5	71.5	73.5	75.6	77.6	79.7
American Indian or Alaskan Native	76.2	77.4	78.6	79.8	81	82.2	83.3	84.5	85.7	86.9	88.1
Asian or Native Hawaiian/Other Pacific Islander	91.5	91.9	92.4	92.8	93.2	93.6	94.1	94.5	94.9	95.3	95.8
Hispanic or Latino	68.7	70.3	71.8	73.4	75	76.5	78.1	79.7	81.2	82.8	84.4
Multi-Racial	75.9	77.1	78.3	79.5	80.7	81.9	83.1	84.3	85.5	86.7	88
White	84.8	85.6	86.3	87.1	87.8	88.6	89.4	90.1	90.9	91.6	92.4

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**Mathematics Performance Index Score – Includes Grades 3-8 Math, Algebra I, Geometry, Integrated Math I and Integrated Math II**

	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	80.3	82.3	84.2	86.2	88.2	90.2	92.1	94.1	96.1	98	100
Economic-Disadvantaged	67.9	69.5	71.1	72.7	74.3	75.9	77.5	79.1	80.7	82.3	84
Students with Disabilities	53.5	55.8	58.2	60.5	62.8	65.1	67.5	69.8	72.1	74.4	76.8
English Learners	66.8	68.5	70.1	71.8	73.4	75.1	76.8	78.4	80.1	81.7	83.4
African-American	57	59.2	61.3	63.5	65.6	67.8	69.9	72.1	74.2	76.4	78.5
American Indian or Alaskan Native	74.2	75.5	76.8	78.1	79.4	80.7	81.9	83.2	84.5	85.8	87.1
Asian or Native Hawaiian/Other Pacific Islander	97.5	97.6	97.8	97.9	98	98.1	98.3	98.4	98.5	98.6	98.8
Hispanic or Latino	69.2	70.7	72.3	73.8	75.4	76.9	78.4	80	81.5	83.1	84.6
Multi-Racial	75.2	76.4	77.7	78.9	80.2	81.4	82.6	83.9	85.1	86.4	87.6
White	86.2	86.9	87.6	88.3	89	89.7	90.3	91	91.7	92.4	93.1

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**B. Graduation Rates**

**Four-Year Cohort Graduation Rate – Class of 2015**

	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	83.0%	84.0%	85.0%	86.0%	87.0%	88.0%	89.0%	90.0%	91.0%	92.0%	93.0%
Economic-Disadvantaged	71.4%	72.8%	74.3%	75.7%	77.1%	78.6%	80.0%	81.4%	82.8%	84.3%	85.7%
Students with Disabilities	69.2%	70.7%	72.3%	73.8%	75.4%	76.9%	78.4%	80.0%	81.5%	83.1%	84.6%
English Learners	54.4%	56.7%	59.0%	61.2%	63.5%	65.8%	68.1%	70.4%	72.6%	74.9%	77.2%
African-American	65.0%	66.8%	68.5%	70.3%	72.0%	73.8%	75.5%	77.3%	79.0%	80.8%	82.5%
American Indian or Alaskan Native	76.4%	77.6%	78.8%	79.9%	81.1%	82.3%	83.5%	84.7%	85.8%	87.0%	88.2%
Asian or Native Hawaiian/Other Pacific Islander	87.7%	88.2%	88.8%	89.3%	89.8%	90.4%	90.9%	91.4%	91.9%	92.5%	93.0%
Hispanic or Latino	72.0%	73.4%	74.8%	76.2%	77.6%	79.0%	80.4%	81.8%	83.2%	84.6%	86.0%
Multi-Racial	77.7%	78.8%	79.9%	81.0%	82.2%	83.3%	84.4%	85.5%	86.6%	87.7%	88.9%
White	87.4%	88.0%	88.5%	89.1%	89.6%	90.2%	90.8%	91.3%	91.9%	92.4%	93.0%

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**C. English Language Proficiency**

<b>English Learners Annual Progress Toward Attaining English Language Proficiency</b>											
	2015- 2016 Baselin e	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025- 2026
All English Learners	45.0%	48%	51%	54%	57%	60%	63%	66%	69%	72%	75%

