

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

2
3 **4. Statewide Accountability System and School Support and Improvement Activities (ESEA section**
4 **1111(c) and (d)):**

5 **i. Subgroups (ESEA section 1111(c)(2)):**

- 6 **a. List each major racial and ethnic group the State includes as a subgroup of students,**
7 **consistent with ESEA section 1111(c)(2)(B).**

8
9 Ohio's accountability system includes the 10 federally required subgroups:

- 10
- 11 • All Students
 - 12 • American Indian/Alaskan Native
 - 13 • Asian/Pacific Islander
 - 14 • Black, Non-Hispanic
 - 15 • Hispanic
 - 16 • Multiracial
 - 17 • White, Non-Hispanic
 - 18 • Economically Disadvantaged
 - 19 • Students with Disabilities
 - 20 • English Learners

- 21 **b. If applicable, describe any additional subgroups of students other than the statutorily**
22 **required subgroups (i.e., economically disadvantaged students, students from major**
23 **racial and ethnic groups, children with disabilities, and English learners) used in the**
24 **Statewide accountability system.**

25
26 Ohio includes data about a variety of other subgroups for purposes of
27 transparency/reporting and for purposes of some components of the state's report card.

- 28
- 29 • Gifted Achievement and Value-Added: A subgroup of gifted students is included in
30 a separate Achievement indicator, as well as a separate graded Value-Added
31 measure but not included in gap measure computations.
 - 32
 - 33 • Report-Only Subgroups: The state's report card includes data reported for the
34 subgroups listed below. The data is not part of any graded measures.
35
 - 36 ○ Children in foster care;
 - 37 ○ Military dependents;
 - 38 ○ Adjudicated youth;
 - 39 ○ Homeless children and youth;
 - 40 ○ Gender.
 - 41

42 c. Does the State intend to include in the English learner subgroup the results of
43 students previously identified as English learners on the State assessments required
44 under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA
45 section 1111(b)(3)(B))? Note that a student’s results may be included in the English
46 learner subgroup for not more than four years after the student ceases to be identified
47 as an English learner.

48 Yes

49 No

50
51 d. If applicable, choose one of the following options for recently arrived English learners
52 in the State:

53 Applying the exception under ESEA section 1111(b)(3)(A)(i); or

54 Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

55 Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA
56 section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose
57 which exception applies to a recently arrived English learner.

58
59
60 ii. **Minimum N-Size (ESEA section 1111(c)(3)(A)):**

61 a. Provide the minimum number of students that the State determines are necessary to
62 be included to carry out the requirements of any provisions under Title I, Part A of
63 the ESEA that require disaggregation of information by each subgroup of students for
64 accountability purposes.

65
66 Ohio will use 15 students as the minimum number of students that would require
67 disaggregation of information for a subgroup (N-size) for accountability purposes. This is
68 lower than the minimum size used in Ohio under No Child Left Behind, which was 30.
69 As part of Ohio’s plan to move to an N-Size of 15, a stepped-in approach will be utilized to
70 provide a stable transition from the current N-Size of 30. Accordingly, the N-size will be 25
71 in 2017-2018 and 20 in 2018-2019, with the final step to 15 for the 2019-2020 school year.

72
73 b. Describe how the minimum number of students is statistically sound.

74
75 The proposed use of 15 students as the minimum number of students that would require
76 disaggregation of information for a subgroup is statistically sound. It will increase the
77 proportion of students in each group that contribute to the overall calculation. It also will
78 increase the number of schools that are evaluated for each subgroup, thereby providing a
79 more meaningful differentiation and identification of schools that are underperforming
80 with regard to subgroup populations. The change Ohio is proposing to the Gap Closing
81 calculation, using a Performance Index, provides increased opportunity to include growth
82 in the calculation. Ohio will include more students with the proposed N-size, but through
83 the calculation, the state also is providing a system that is more sensitive and provides

84 growth through a wider range of performance levels. By increasing the sensitivity of the
 85 calculation, Ohio can maintain statistical validity while evaluating more students.

