



# Ohio

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## SCHOOL & DISTRICT RESULTS 2020 – 2021

### Report Cards Mirror the Unique Circumstances of the 2020-2021 School Year



**Dr. Stephanie K. Siddens**

Interim Superintendent  
of Public Instruction

For the second consecutive school year, Ohio's students and adults faced unique and challenging circumstances because of the ongoing global pandemic. The information in this report card reflects these teaching and learning conditions and should be reviewed while considering the resulting disruptions that, in many cases, affected students' opportunities to learn. In some cases, the data from this school year will establish a new baseline for performance as society continues to grapple with the realities of an ongoing pandemic. The data should inform continuous improvement planning and priority setting for state and local education leaders alike. While the available data from this year's report card does not sufficiently tell the whole story, it does reveal the unfortunate reality that pandemic-related disruptions had the biggest impact on the state's most vulnerable students. This information is especially valuable for educators as they formulate the most effective plans for moving students forward.

Ohio is more committed than ever to using data to understand where students are in their learning and informing practices to help continue the journey to excellence.

### Evidence of the Pandemic's Impact on Students in 2020-2021

As the education community entered the second school year of the pandemic, districts approached the challenges head on. However, the pandemic created conditions that inevitably led to discouraging outcomes. The following information highlights state-level data points.

- **Student Enrollment** Total prekindergarten through grade 12 enrollment showed a decrease between the 2019-2020 and 2020-2021 school years. This decrease was approximately three percent (about 53,000 students). Almost half of this decrease was in preschool and kindergarten (approximately 25,000 students). Many students likely delayed enrollment or enrolled in other educational options; Ohio's home-school enrollment increased by 55% (approximately 18,000 students).
- **Student Attendance** As expected based on the circumstances created by the pandemic, there also was a notable increase in chronic absence (defined as 18 days [10%] or more of excused or unexcused time not engaged in education activity). In 2020-2021, 24% of Ohio's K-12 students – almost 380,000 students – were chronically absent. As is the typical pattern for chronic absenteeism, Ohio's historically underserved and vulnerable students and students in urban areas experienced higher rates of chronic absenteeism than their peers.
- **Spring Assessment Participation** Most of Ohio's students participated in the state's spring 2021 assessments, but many of the most vulnerable students did not. Across most grades, English language arts proficiency rates generally decreased by about eight percentage points and math proficiency rates decreased by approximately 15 percentage points.

Additional statewide **Data Insights** and **Resources to Return** are available on the Department's website: [education.ohio.gov](https://education.ohio.gov)

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## Setting New Baselines for Academic Performance

*Each Child, Our Future* emphasizes the key principle of equity, including equitable academic outcomes for all students. Statewide, students with disabilities, students of color and students from economically disadvantaged backgrounds do not achieve at the same levels as other students.

Ohio's spring 2021 assessment results indicate that historically underserved students experienced the greatest decreases in learning because of the pandemic, sometimes two to three times more than their peers. This is typical in situations where learning is disrupted. Differences among student subgroups were greater in English language arts than in math.

Demographic Group	English Language Arts				Mathematics			
	2017-18	2018-19	2020-21		2017-18	2018-19	2020-21	
<b>All Students</b>	63.7%	64.6%	57.0%	▼	60.4%	61.0%	48.2%	▼
<b>Economically Disadvantaged</b>	48.4%	49.5%	39.5%	▼	44.9%	45.5%	30.0%	▼
<b>Students with Disabilities</b>	28.3%	28.9%	20.3%	▼	27.7%	28.2%	17.0%	▼
<b>English Learners</b>	41.8%	43.7%	35.3%	▼	45.4%	45.7%	31.1%	▼
<b>White, Non-Hispanic</b>	71.0%	71.7%	64.9%	▼	68.1%	68.9%	56.9%	▼
<b>Black, Non-Hispanic</b>	37.3%	39.3%	28.9%	▼	31.6%	32.5%	17.1%	▼
<b>Hispanic</b>	49.6%	51.2%	42.0%	▼	47.2%	47.9%	32.6%	▼
<b>Multiracial</b>	58.9%	59.6%	50.4%	▼	53.9%	54.6%	38.9%	▼
<b>Asian or Pacific Islander</b>	74.9%	76.8%	71.9%	▼	77.9%	78.7%	68.7%	▼
<b>Alaskan Native or American Indian</b>	60.5%	60.0%	50.2%	▼	51.1%	54.0%	39.4%	▼

