



**Department of
Education &
Workforce**

DEW Public Meeting

Tuesday, Sept. 30, 2025

9 a.m.

25 South Front Street

Columbus, Ohio 43215



**Department of
Education &
Workforce**

Meeting Overview

Chris Woolard, Ph.D.

Chief Integration Officer



**Department of
Education &
Workforce**



Meeting Agenda

1. The Ohio Department of Education and Workforce & The America250-Ohio
2. 2024-2025 Ohio School Report Cards
3. Ohio's Integrated Multi-Tiered System of Supports
4. Student Group Accountability Updates
5. Attendance Supports
6. Administrative Rules Proposed for Review

Opportunity for Public Comment

Individuals are welcome to ask questions or provide comments regarding the information covered during each agenda item presentation.

Comments may be provided in-person during the meeting or submitted in writing.

Sign-up form:

- Sign-up online before the meeting, or in-person during the meeting.
- Contact information is collected for additional follow-up from the Department.



The Ohio Department of Education and Workforce & The America250-Ohio

Paul LaRue

Co-Chair, America250-Ohio K-12 Education Committee

Sherry Birchem, Ed.D.

Administrator, Office of Academic Success



**Department of
Education &
Workforce**



The Ohio Department of Education and Workforce & The America250-Ohio



Ohio Commission for the U.S.
Semiquincentennial

K-12 Education Committee

State Rep. Joe Miller/Commission
member

Paul LaRue, State Board of Education
member



America250-Ohio

The Ohio Department of Education
and Workforce:

Promoting Civic Education



Ohio 250 Social Studies Seal:



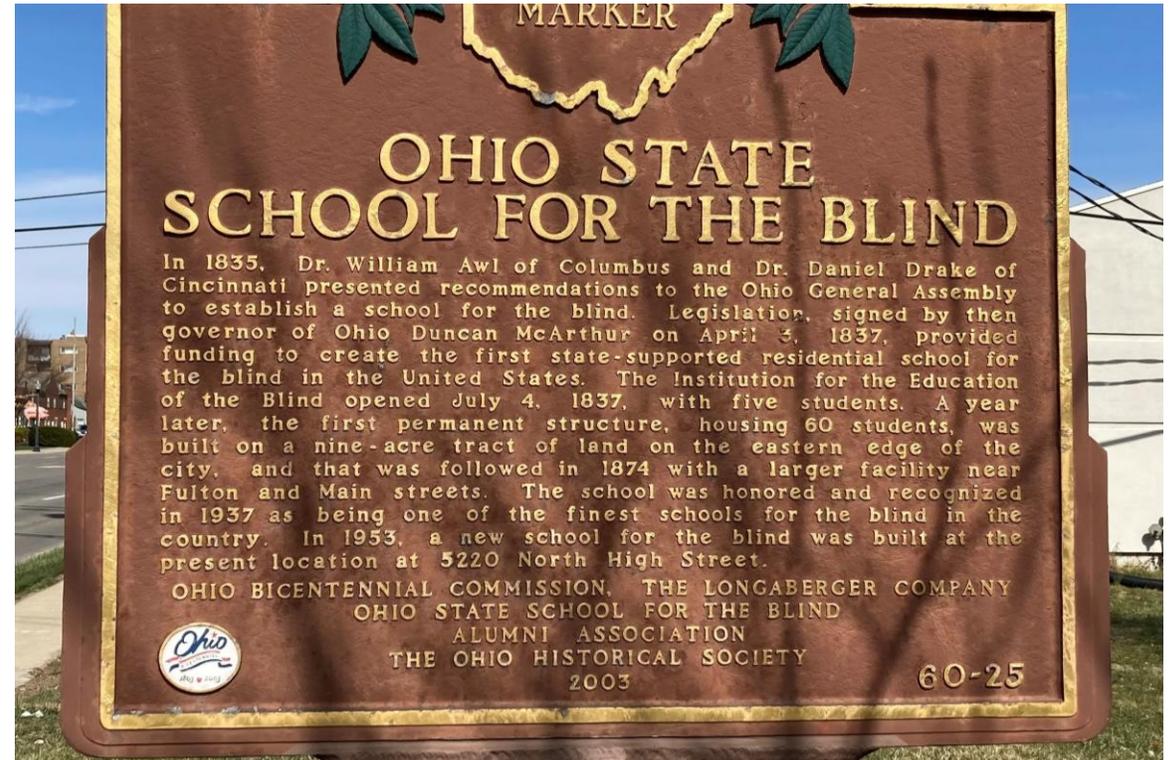
OSD & OSSB Celebration:



OSD “Telling Your Stories”:



OSSB “Telling Your Stories”:



DEW's 2025 State Fair Booth:



Photo courtesy of DEW communications



Photo courtesy of DEW Communications



Lesson Plan to Support Teachers and Promote Civic Engagement:

A promotional poster for the "Ohio's Revolutionary War Veteran Graves Project". On the left is Uncle Sam, dressed in a blue suit with white stars and red-and-white striped pants, holding a top hat and a sword. To his right is a circular logo with "AMERICA 250 OHIO" and the years "1776" and "2026". Below the logo, it says "AMERICA 250-OHIO PRESENTS". The main title "OHIO'S REVOLUTIONARY WAR VETERAN GRAVES PROJECT" is in large, bold letters. A QR code is at the bottom left with the text "VISIT US TO JOIN TODAY". At the bottom, the website "WWW.OHIOHISTORY.ORG/REVWARGRAVES" is listed, along with logos for "Ohio History Connection", "Sons of the American Revolution", "Daughters of the American Revolution", and "Terrence Consultants, Inc."



Lesson Plan for Ohio Teachers:



Honoring Ohio's First Veterans:

Students Document Revolutionary War Veterans' Graves

By Paul LaRue

Objective: Students use research and documentation to map Revolutionary War Veterans buried in Ohio.

Grade Levels: 4th, 8th -12th **Content Area:** Social Studies / ELA

Connections to (Ohio) Model Curriculum (Social Studies):

Grade Four, Strand History Content Statements: 2 & 4
Grade Eight, Strand History Content Statements: 1, 5 & 6
High School American History: 1, 2, 3 & 4
High School American Government: 16 & 17

Skills:

- Analyze primary sources
- Interpret historical data and apply critical thinking
- Utilize mapping technology



Free Teacher Workshops:



SAVE
THE
DATE

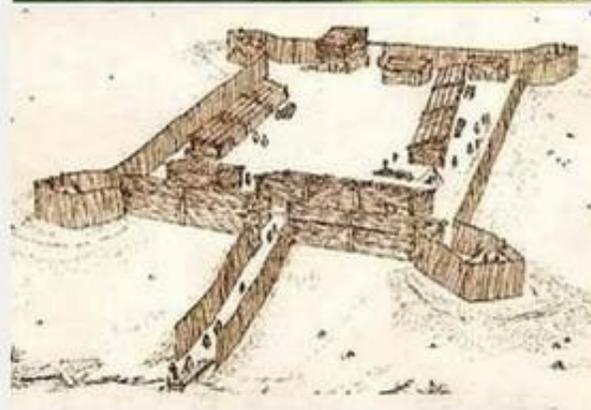
9.25.25

250-Teacher Workshops

Enlist in an exciting teacher's workshop hosted by the Fort Laurens Museum and the Zoar Community Association as part of the America 250 celebration!

This dynamic, history-packed event will have you ready to declare independence from dull lesson plans! Content experts will cover the American Revolution, American Indian cultures, and Ohio's key role in the fight for independence – all while sharing engaging strategies to bring the 18th century to life in your classroom.

Register by emailing zoarinfo@zca.org



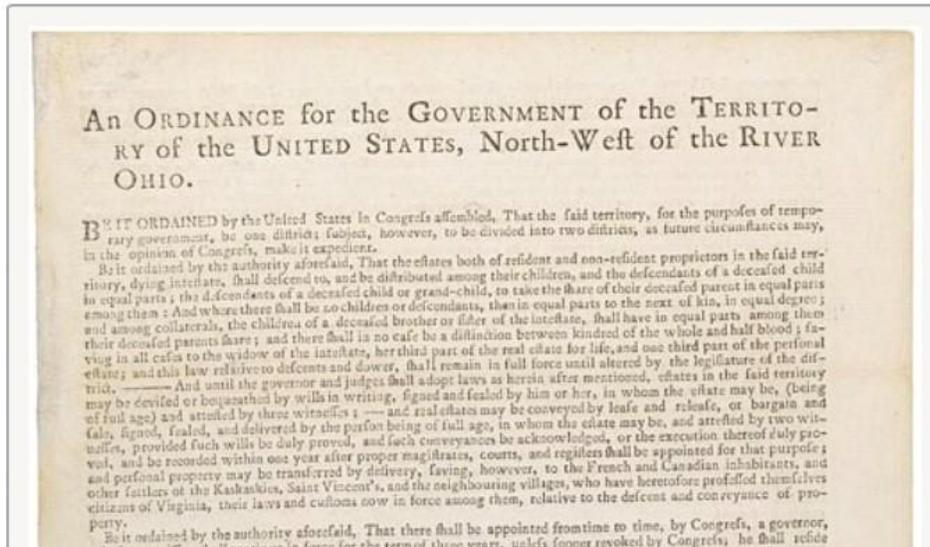
Free Teacher Workshops:



NW Ordinance (1787) Symposium: January 2026, at OSU

Northwest Ordinance (1787)

Day two the focus is
Teachers!