86
 87 Ohio used data from the 2015-2016 school year to inform this decision.

88
 89 The tables below show the number of schools with each subgroup based on actual 2016
 90 data where the minimum subgroup size was 30 accountable students versus the number
 91 that would have been evaluated under the proposed “N” of 15. The first table looks at the
 92 number of schools evaluated for each subgroup and the changes seen by reducing the
 93 minimum “N” from 30 to 15, while the second table looks at the change in the number and
 94 percent of students included in a calculation.

95
 96 **Increase in the number of schools evaluated by reducing minimum N size from 30 to 15 (shown by**
 97 **subgroup):**

Subgroup	Number of Schools Evaluated (% out of 3,334 schools total)		Increase No. of schools evaluated	Percent Increase
	Minimum N = 30	Minimum N = 15		
Asian or Pacific Islander	154 (5%)	356 (11%)	202	131%
African American	1075 (32%)	1385 (42%)	310	29%
Students with Disabilities	1930 (58%)	2851 (86%)	921	48%
Economic-Disadvantaged	2962 (89%)	3149 (94%)	187	6%
Hispanic or Latino	436 (13%)	902 (27%)	466	107%
English Learners	269 (8%)	512 (15%)	243	90%
Multi-Racial	410 (18%)	1044 (31%)	634	155%
White	2796 (84%)	2934 (88%)	138	5%

98
 99 **Statewide, less than one-tenth of one percent (0.1 percent) of all students identify with the American*
 100 *Indian/Alaskan Native subgroup, so no schools were evaluated for this group in 2016. This will not*
 101 *change regardless of the reduction in subgroup size.*

102
 103 **Increase in the number of students included in evaluated subgroups by reducing minimum N size**
 104 **from 30 to 15 (shown by subgroup):**

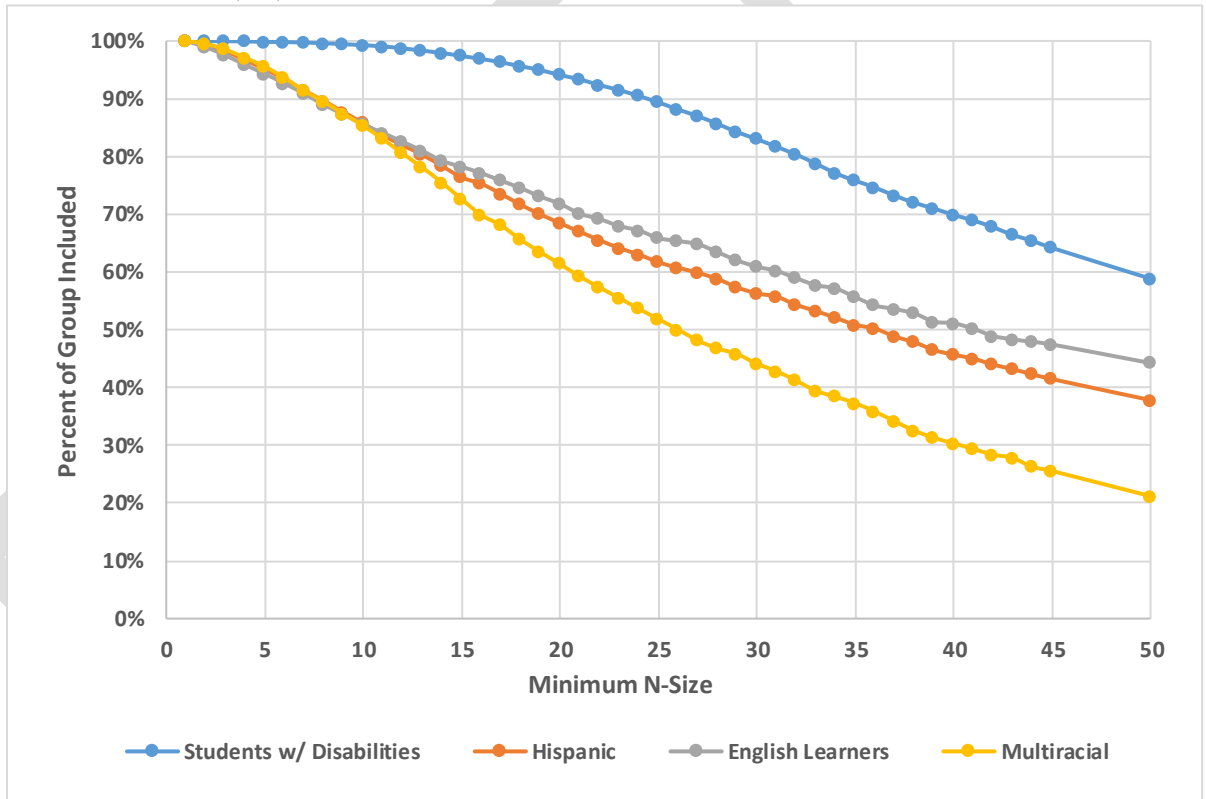
Subgroup	Number of Students Evaluated (% out of 989,000 total students)		Increase N of students evaluated	Percent Increase
	Minimum N = 30	Minimum N = 15		
Asian or Pacific Islander	10,200 (1%)	14,400 (1%)	4,200	41%
African American	136,000 (14%)	143,000 (18%)	7,000	5%
Students with Disabilities	119,000 (12%)	139,000 (14%)	20,000	17%
Economic-Disadvantaged	473,000 (48%)	476,000 (48%)	3,000	1%
Hispanic or Latino	26,900 (3%)	36,500 (4%)	9,700	36%
English Learners	17,800 (2%)	22,900 (2%)	5,100	29%