## Statewide Performance Index

Performance Index					
2016-17	2017-18	2018-19	2019-20	2020-21	
84.1	84.2	84.7	N/A	72.5	▼

The Performance Index captures all levels of student performance on state assessments. This is an important measure to look at statewide achievement. With varying participation rates and education delivery models during a disrupted school year, it's important to view the results of the 2020-2021 school year as setting a new baseline for future improvement and growth.



## Students' Indicators of Preparedness Holding Steady

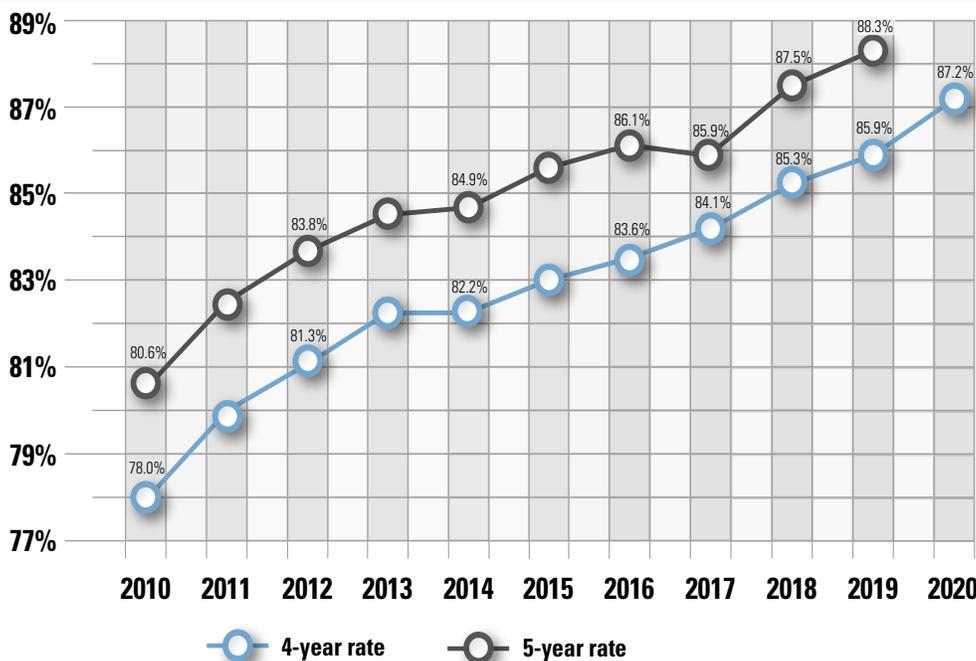
This year's report card captures the cohort of students impacted most directly by the pandemic during their final years in high school. Given the potential reduction in opportunity, the statewide Prepared for Success rate has held steady, with only a small drop compared to prior years. Of the opportunities measured, an additional 2,000 students took advantage of dual enrollment by participating and earning credit in the College Credit Plus program in the 2020-2021 school year compared to the prior year.

Prepared for Success					
2016-17	2017-18	2018-19	2019-20	2020-21	
36.1%	37.7%	40.1%	42.0%	41.2%	▼

## Cohort Graduation Rates

The graduation rate measures how many students are successfully finishing high school with a regular diploma in four or five years. *Each Child, Our Future* continues the focus on high school success and postsecondary connections. Ohio's recently [adopted graduation requirements](#) provide greater flexibility and acknowledge that students can demonstrate competency and readiness through a variety of mechanisms. Additionally, the recent health crisis added new challenges for students. Students in the class of 2020, as reported on this year's report card, were provided additional flexibilities to demonstrate readiness and meet graduation requirements.