Office of Academic Success

Helped create and support high quality Ohio specific resources for teachers; in conjunction with the Science of Reading



America250-Ohio is the Beginning:

Kindergarteners this fall will be high school seniors on the 250th anniversary of the United States Constitution

Special Guests

Todd Kleismit

Doug Preece

Taylor Tomu

Abby Reynolds



Thanks



Ohio Commission for the U.S.
Semiquincentennial

K-12 Education Committee

State Rep. Joe Miller/Commission
member

Paul LaRue, State Board of Education
member



Collaboration with America250-Ohio Commission

- Distributing commission updates and events through Department email updates
- Reviewing educational resources for alignment with Ohio's Learning Standards for Social Studies
- Collaborating with the America250-Ohio Education Committee to support the Fort Laurens Educator Workshop
- Launching the Ohio's Icons and the American Story source set



Ohio Icons and the American Story Source Set

- **Links:** Resources directly tied to the topic, aligned with the social studies standards, as well as connections to Ohio history and civics.
- **Key Vocabulary:** Identified key vocabulary provides domain-specific vocabulary necessary for comprehending the provided sources and texts.
- **Alignment to Ohio's Learning Standards in Social Studies:** This section lists the standards aligned to this topic from Ohio's Learning Standards in Social Studies.

Key Vocabulary

KINDERGARTEN:

- Citizen/Citizenship
- Nation
- Symbol
- Flag
- Burgee
- Anthem
- Responsibilities
- Community



Ohio Icons and the American Story Source Set

- **Alignment to Ohio’s Learning Standards in English Language Arts:** This section lists the standards aligned to this topic from Ohio’s Learning Standards in English Language Arts.
- **Teacher Strategies:** This section includes social studies teaching strategies to provide instruction using the resources linked in each grade level.
- **Life Skills Connections:** Demonstrates how life skills can be connected to the resources and topics selected.



COMMENTS

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**Department of
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2024-2025 Ohio School Report Cards

Chris Woolard, Ph.D.

Chief Integration Officer



**Department of
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Progress Toward Our Education Priorities



LITERACY: Literacy remains a top priority.

English language arts proficiency rates have seen a slight dip while Ohio schools are in the early stages of Science of Reading implementation. However, the statewide Performance Index has reached a five-year high, with students in the highest performance categories continuing to excel.



ACCELERATING LEARNING: Math proficiency is on the rise, with improvement at nearly every grade level.

Statewide math achievement has reached its highest level in five years. Continued focus on expanding access to high-quality math instruction is essential to sustaining growth and driving higher levels of student success.



STUDENT WELLNESS: Chronic Absenteeism is decreasing statewide.

Strengthening supports for students' well-being and addressing barriers to consistent attendance are central to ensuring academic progress.



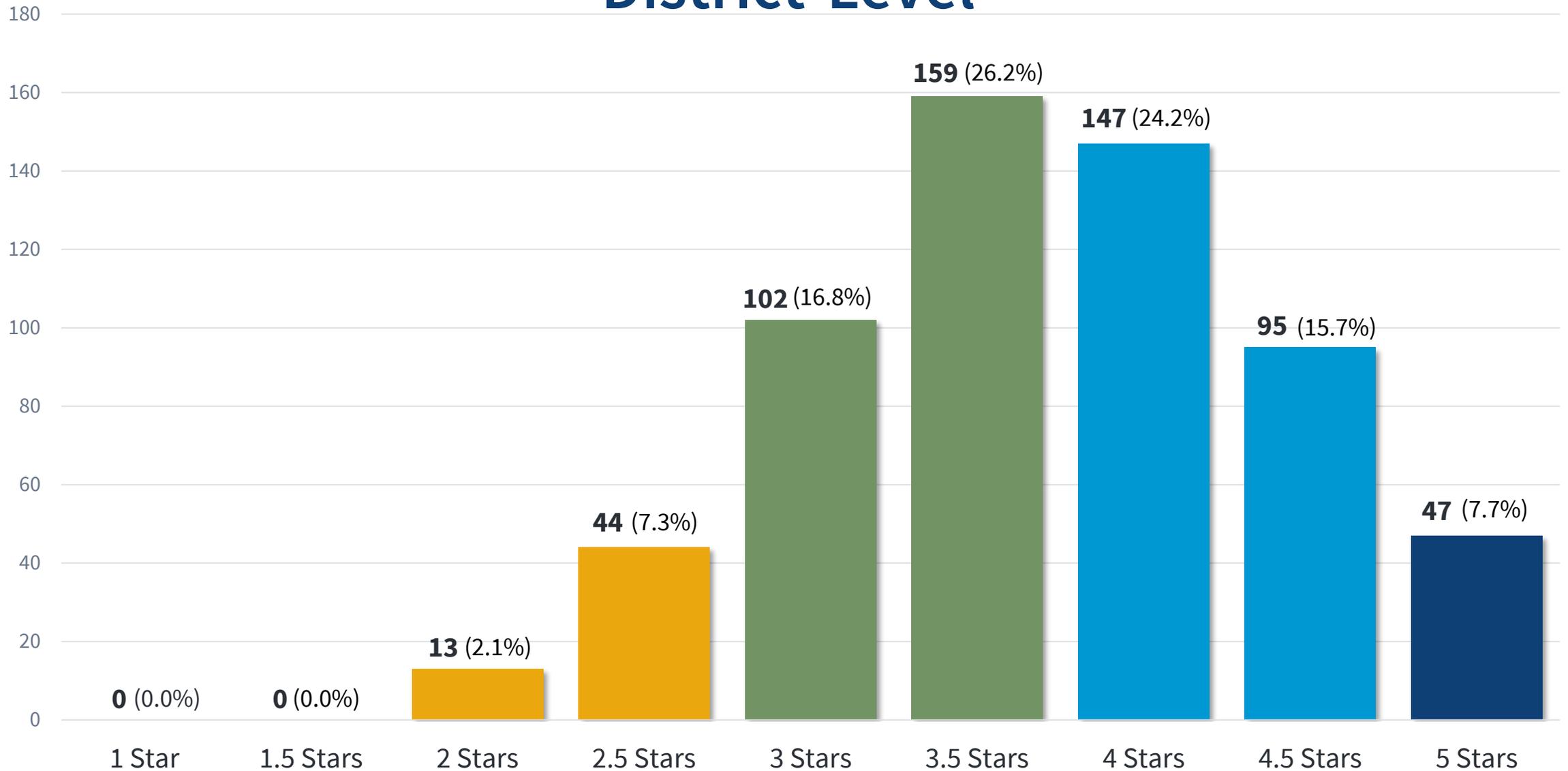
WORKFORCE READINESS: More graduates earned industry credentials, college credit, and technical skills.

For the first time, the College, Career, Workforce, and Military Readiness is a rated component, and 61.4% of the Class of 2024 met at least one of the state's 11 readiness measures—an increase from 56.3% the year before.

