

OHIO AMENDMENTS TO APPROVED ESSA PLAN

April 2026

Ohio is submitting the following proposed amendments to its approved ESSA State Plan. This amendment request is coordinated with Ohio's Waiver request.

*The following **redlined** amendments are focused on the Statewide Accountability System, starting on page 11 of Ohio's [Approved ESSA Plan](#):*

1. **Statewide Accountability System and School Support and Improvement Activities**
(ESEA section 1111(c) and (d)):
 - i. **Subgroups** (ESEA section 1111(c)(2)):
 - a. **List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).**

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

- All Students
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Economically Disadvantaged
- Students with Disabilities
- English Learners

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

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

- **Report-Only Subgroups:** The state's report card includes data reported for the subgroups listed below. The data is not part of any rated measures.
 - Children in foster care;
 - Military dependents;
 - Adjudicated youth;
 - Homeless children and youth;
 - Gender.

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

Yes

No

- a. **If applicable, choose one of the following options for recently arrived English learners in the State:**

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

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

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

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

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

Ohio will use 15 students as the minimum number of students that would require disaggregation of information for a subgroup (N-size) for accountability purposes. This is lower than the minimum size used in Ohio under No Child Left Behind, which was 30. As part of Ohio's plan to move to an N-Size of 15, a stepped-in approach will be utilized to provide a stable transition from the current N-Size of 30.

Accordingly, the N-size will be 25 in 2017-2018 and 20 in 2018-2019, with the final step to 15 for the 2019-2020 school year.

As stated in recent changes to state law, Ohio will continue to use 15 students as the minimum number of students that would require disaggregation of information for a student subgroup (N-Size) for accountability purposes for the 2021-2022 school year and each school year thereafter. For all school or district level calculations, at least 10 students are needed to be included in accountability calculations.

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

The proposed use of 15 students as the minimum number of students that would require disaggregation of information for a subgroup is statistically sound. It will increase the proportion of students in each group that contribute to the overall calculation. It also will increase the number of schools that are evaluated for each subgroup, thereby providing a more meaningful differentiation and identification of schools that are underperforming with regard to subgroup populations. The change Ohio is proposing to the Gap Closing calculation, using a Performance Index, provides increased opportunity to include growth in the calculation. Ohio will include more students with the proposed N-size, but through the calculation, the state also is providing a system that is more sensitive and provides growth through a wider range of performance levels. By increasing the sensitivity of the calculation, Ohio can maintain statistical validity while evaluating more students.

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

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

Table 1 - Increase in the Number of Schools Evaluated by Reducing Minimum N-size from 30 to 15 (shown by 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%

**Statewide, fewer 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.*

Table 2 - Increase in the Number of Students Included in Evaluated Subgroups by Reducing Minimum N-size from 30 to 15 (shown by subgroup):

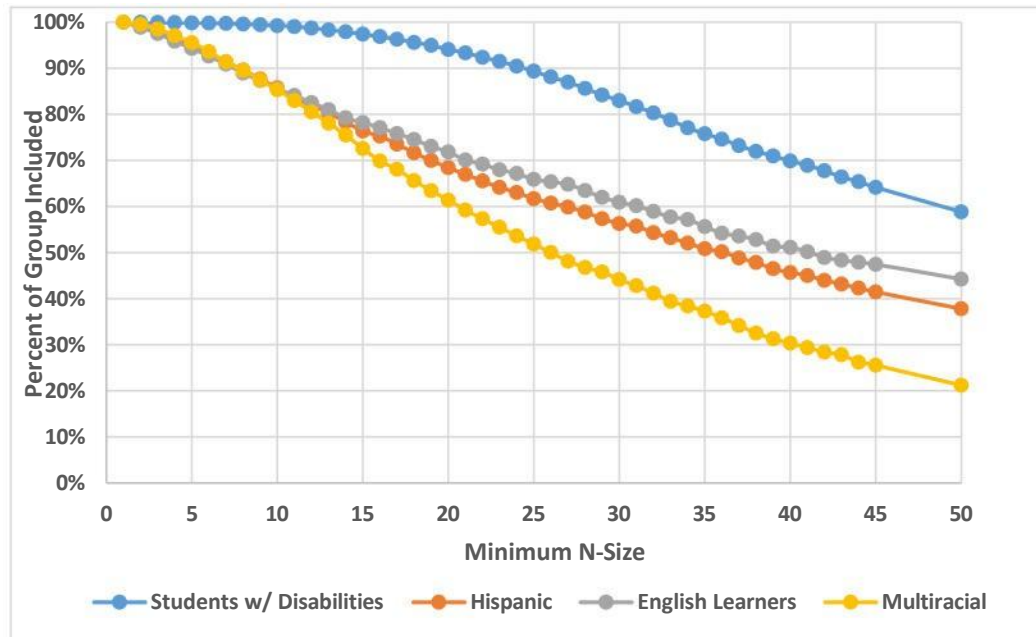
Subgroup	Number of Students Evaluated (% out of 989,000 total students)		Increase N of Students Evaluated	Percent Increase
	Minimum N = 30	Minimum N = 15		
Asian or Pacific Islander	10,200 (1%)	14,400 (1%)	4,200	41%
African American	136,000 (14%)	143,000 (18%)	7,000	5%
Students with Disabilities	119,000 (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, fewer 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 chart below shows, at various N-sizes, the number of subgroup students that would be included in the state’s accountability system.