Multi-Racial	20,100 (2%)	33,000 (3%)	12,900	64%
White	720,000 (73%)	723,000 (73%)	3,000	0.4%

*Statewide, less than one-tenth of one percent (0.1 percent) of all students identify with the American Indian/Alaskan Native subgroup, so no schools were evaluated for this group in 2016. This will not change regardless of the reduction in subgroup size.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Ohio conducted analysis of the impact of various N-sizes. The table below shows, at various N-sizes, the number of subgroup students that would be included in the state’s accountability system.



Using this data, Ohio hosted a webinar specifically to discuss the issue of N-size. The webinar was informed by a discussion guide that was presented by the Department and can be found on the Department’s website [here](#). During the webinar, the presenters asked two different questions to offer attendees the opportunity to provide feedback. The first question posed to stakeholders was, “What is an acceptable percentage of students to exclude from subgroup calculations?” More than 58 percent of responders said that it’s acceptable to exclude 0 percent and 5 percent of all students. Another 36 percent said it’s acceptable to exclude between 6 percent and 25 percent of Ohio students. Fewer than 6 percent said that

127 excluding more than 25 percent of the students is acceptable. After reviewing data showing
128 differences in the number of students included and schools evaluated in the subgroup
129 calculations based on several different subgroup sizes, the attendees of the webinar were
130 asked, “Which N-size option would you recommend for Ohio to include in its state plan?”
131 Of the responders, 56.5 percent suggested reducing N-size size to either 10 or 20 students
132 while just 37 percent recommended maintaining the status quo of 30 students. More than 6
133 percent said they didn’t know what number should be used.

134
135 **d. Describe how the State ensures that the minimum number is sufficient to not reveal**
136 **any personally identifiable information.¹**
137

138 Ohio takes seriously its obligation under state and federal law to maintain the privacy of
139 students. We comply with state and federal law by masking data when fewer than 10
140 students are in the group. This is done by displaying “NC” (not calculated) or “<10” rather
141 than showing actual numbers. In some cases, a cell will remain blank to note that data is not
142 available for a particular element.

143
144 **e. If the State’s minimum number of students for purposes of reporting is lower than the**
145 **minimum number of students for accountability purposes, provide the State’s**
146 **minimum number of students for purposes of reporting.**
147

148 The N-size for reporting purposes is 10 to protect student privacy.
149

¹ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report “[Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information](#)” to identify appropriate statistical disclosure limitation strategies for protecting student privacy.