TRADITIONAL REPORT CARD



2024-2025 Overall Rating Distribution District-Level

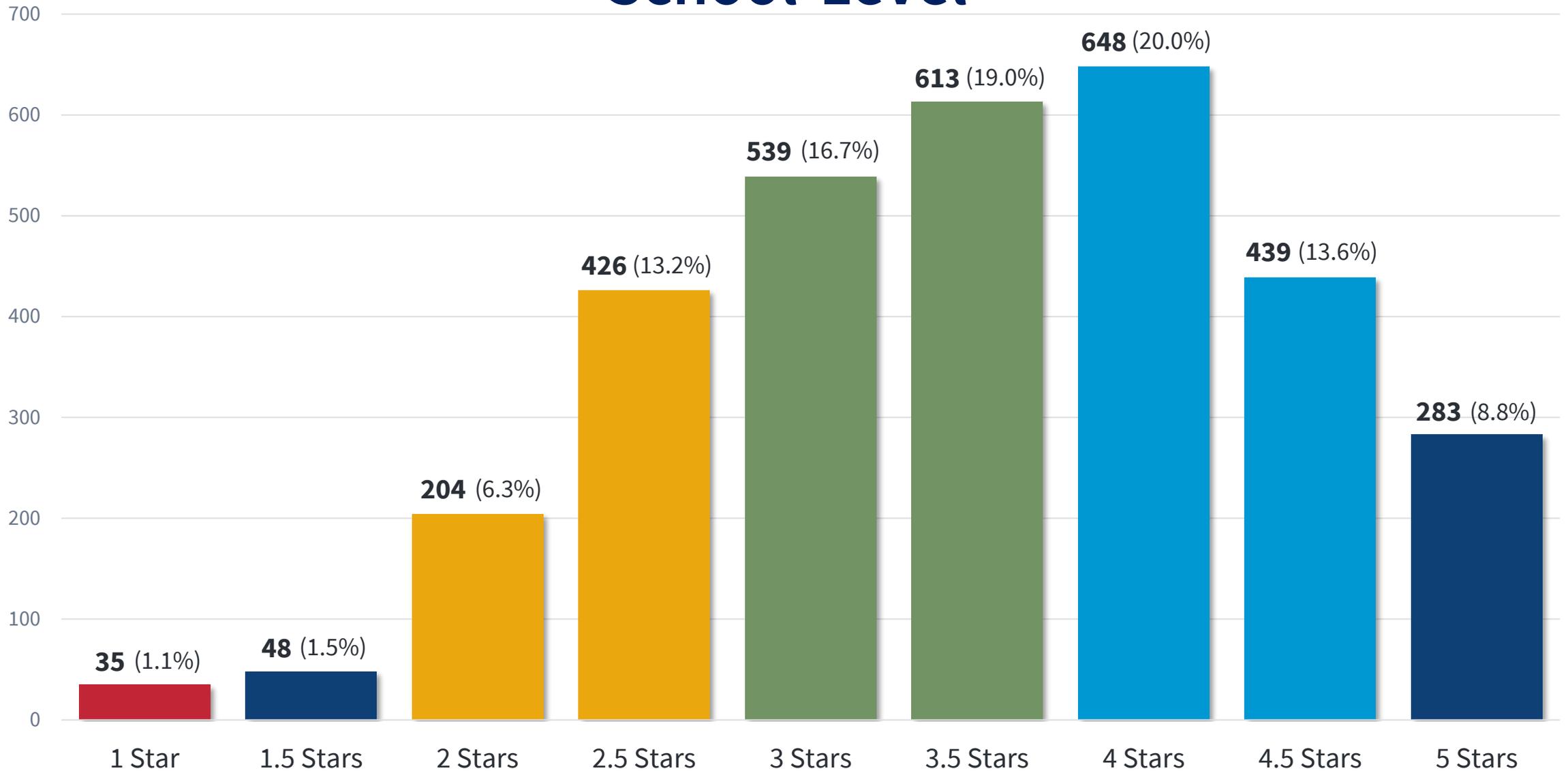


2024-2025 Component Rating Distribution: District-Level

District-Level Rating Distributions					
	1 Star	2 Stars	3 Stars	4 Stars	5 Stars
Achievement	0.5% (3)	12.5% (76)	34.6% (210)	37.4% (227)	15.0% (91)
Progress	10.2% (62)	28.7% (174)	26.0% (158)	25.7% (156)	9.4% (57)
Gap Closing	0.8% (5)	11.5% (70)	26.7% (162)	28.0% (170)	33.0% (200)
Early Literacy	7.9% (48)	27.1% (164)	42.8% (259)	16.7% (101)	5.5% (33)
Graduation	2.5% (15)	7.8% (47)	12.4% (75)	28.4% (172)	49.0% (297)
College, Career, Workforce, and Military Readiness	11.2% (68)	18.2% (110)	38.6% (234)	21.5% (130)	10.6% (64)



2024-2025 Overall Rating Distribution School-Level

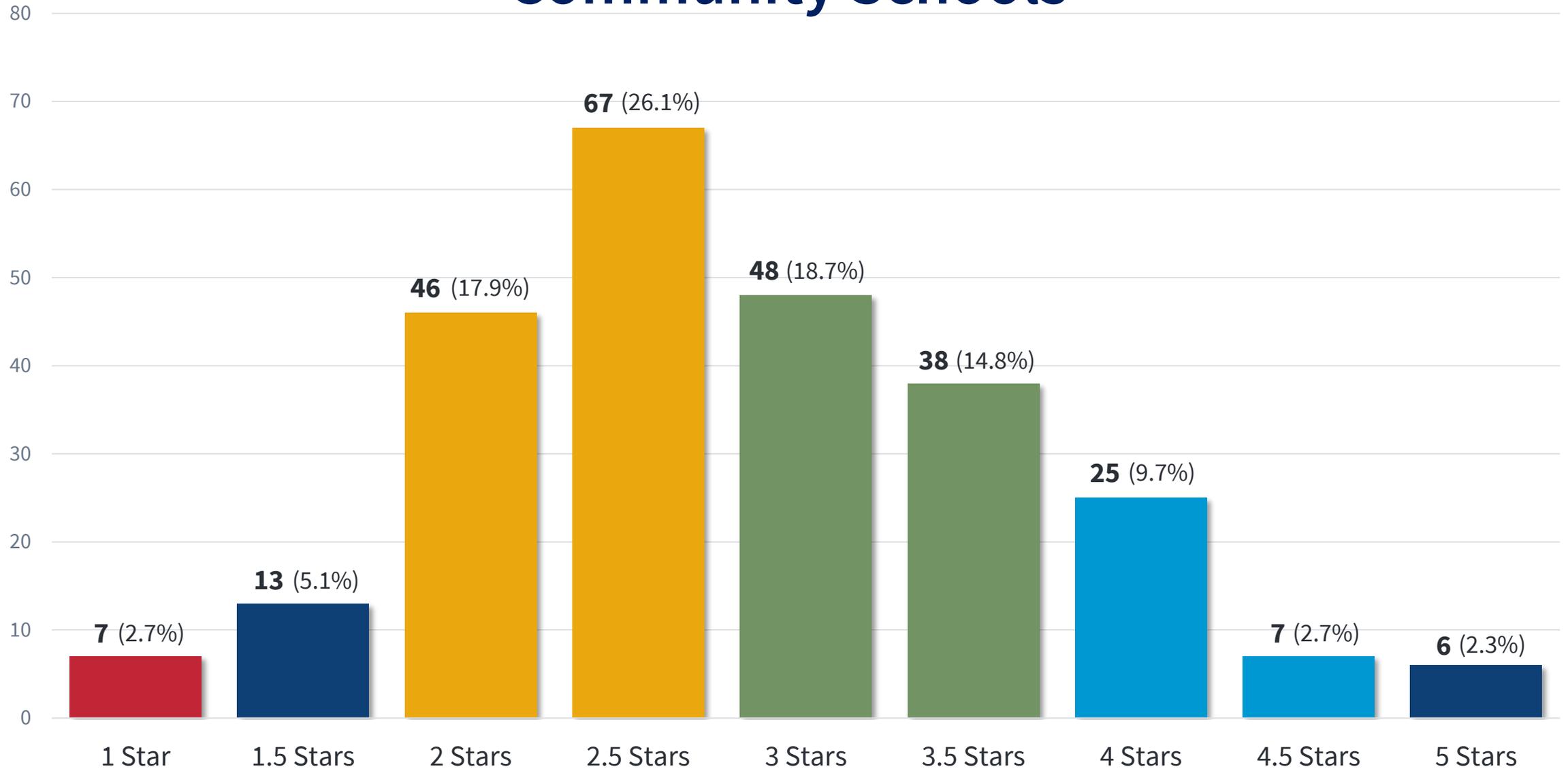


2024-2025 Component Rating Distribution: School-Level

School-Level Rating Distributions of Components (Traditional and Community School)					
	1 Star	2 Stars	3 Stars	4 Stars	5 Stars
Achievement	9.4% (289)	23.9% (734)	25.8% (792)	27.3% (839)	13.6% (416)
Progress	6.7% (196)	24.3% (715)	32.2% (947)	25.7% (756)	11.1% (326)
Gap Closing	7.1% (230)	16.9% (548)	21.8% (704)	27.4% (887)	26.8% (866)
Early Literacy	28.7% (488)	25.1% (428)	29.0% (493)	12.6% (214)	4.7% (80)
Graduation	12.8% (103)	9.5% (76)	11.1% (89)	23.3% (187)	43.3% (347)
College, Career, Workforce, and Military Readiness	17.7% (141)	15.3% (122)	37.9% (303)	18.4% (147)	10.8% (86)



2024-2025 Overall Rating Distribution Community Schools



2024-2025 Component Rating Distribution: Community Schools

School-Level Rating Distributions of Components (Community Schools)					
	1 Star	2 Stars	3 Stars	4 Stars	5 Stars
Achievement	32.5% (80)	53.3% (131)	10.6% (26)	2.4% (6)	1.2% (3)
Progress	6.1% (14)	16.0% (37)	39.8% (92)	22.5% (52)	15.6% (36)
Gap Closing	23.7% (61)	25.3% (65)	21.8% (56)	13.6% (35)	15.6% (40)
Early Literacy	55.7% (112)	24.4% (49)	13.4% (27)	3.5% (7)	3.0% (6)
Graduation	53.3% (24)	13.3% (6)	8.9% (4)	8.9% (4)	15.6% (7)
College, Career, Workforce, and Military Readiness	55.8% (24)	2.3% (1)	32.6% (14)	2.3% (1)	7.0% (3)



Statewide Proficiency Rates by Subject and Test Level

Subject	Test Level	2022-2023	2023-2024	2024-2025		
English Language Arts	3 rd Grade	62.3%	64.5%	61.3%	▼	-3.2
	4 th Grade	58.9%	64.1%	61.9%	▼	-2.2
	5 th Grade	67.5%	70.6%	67.7%	▼	-2.9
	6 th Grade	55.0%	55.2%	54.6%	▼	-0.6
	7 th Grade	64.8%	61.7%	62.9%	▲	+1.2
	8 th Grade	57.5%	49.4%	54.4%	▲	+5.0
	HS: ELA II	60.8%	61.4%	60.4%	▼	-1.0
Mathematics	3 rd Grade	62.2%	62.1%	64.4%	▲	+2.3
	4 th Grade	66.8%	67.3%	69.1%	▲	+1.8
	5 th Grade	56.6%	57.5%	56.7%	▼	-0.8
	6 th Grade	50.0%	50.1%	51.9%	▲	+1.7
	7 th Grade	47.6%	49.0%	50.0%	▲	+1.0
	8 th Grade	46.4%	46.3%	47.6%	▲	+1.3
	Algebra	53.0%	55.9%	59.4%	▲	+3.5
	Geometry	41.8%	39.9%	42.8%	▲	+3.0
Science	5 th Grade	63.9%	64.0%	63.4%	▼	-0.6
	8 th Grade	64.0%	62.1%	63.0%	▲	+0.9
	Biology	63.7%	62.9%	65.4%	▲	+2.6
Social Studies	US History	69.7%	68.6%	71.2%	▲	+2.6
	US Govn't	72.0%	69.2%	72.6%	▲	+3.4