Chart 1 – Impact Analysis of N-Size



Using this data, Ohio hosted a webinar specifically to discuss the issue of N-size. The webinar was promoted through a variety of communication channels to reach a broad spectrum of stakeholders (superintendents, principals, educators, parents and community members) and resulted in more than 260 attendees. The webinar was informed by a discussion guide that was presented by the Department and can be found on the [Department’s website](#) or in Appendix B. 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 excluding more than 25 percent of the students is acceptable. After reviewing data showing differences in the number of students included and schools evaluated in the subgroup calculations based on several different subgroup sizes, the attendees of the webinar were asked, “Which N-size option would you recommend for Ohio to include in its state plan?” Of the responders, 56.5 percent suggested reducing N-size size to either 10 or 20 students, while just 37 percent recommended maintaining the status quo of 30 students. More than 6 percent said they didn’t know what number should be used. In addition to the N-size webinar, the N-size decision was a formal discussion point in the larger statewide stakeholder engagement efforts that included 10 regional meetings with more than 1,500 attendees, Department staff met with more than 70 association and organizations and received more than 11,200 responses to Ohio’s online ESSA survey.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.³**

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

For all school or district level calculations, at least 10 students are needed to be included in accountability calculations. In Ohio’s Gap Closing Component, which calculates student subgroup performance, there must be at least 15 students as noted above.

- e. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.**

The N-size for reporting purposes is 10 to protect student privacy. The N-Size for student subgroups as calculated in the Gap Closing Component for accountability purposes is 15.

- iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):**
- a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))**
- 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.**

Ohio has established ambitious but attainable long-term goals for improved academic achievement in reading/language arts and mathematics for all students and for each subgroup of students. Ohio’s Performance Index and composite score counts each level of performance by each student, thereby providing a granular measure of student performance. (This metric is more specifically described in Section A.4.iv).

The state set its long-term goals to ensure students are equipped for lifelong learning and success after leaving high school. Ohio used current and prior years’ data to inform the discussion around setting long-term goals. As of 2016, the year used to set the initial baseline levels for achievement, only about five percent of schools and four percent of districts had high enough achievement to “meet” the long-term

³ 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.

goal. Based on the current achievement levels of some schools and districts, these long-term goals represent levels of improvement that are unprecedented.

Ohio will be re-setting the long-term goals using the 2020-2021 data as a baseline year to account for impacts of the COVID-19 pandemic on the educational system as well as adjust for the new reformed accountability system. After two years, Ohio will review and analyze the performance towards these long-term goals and recalibrate if needed in coordination with the U.S. Department of Education through the amendment process.

2015-2016 Baseline: Baseline levels for the academic achievement goals were computed for both English language arts and math using 2016 data for the respective subject matter tests in grades 3-8 and the English language arts I and English language arts II or the algebra I, integrated math I, geometry and integrated math II high school end-of-course tests. The calculation included data from two high school tests in English language arts because in Ohio's accountability system, all students are required to take two English language arts courses with tests. The required tests include English language arts I, which measures standards taught in ninth grade English and English language arts II, which measures standards taught in 10th grade English. For math, all students take one of two course progressions that are comparable in the content taught and, in total, represent the same math standards. Some time prior to the end of their fourth year of high school, all students must take either algebra I and geometry for which there are corresponding assessments or they must take integrated math I and II, which also have corresponding tests. Thus, all students in the state are expected to have two English language arts test scores (English language arts I and II) and two math scores (either algebra I and geometry or integrated math I and II) by the end of the fourth year of high school. The percentages reported in the baseline column represent the actual statewide rates for students scoring proficient or higher for each subgroup using first-time test takers in the 2015-2016 school year. Retakes were not included in this analysis.