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**D. State Measures of School Quality and Student Success**

<b>Chronic Absenteeism Percentage</b>											
	2015- 2016 Baselin e	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025- 2026
All Students	15.8%	14.7 %	13.6 %	12.6 %	11.5 %	10.4 %	9.3%	8.2%	7.2%	6.1%	5.0%
Economic-Disadvantaged	23.7%	22.5 %	21.3 %	20.1 %	19.0 %	17.8 %	16.6 %	15.4 %	14.2 %	13.0 %	11.9 %
Students with Disabilities	24.1%	22.9 %	21.7 %	20.5 %	19.3 %	18.1 %	16.9 %	15.7 %	14.5 %	13.3 %	12.1 %
English Learners	16.1%	15.3 %	14.5 %	13.7 %	12.9 %	12.1 %	11.3 %	10.5 %	9.7%	8.9%	8.1%
African-American	27.1%	25.7 %	24.4 %	23.0 %	21.7 %	20.3 %	19.0 %	17.6 %	16.3 %	14.9 %	13.6 %
American Indian or Alaskan Native	26.2%	24.9 %	23.6 %	22.3 %	21.0 %	19.7 %	18.3 %	17.0 %	15.7 %	14.4 %	13.1 %
Asian or Native Hawaiian/Other Pacific Islander	8.4%	8.1%	7.7%	7.4%	7.0%	6.7%	6.4%	6.0%	5.7%	5.3%	5.0%
Hispanic or Latino	20.2%	19.2 %	18.2 %	17.2 %	16.2 %	15.2 %	14.1 %	13.1 %	12.1 %	11.1 %	10.1 %
Multi-Racial	20.3%	19.3 %	18.3 %	17.3 %	16.2 %	15.2 %	14.2 %	13.2 %	12.2 %	11.2 %	10.2 %
White	12.9%	12.3 %	11.6 %	11.0 %	10.3 %	9.7%	9.0%	8.4%	7.7%	7.1%	6.5%

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<b>Percentage of Graduates Meeting Ohio’s “Prepared for Success” Standards (Either Remediation-Free on All Parts of ACT/SAT or with an Honors Diploma or with an Industry-Recognized Credential) -- Includes Classes of 2014 and 2015</b>											
	2015- 2016 Baselin e	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026

All Students	34.2%	40.1 %	46.0 %	51.8 %	57.7 %	63.6 %	69.5 %	75.4 %	81.2 %	87.1 %	93.0 %
Economic-Disadvantaged	13.9%	18.2 %	22.5 %	26.8 %	31.1 %	35.4 %	39.7 %	44.0 %	48.3 %	52.6 %	57.0 %
Students with Disabilities	5.3%	10.0 %	14.8 %	19.5 %	24.2 %	29.0 %	33.7 %	38.4 %	43.2 %	47.9 %	52.7 %
English Learners	12.1%	16.5 %	20.9 %	25.3 %	29.7 %	34.1 %	38.5 %	42.9 %	47.3 %	51.7 %	56.1 %
African-American	9.1%	13.6 %	18.2 %	22.7 %	27.3 %	31.8 %	36.4 %	40.9 %	45.5 %	50.0 %	54.6 %
American Indian or Alaskan Native	22.0%	25.9 %	29.8 %	33.7 %	37.6 %	41.5 %	45.4 %	49.3 %	53.2 %	57.1 %	61.0 %
Asian or Native Hawaiian/Other Pacific Islander	67.9%	69.5 %	71.1 %	72.7 %	74.3 %	75.9 %	77.5 %	79.1 %	80.7 %	82.3 %	84.0 %
Hispanic or Latino	18.1%	22.2 %	26.3 %	30.4 %	34.5 %	38.6 %	42.7 %	46.8 %	50.9 %	55.0 %	59.1 %
Multi-Racial	24.3%	28.1 %	31.9 %	35.7 %	39.4 %	43.2 %	47.0 %	50.8 %	54.6 %	58.4 %	62.2 %
White	39.9%	42.9 %	45.9 %	48.9 %	51.9 %	54.9 %	57.9 %	60.9 %	63.9 %	66.9 %	70.0 %