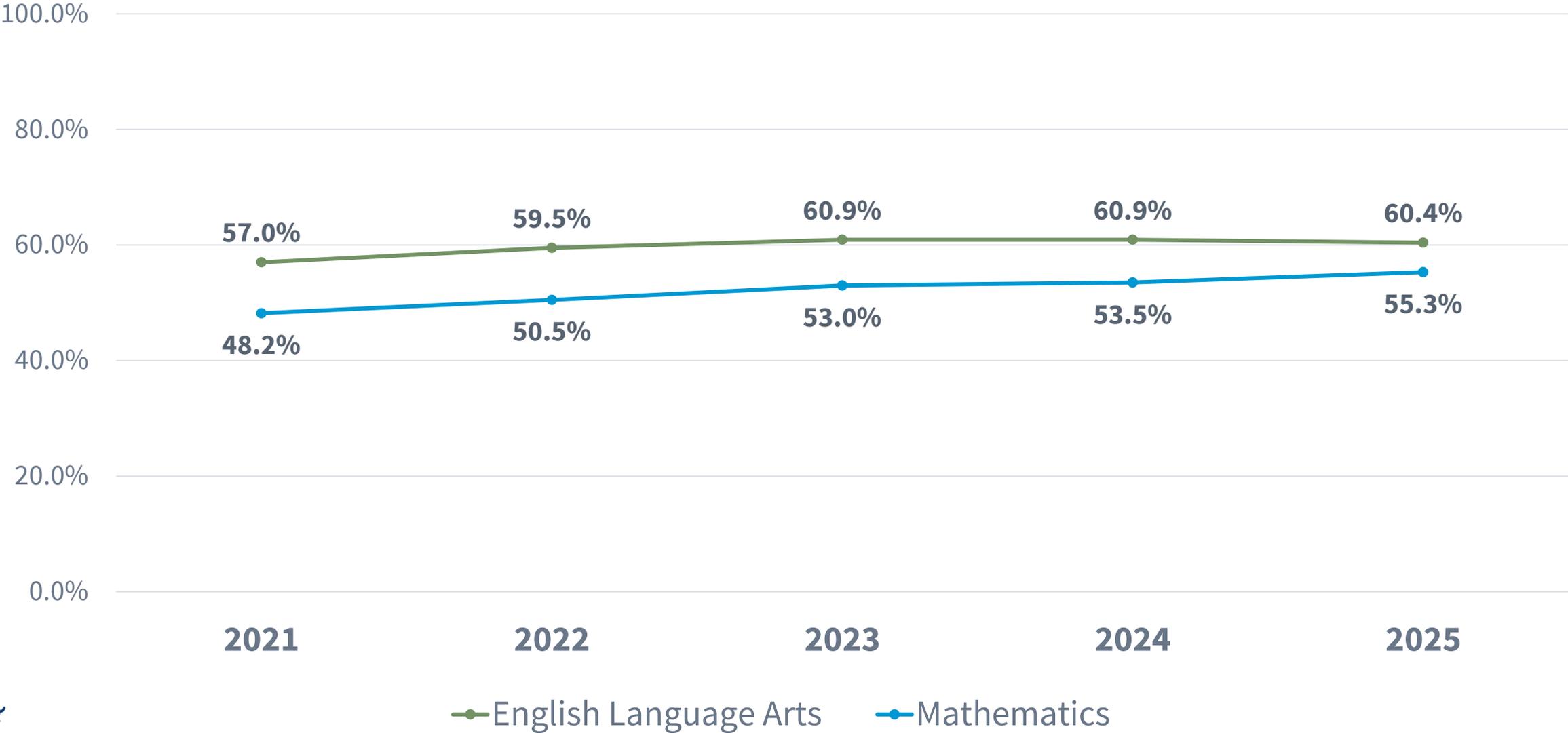


Statewide Proficiency by Demographic Group and Year

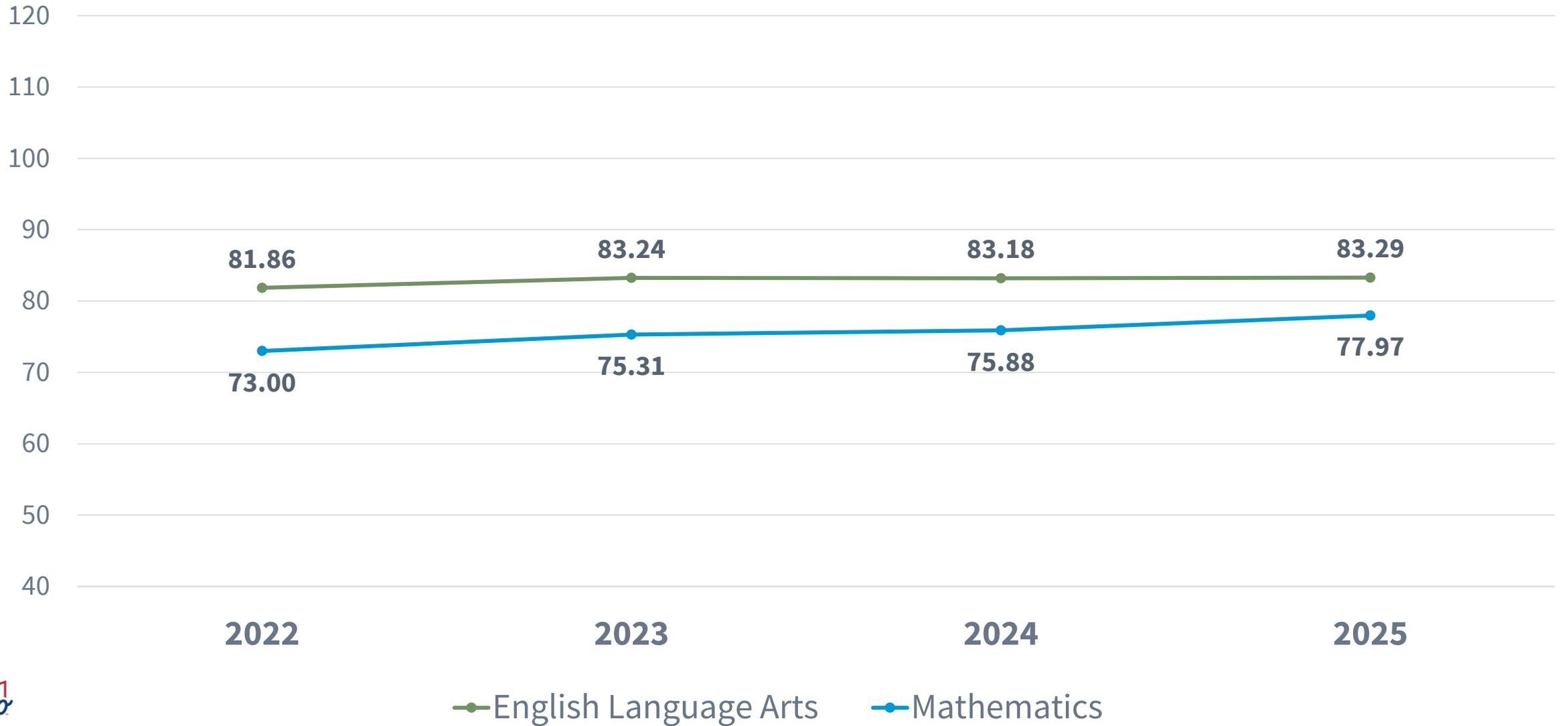
		2022-2023	2023-2024	2024-2025		
All students	English Language Arts	60.9%	60.9%	60.4%	▼	-0.5
	Mathematics	53.0%	53.5%	55.3%	▲	+1.8
Economic Disadvantaged	English Language Arts	44.8%	47.0%	49.1%	▲	+2.1
	Mathematics	35.7%	38.3%	43.5%	▲	+5.2
Students with Disabilities	English Language Arts	21.9%	21.9%	21.3%	▼	-0.7
	Mathematics	19.2%	19.6%	20.6%	▲	+1.0
English Learner	English Language Arts	38.4%	42.4%	39.4%	▼	-3.1
	Mathematics	35.9%	38.1%	40.7%	▲	+2.5
White, Non-Hispanic	English Language Arts	69.2%	69.0%	68.9%	▼	-0.1
	Mathematics	62.6%	63.0%	64.4%	▲	+1.4
Black, Non-Hispanic	English Language Arts	35.2%	36.4%	36.3%	▼	-0.1
	Mathematics	23.0%	24.7%	28.9%	▲	+4.3
Hispanic	English Language Arts	45.8%	45.4%	43.6%	▼	-1.9
	Mathematics	37.9%	37.7%	39.9%	▲	+2.2
Multiracial	English Language Arts	55.8%	56.6%	55.4%	▼	-1.1
	Mathematics	45.4%	46.2%	47.8%	▲	+1.6
Asian or Pacific Islander	English Language Arts	73.8%	73.6%	72.2%	▼	-1.4
	Mathematics	72.2%	72.1%	73.7%	▲	+1.5
Alaskan Native or American Indian	English Language Arts	52.9%	52.7%	52.6%	▼	-0.1
	Mathematics	42.7%	43.7%	45.7%	▲	+1.9