Graduation Trend for Ohio Schools



## Chronic Absenteeism

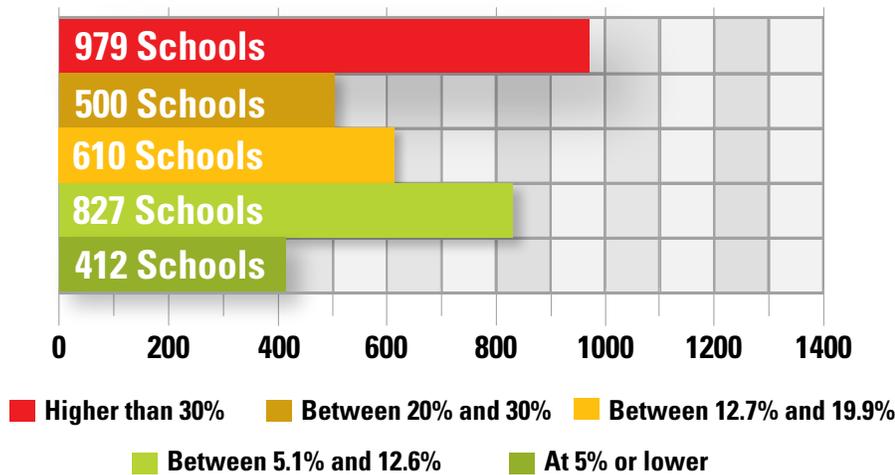
Not surprisingly, chronic absenteeism increased in 75% of Ohio’s traditional public districts. Among districts that primarily were fully remote during the 2020-2021 school year, chronic absenteeism increased, on average, by nine percentage points. By comparison, chronic absenteeism increased an average of five percentage points among districts that primarily were in-person and four percentage points among districts that primarily were hybrid during the school year.

Chronic absenteeism increased across all grade levels. The attendance gap that existed for student subgroup populations before the pandemic increased predictably during the 2020-2021 school year. Economically disadvantaged students had higher chronic absenteeism rates than non-economically disadvantaged students in 2020-2021 (38% and 11% respectively). Between 2018-2019 and 2020-2021, chronic absenteeism increased by 12 percentage points for economically disadvantaged students and four percentage points for non-economically disadvantaged students.

**16.7%** of students in Ohio were chronically absent in **2018-2019**

**24%** of students in Ohio were chronically absent in **2020-2021**

### Chronic Absenteeism Rates (School Level)



English learners had higher chronic absenteeism rates than non-English learners in 2020-2021 (32% and 24% respectively). Between 2018-2019 and 2020-2021, chronic absenteeism increased by 16 percentage points for English learners and seven percentage points for non-English learners.