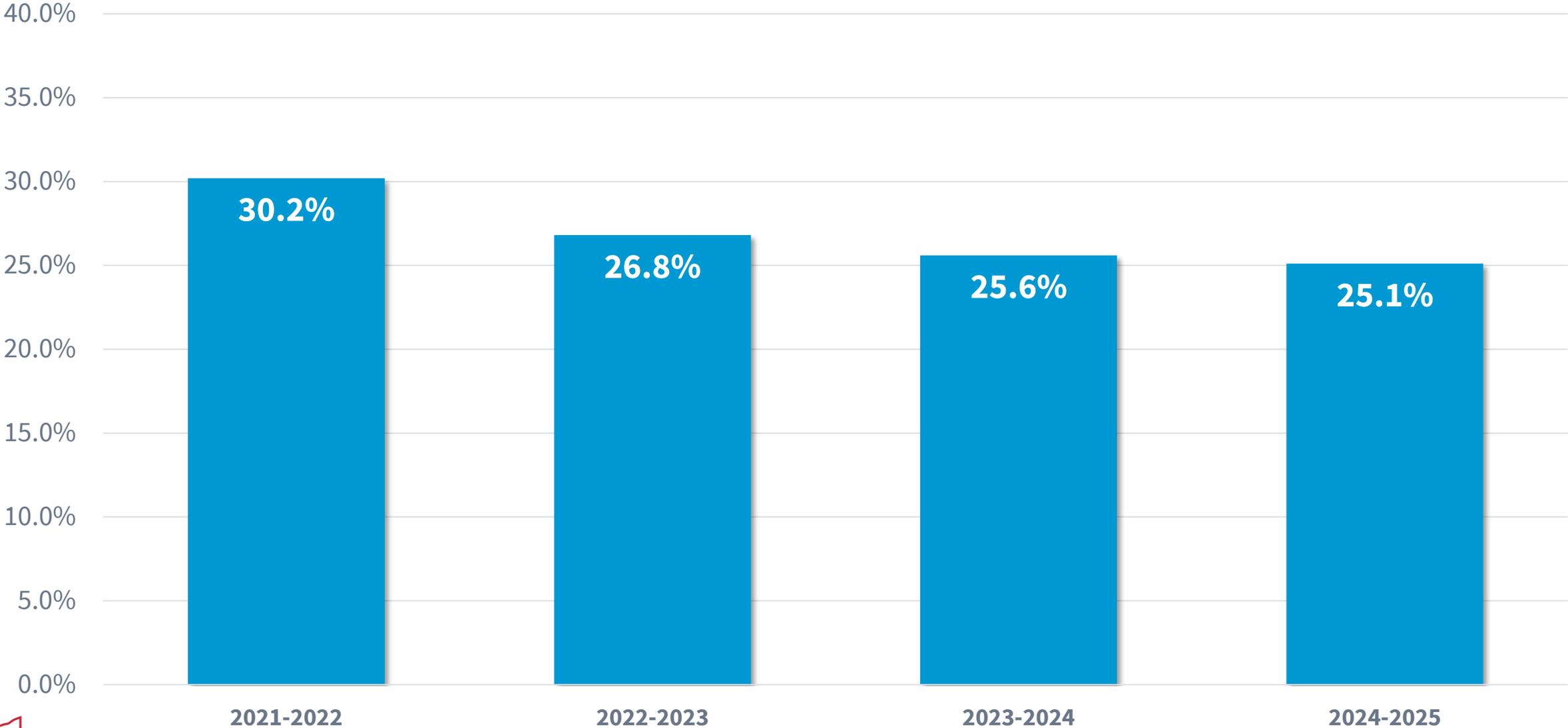
Students Proficient or Higher on Ohio's State Tests



Performance Index on Ohio's State Tests



Statewide Chronic Absenteeism



College, Career, Workforce, and Military Readiness (CCWMR)

Ways to Demonstrate Post-Secondary Readiness	2024 Graduating Class
Received an ACT or SAT Remediation-Free score	18.8%
Received an Honors Diploma	18.9%
Any combination of 3 or more Advanced Placement OR International Baccalaureate tests with qualifying scores	6.9%
Earned at least 12 College Credits	16%
Enlisted in the Military	0.3%
Earned at least 12 Industry Recognized Credential points in a single career field OR holds a State Recognized License	25.6%
Evidence of acceptance into an apprenticeship program after high school (for students 18 and older)	0.1%
Completed a Pre-Apprenticeship	2.1%
Completed an Apprenticeship	0.2%
Achieved proficiency on 3 or more technical assessments in a single career pathway	24.1%
Obtained an Ohio Means Jobs Readiness Seal AND has 250 hours of internship/approved work-based learning	5.4%

30.9% of the 2024 Graduating Class met *at least one college* readiness measure

38.3% of the 2024 Graduating Class met *at least one career, workforce, and military* readiness measure

61.4% of the 2024 Graduating Class met *at least one post-secondary* readiness measure



Learn More

To find a school or district report card, visit

reportcard.education.ohio.gov.

A summary of Ohio School Report Cards is available [here](#).



The screenshot shows the Ohio School Report Cards website. At the top, there is a logo for Ohio School Report Cards with a home icon and a menu icon. Below this is a dark blue banner with the Ohio School Report Cards logo and title. The main content area features a paragraph explaining that report cards are required by law to provide information to parents, caregivers, and educators, and to celebrate successes and identify areas for improvement. Below the text is a search bar with the placeholder text "Search for a school or district...". At the bottom, there are four tiles: "Report Card Resources" (technical documentation and guides), "Download Data" (data for a single year in Microsoft Excel format), "Report Portal" (longitudinal data for a single school or district), and "Rewards & Recognition" (state or national level academic performance).

Ohio School Report Cards

Ohio School Report Cards

Ohio School Report Cards are **required by law** to provide parents, caregivers, community members, educators, and policymakers information about district and school performance — to celebrate successes and identify areas for improvement. The information provides transparent reporting to drive local conversations on continuous improvement and identify schools that need intensive supports. The report cards establish high expectations for the education community while showing progress toward positive outcomes for all Ohio students.

Report cards are only one part of Ohio's education story. To get a more complete picture, it is essential to visit schools, talk to educators, parents and students, and review school or district websites. Many great things are happening every day in Ohio's schools!

Search for a school or district...

Report Card Resources
Report Card technical documentation and guides

Download Data
Data for a single year for every school or district available in Microsoft Excel format

Report Portal
Up to five years of longitudinal data for a single school or district

Rewards & Recognition
Recognition at the state or national level for academic performance



COMMENTS

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**Department of
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Ohio's Integrated Multi-Tiered System of Supports

Melissa Weber-Mayrer, Ph.D.

Chief, Literacy Achievement and Academic Success



**Department of
Education &
Workforce**



Ohio's Integrated MTSS is...

Designed to assist districts and schools in developing a local integrated multi-tiered system of supports for providing **effective instruction** that meets the **academic and non-academic** needs of **all students**.

Ohio's Integrated Multi-Tiered System of Supports

IS	IS NOT	WILL	SERVES
<ul style="list-style-type: none"> • Grounded in research. • A proactive approach to ensure ALL students have access to effective instruction and supports. • Inclusive of both academic and non-academic contexts. 	<ul style="list-style-type: none"> • A pathway to identifying students for special education services. • Solely focused on providing intervention supports to identified students. • Only for districts and schools who are identified as needing school improvement supports. 	<ul style="list-style-type: none"> • Allow districts and schools to strategically integrate and align services and supports for all students. • Inform, support, enhance, and improve the current work in districts and schools across Ohio. 	<ul style="list-style-type: none"> • District and school leaders. • Building leaders. • Building-level staff. • Families/Caregivers.



Ohio's Integrated MTSS is a framework for

STUDENT SUCCESS.

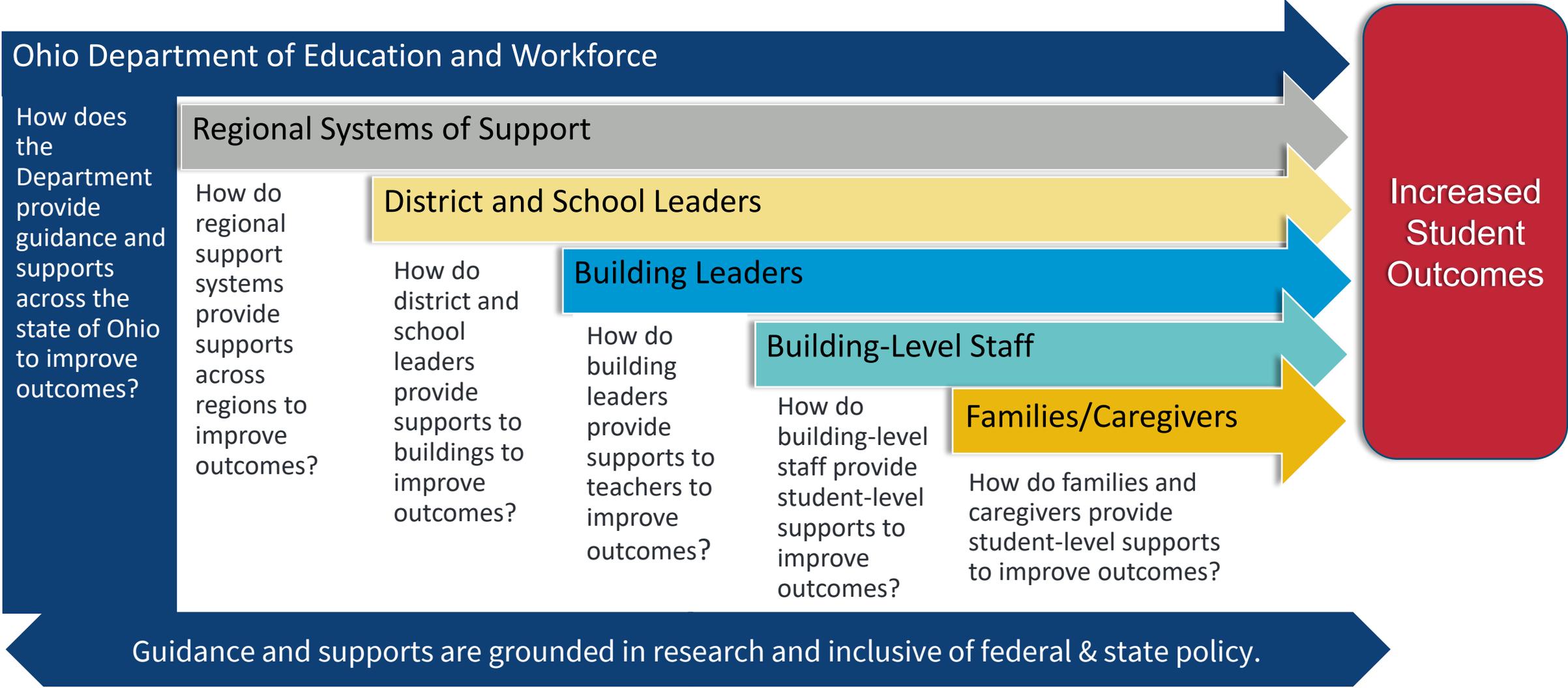
- Effective instruction is provided to all students through academic and non-academic supports.
- An integrated multi-tiered system of supports is the framework for delivering effective instruction.



Refine Existing Systems

- Align priorities that may be competing with one another.
- Ensure coherence at both the system and instructional level.
- Make explicit connections between research, federal & state policy, and an integrated multi-tiered system of supports.
- Provide clear and consistent messaging.

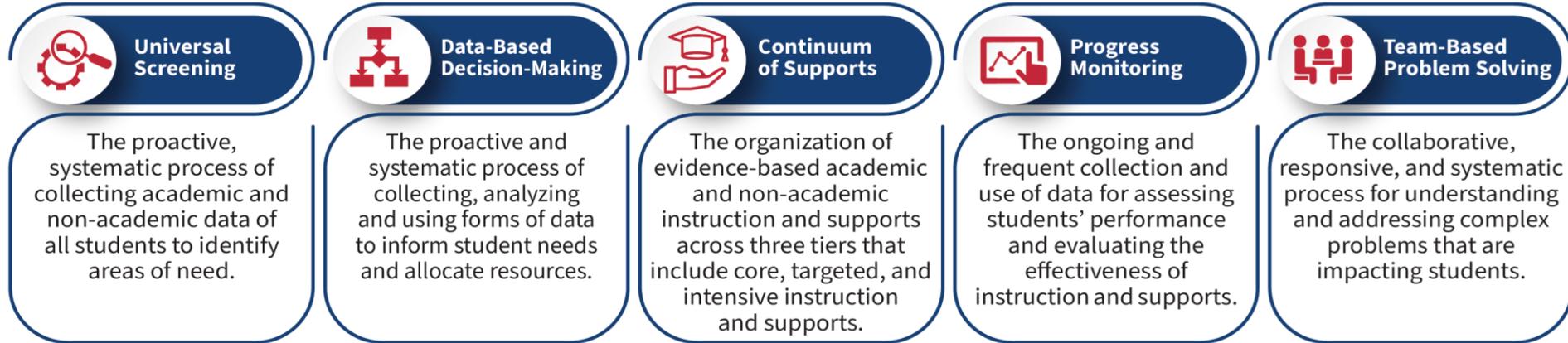
Collective Responsibility



Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components



Adult Implementation Components



Learn More

Ohio's Integrated Multi-Tiered
System of Supports



COMMENTS

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**Department of
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Student Group Accountability Updates

Chris Woolard, Ph.D.

Chief Integration Officer

Colleen D. Grady

Chief, Educational Options and Improvement



**Department of
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Workforce**



Updated Criteria

English Learners, Students with Disabilities, and Economically Disadvantaged Students:

- Schools and districts are identified as needing an improvement plan if BOTH of the following conditions are met:
 - **Achievement Criterion:** The student group scored below its Gap Closing performance index goal on the state report card.
 - **Progress Criterion:** The student group earned a growth index of less than 2 under the Gap Closing component on the state report card.
- Identification occurs for both English language arts and Math.

Gifted Students:

- Schools and districts are identified as needing an improvement plan if BOTH of the following conditions are met:
 - **Achievement Criterion:** The gifted performance index indicator was not met under the Gap Closing component on the state report card.
 - **Progress Criterion:** Gifted students earned a value-added growth index of less than -2 under the Gap Closing component on the state report card.



Student Group Accountability



For more information, visit the Department's [website](#).

COMMENTS

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**Department of
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Attendance Supports

Jessica Horowitz-Moore

Chief, Student and Academic Supports



**Department of
Education &
Workforce**



2025 ATTENDANCE AWARENESS MONTH



STAY *IN THE* GAME!



ATTENDANCE MATTERS



Understanding Chronic Absence

What is Chronic Absence?

Chronic absence is defined as missing 10 percent or more of school for **any** reason.



Chronic absence is **different** from truancy (unexcused absences only) or average daily attendance (how many students show up to school each day).

Absences Add Up!

September					October					November					December					January					
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
													X				X								
							X				X														
		X	X					X				X			X	X					X	X	X		
February					March					April					May					June					
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
				X						X															
X	X													X		X						X	X		
								X					X												

©Attendance Works

Missing just 2 or 3 days a month can lead to chronic absence.

10% of the school year = 18 days of absence

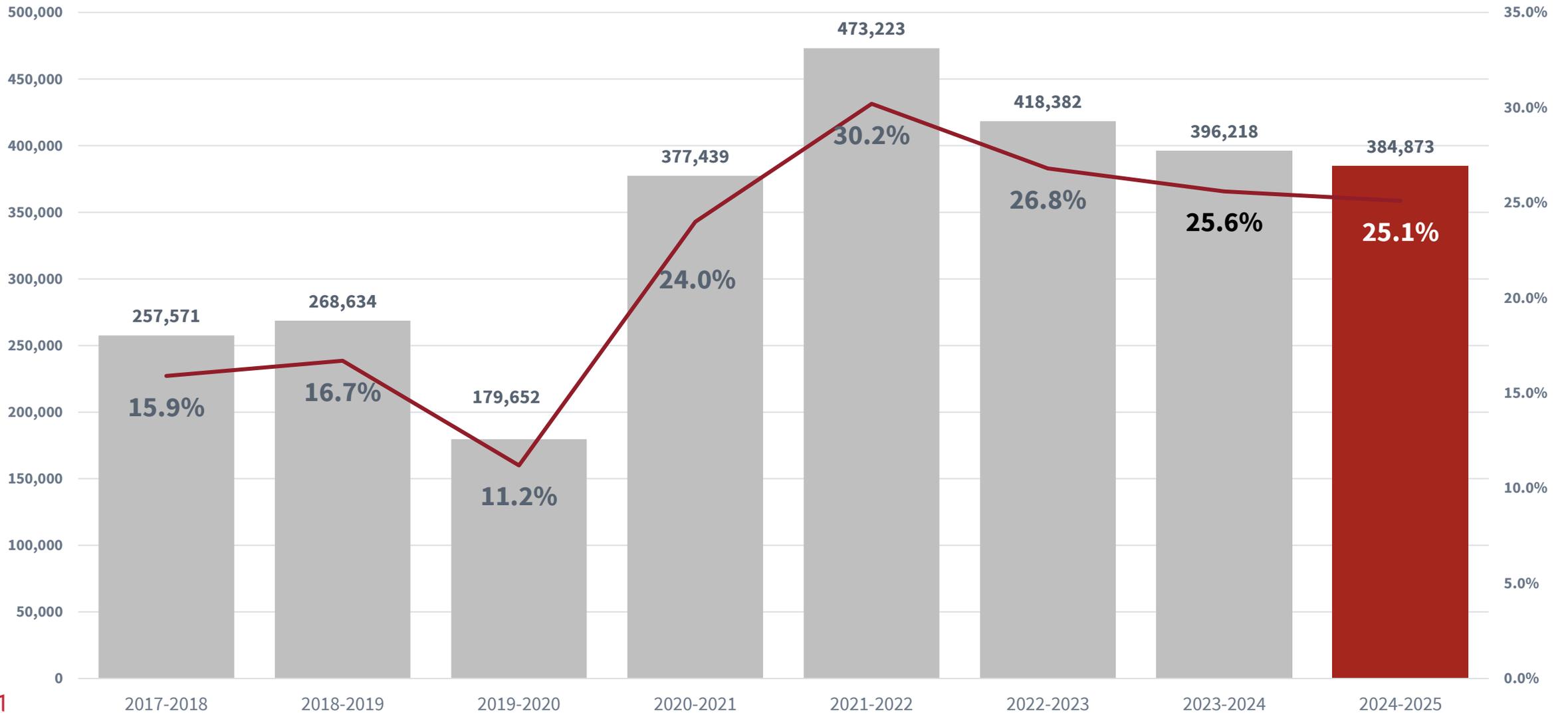
This translates to almost one month of missed learning.

Why Focus on Attendance Data?