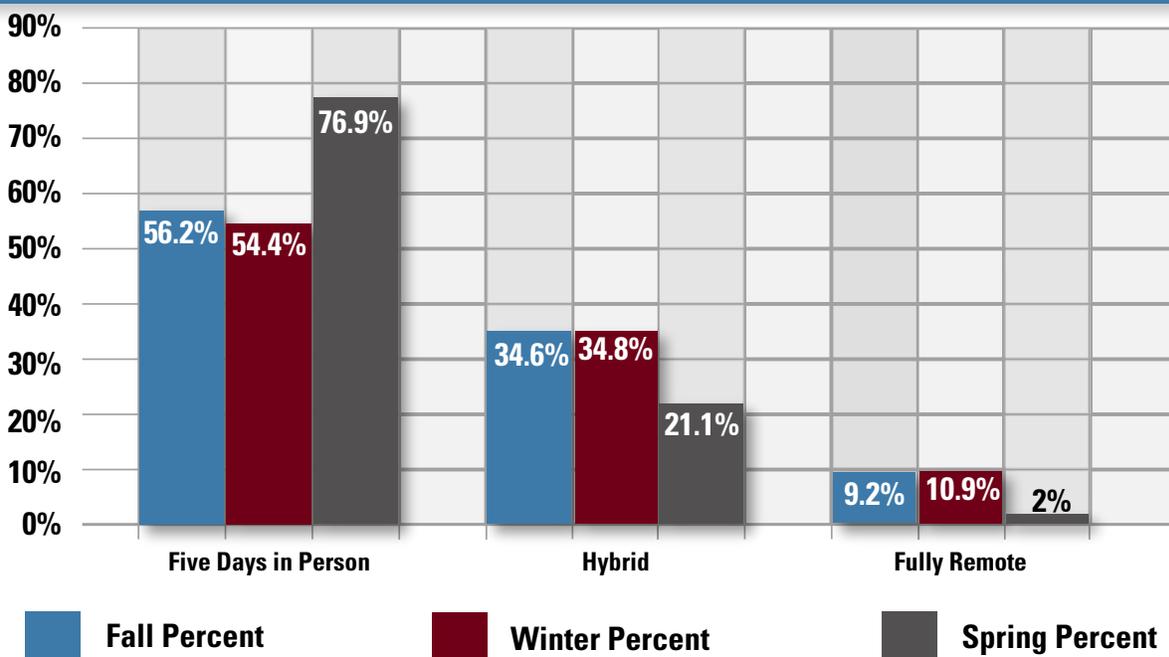


## Opportunity to Learn

The phrase “opportunity to learn” refers to a student’s ready access to regularly offered educational opportunities. These opportunities can include the types of instructional models used by schools to deliver education, internet and technology device access, conditions of learning, and attendance and engagement policies – all of which provide important context for understanding student success. Since the beginning of the pandemic, Ohio has been collecting information on technology access, connectivity and types of learning models to provide context around students’ opportunity to learn.

Districts and schools made their education delivery model decisions locally to best meet the needs of their students and communities, including opening their schools for full-time, in-person classes, offering a hybrid learning model or, in some cases, offering a model that was 100% remote during the 2020-2021 school year.

### Public District Education Delivery Models



Many districts changed their models throughout the year to adapt to the ever-changing conditions of the pandemic. As noted above, the data is reported for three time periods across the year to capture many of those changes.

From analyzing the data, it is clear that at all grade levels, the decrease in learning was more pronounced among students in districts that primarily used fully remote or hybrid education delivery models. However, it’s important to remember the 2020-2021 school year did not present perfect conditions for remote education. Students, families and educators faced a wide array of challenges while trying to quickly adjust to teaching and learning through education delivery models that were entirely new to many. While Ohio-specific and national research suggests students learning through remote education models faced greater challenges in learning during 2020-2021, long-term, remote learning can represent an effective tool in developing flexible and personalized learning opportunities for students. For this reason, it is worth continuing to develop, understand and improve upon effective strategies for remote education.

In some cases, students' opportunity to learn was hampered in fully remote or hybrid educational delivery models if students lacked access to technology, including hardware, such as computers and smartphones, and high-speed internet.

To raise awareness and increase transparency, the U.S. Department of Education now requires states to publish all available data on students' access to technology. Due to the timing of this new reporting requirement and the general challenges districts faced during the 2020-2021 school year, reporting this data to the Ohio Department of Education was optional. If a district did not enter the status for a student into its Education Management Information System (EMIS) data set, the student counts as "unknown" in the displayed numbers.

**Technology Hardware:** This data helps understand students' technology access at home and whether it was provided by districts or the students provided access to their own devices.

Technology Hardware for Schools (including Community Schools)				
District Provided Computer	Student Access to Computer	Student Access to Smartphone	No Regular Access to Hardware	Unknown Access to Hardware
84.90%	3.10%	0.10%	0.20%	11.90%

Technology Hardware for Districts				
District Provided Computer	Student Access to Computer	Student Access to Smartphone	No Regular Access to Hardware	Unknown Access to Hardware
85.10%	3.40%	0.10%	0.20%	11.40%

**Internet Connectivity:** This data helps understand students' internet connectivity access at home.

Connectivity for Schools (including Community Schools)					
District Provided Broadband	Student Access to Broadband	District Provided Hotspot	Student Access to Hotspot	No Regular Access to Internet	Unknown Access to Internet
0.80%	25.20%	4.60%	0.60%	0.50%	68.40%

Connectivity for Districts					
District Provided Broadband	Student Access to Broadband	District Provided Hotspot	Student Access to Hotspot	No Regular Access to Internet	Unknown Access to Internet
0.80%	26.30%	4.50%	0.60%	0.50%	67.30%

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