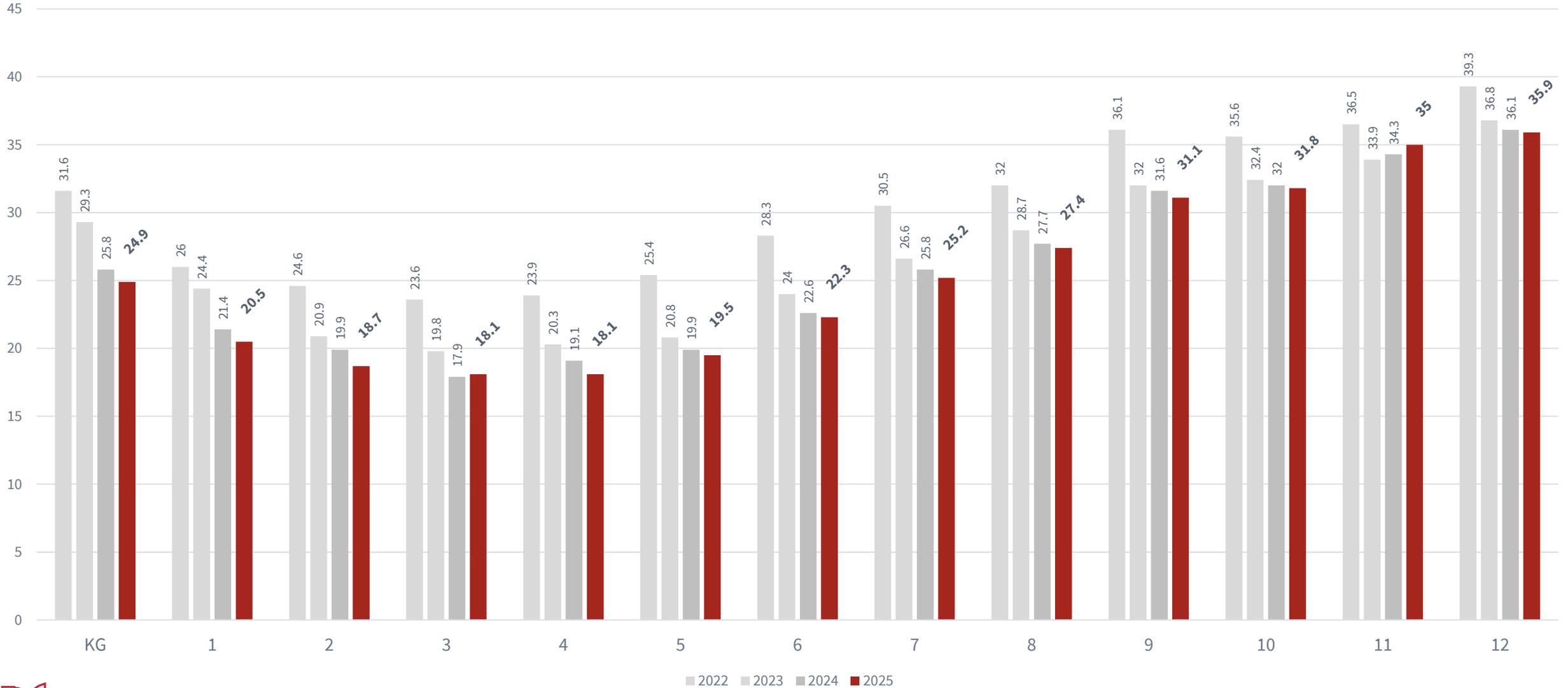
Students who were never chronically absent were 3x more likely to be proficient in ELA.

Students who were never chronically absent were 3.9x more likely to be proficient in Math.

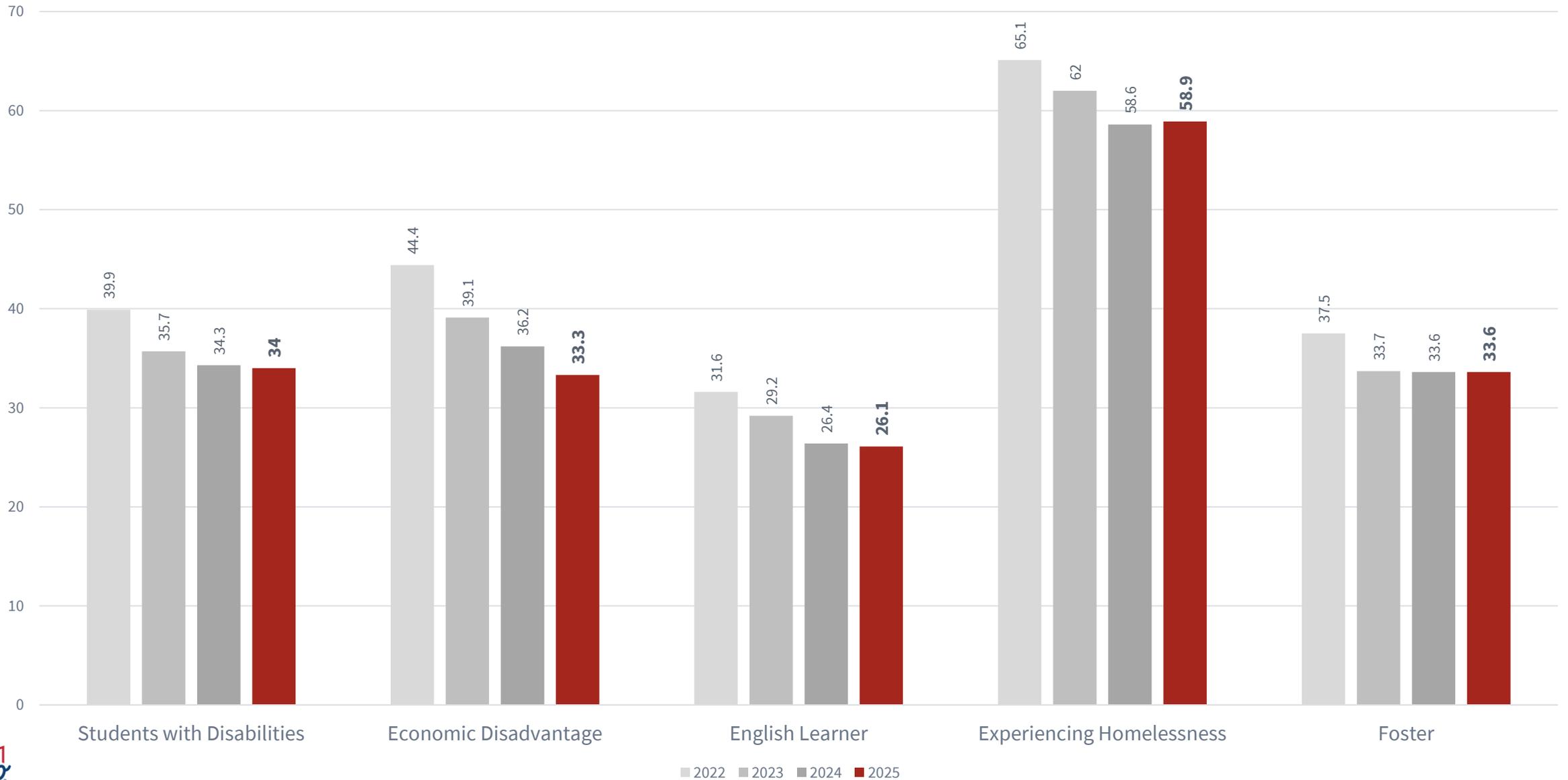
Chronic Absence – Statewide



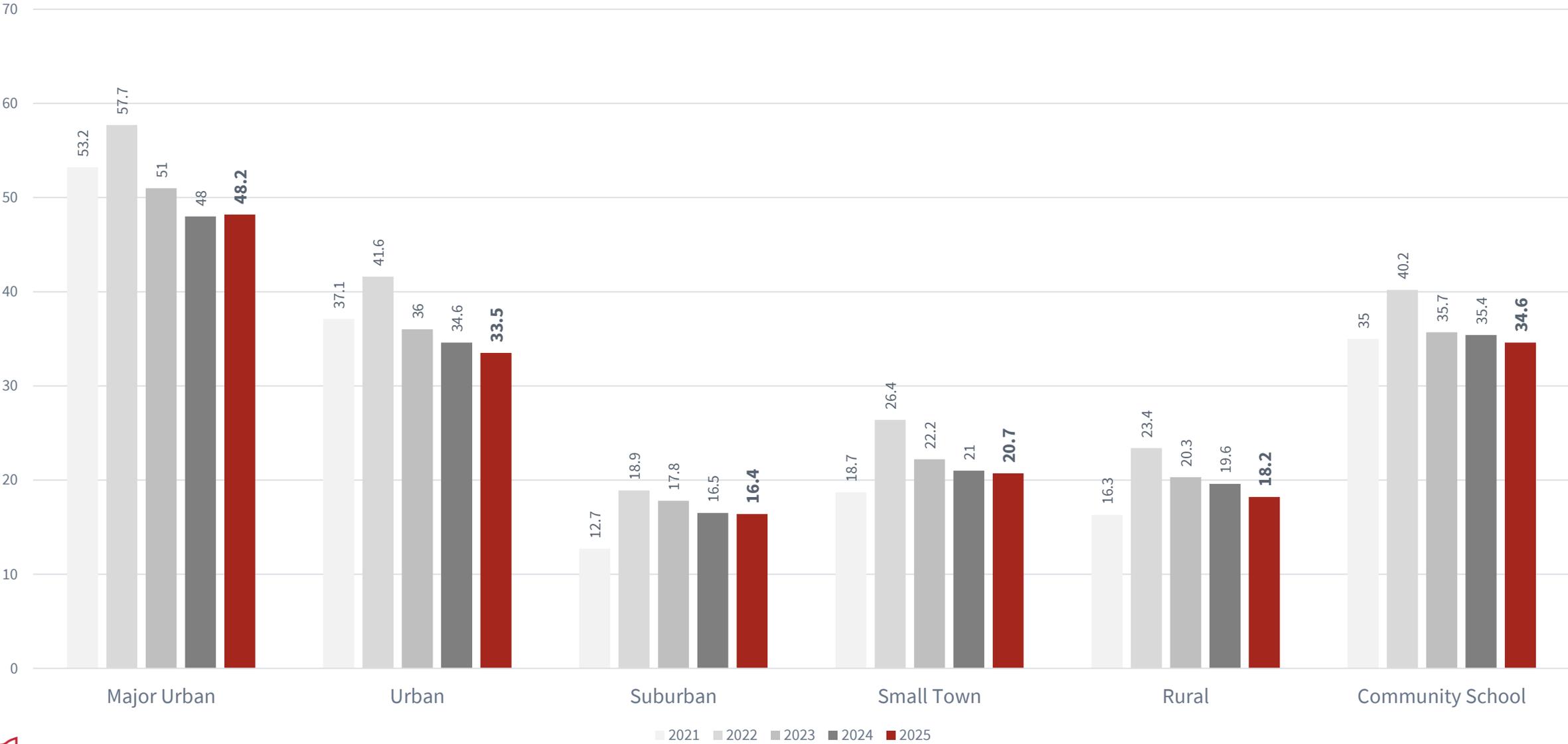
Chronic Absence – Grade Level



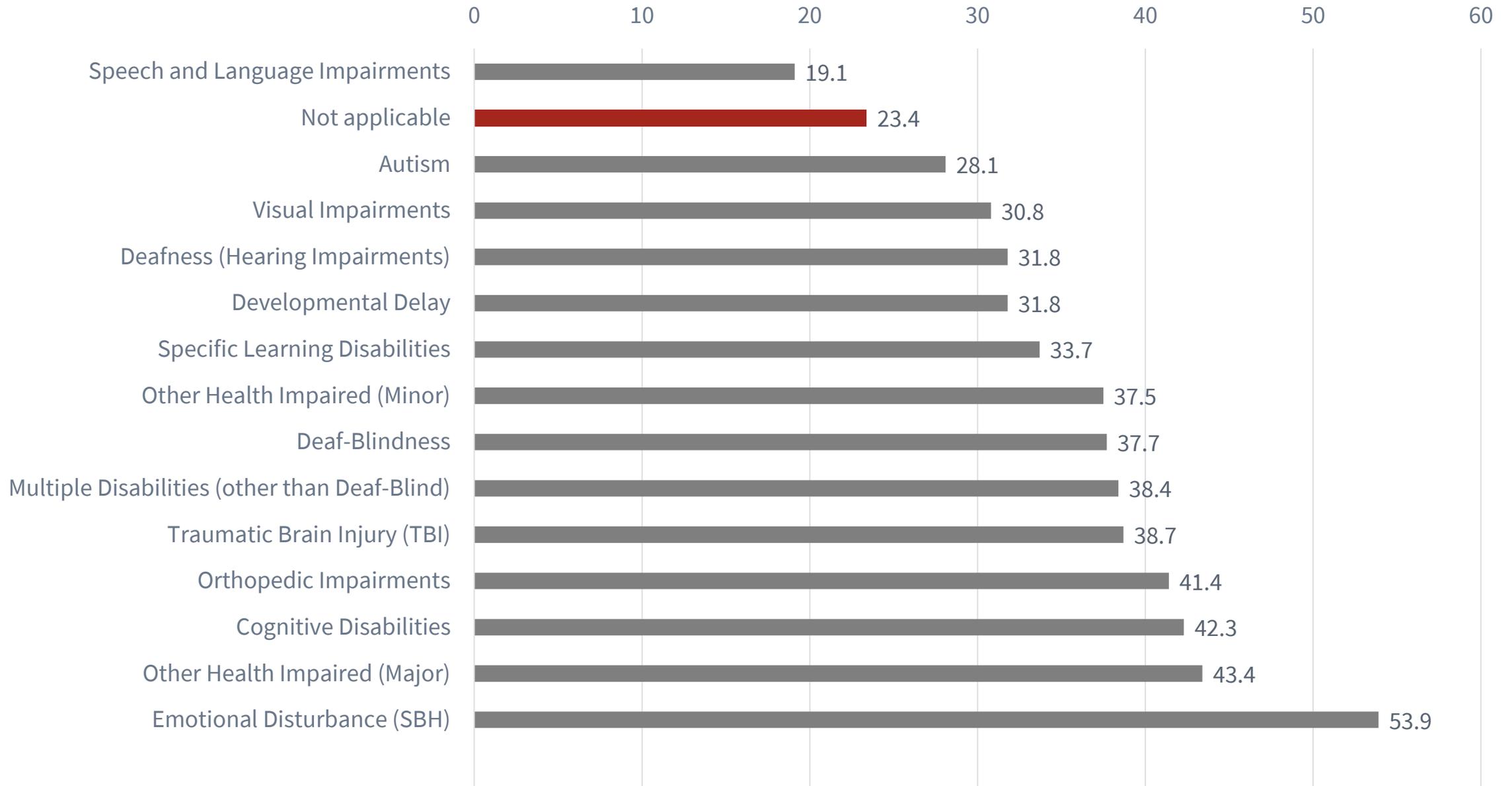
Chronic Absence – Students At-Risk



Chronic Absence – Typology



Chronic Absence – Disability Type

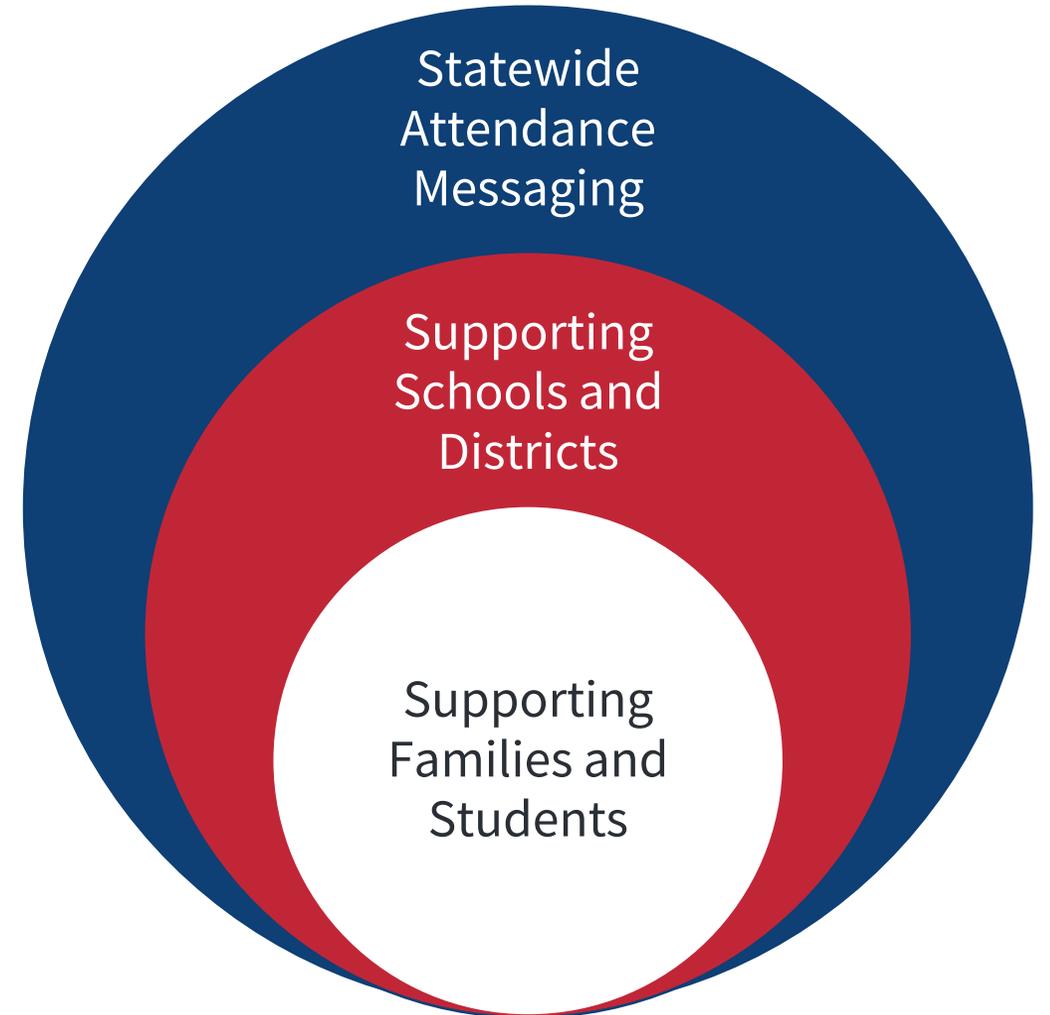


Ohio's Response to the Problem

Our Goal: Reduce statewide chronic absence to 12.8% by 2029

Supports Available:

- [Attendance Support Webpage](#)
- [Stay in the Game! Attendance Network](#)
- [Monthly Attendance Webinars](#)



Attendance Law Updates

September 30, 2025:

- Notification requirements
- Complaint filing
 - [DEW Guidance](#)

August 2026:

- Board policy
- Absence intervention teams
 - [Updated FAQ](#)



Root Causes

Reasons Students Are Absent

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Poor transportation
- Housing and food insecurity
- Lack of access to needed services
- System involvement
- Unpredictable schedules for learning
- Lack of access to tech
- Impact of trauma
- Violence in the community

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Unfair disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Caregivers had negative educational experiences

Disengagement

- Lack of challenging, engaging instruction
- Bored
- No meaningful relationships to adults or peers in school
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Need to work conflicts with being in high school

Misconceptions

- Absences are only a problem if they are unexcused
- Missing two days per month doesn't affect learning
- Lose track and underestimate **TOTAL** absences
- Assume students must stay home for any symptom of illness
- Attendance only matters in the older grades
- Suspensions don't count as absence

COMMENTS

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**Department of
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Administrative Rules Proposed for Review

John VanNorman

Chief Legal Counsel



**Department of
Education &
Workforce**



OAC 3301-13-02

Amendment of OAC 3301-13-02

Administering state tests at the designated grades.

Summary of Existing Rule

This rule establishes the criteria for who can serve as administrators for state tests.

Overview of Amendments

Recent legislative changes to Ohio Revised Code section 3319.22 require updates to this rule to ensure that school psychologists can continue to serve as administrators for state tests.

Public Comment Period

The public comment period on the **current rule** opened August 19, 2025, and closed September 2, 2025.

The public comment period on the **draft rule** opened on September 16, 2025, and will close October 16, 2025.



Public Comment Period – Cont'd.

Comments on the draft rule may be submitted via:

- Website: education.ohio.gov/OAC
- Email: rulecomments@education.ohio.gov



COMMENTS

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**Department of
Education &
Workforce**



Next DEW Public Meeting

Monday, Nov. 10, 2025 (*tentative*)

25 South Front Street
Columbus, Ohio 43215



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