2020-2021 Baseline: The new adjusted baseline and long-term goals are being established with the same initial process using applicable state test results. English Language Arts I is no longer a required assessment in Ohio and therefore not included in the analysis.

Timeline: Ohio proposes to set its long-term timeline for improvement goals at 10 years with a new baseline of 2020-2021.

Long-term Goals and Interim Progress Targets – All Students: The Performance Index score with a long-term goal for all students is set at the number of points that would be earned if all students scored Proficient on their English language arts or math assessment – which is a score of 100. In the Performance Index tables, the data represent the number of points earned out of a possible 120 points, not percentage of points earned.

The interim progress targets are established by dividing the difference between the long-term goal and the baseline by 10 and increasing the prior year's benchmark by that amount to provide for consistent annual increases (e.g., 80 points - 55.1 points = 24.9-point difference. 24.9 points/10 years = 2.5-point increase per year).

Students taking high school coursework are expected to take a test in the same school year when they take the course that corresponds to that test. For example, a student is required to take the algebra I test in the year that he or she takes the algebra I course, regardless of whether he or she is taking that course as an eighth grader or some time in high school between grades 9-12. Most students take high school courses on a 'traditional' schedule and are included in their school's accountability calculations in the ninth and 10th grades for English language arts and either eighth and ninth or ninth and 10th grades for math. A very small number of students take these courses on a delayed schedule (such as a student who delays taking ninth grade English language arts until he or she is in the third year of high school), and when this happens, the students are expected to test at the time they take the course. To ensure *all* students are

included in the accountability calculations sometime in high school, Ohio includes the requirement that regardless of the courses being taken, all students must complete one English language arts and two math tests by the end of their fourth year of high school.

Long-term and Interim Progress Targets – Subgroups: The long-term goal for each of the other nine federally required subgroups was set to reduce by 50 percent the gap between the baseline and 100 points on the Performance Index by the end of the 2030-2031 school year.

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

- **Baseline:** Students in the economic disadvantaged subgroup earned 39.3 points on the English language arts Performance Index which sets the baseline.
- **Compare Baseline to 100 Points to Compute Gap:** To identify the gap between the baseline and 100 points, we subtract our current percent Performance Index (39.3 points) from 100 points, leaving a gap of 60.7 points.
- **Compute 50 Percent of Gap:** Next, we divide that gap (60.7) in half to identify our growth goal by the end of the 2025-2026 school year. In this case, our improvement percentage is 30.4 points.
- **Add 50 Percent of Gap to Baseline:** To determine our long-term goal, we add our growth percentage (30.4 points) to our current percent proficient (39.3 points). In this case, our long-term goal will be 69.7 points. In a few cases, the actual Performance Index goal was such that the subgroup would have had a long-term goal higher than 100 points by cutting the gap in half. For these subgroups, a long-term goal of 100 points-was established.
- **Compute Annual Benchmarks:** The short-term benchmarks for the subgroups were set by dividing the difference in the long-term goal and the baseline by 10 to provide for consistent annual increases. This is the same methodology used to set the interim progress targets for the All Students measure.

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

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

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

The methodology used to compute Ohio's interim progress targets for academic achievement is specifically designed to make significant progress in closing statewide proficiency gaps and reflects an aggressive agenda of academic improvement. Specifically, the significant progress desired, over the 10-year timeline, is for these gaps to be closed by at least 50 percent. This necessary improvement will be

driven by the strategies and activities articulated in other sections of this plan.

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

- 1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.**

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

Baseline Data: The baseline graduation rate for all students and for each subgroup was set using data from the class of 2015 reported on the 2015-2016 report card. The percentages reported in the baseline column represent the statewide four-year cohort graduation rates for each subgroup for the class of 2015. Ohio is currently transitioning to new graduation requirements, and the state biennial budget has included additional transitional requirements for the class of 2018. Accordingly, graduation goals may need reviewed and revised in future years as necessary.

2020-2021 Baseline: The new adjusted baseline and long-term goals are being established using the data from the class of 2020 as reported on the 2020-2021 report card. The percentages reported in the baseline column represent the statewide four-year cohort graduation rates for each subgroup for the class of 2020. The new baseline is being established to align with newly set state expectations.

Timeline: Ohio proposes to set its long-term timeline for improvement goals at 10 years with a new baseline of 2020-2021.

Timeline: As with other goals, Ohio has defined the long-term timeline for graduation rate improvement and closing subgroup gaps as 10 years with a new baseline of 2020-2021.

Long-term Goal and Interim Progress Targets – All Students: The long-term goals for the four-year adjusted cohort graduation rate for all students is designed to align with established state targets, which specify a graduation rate of at least 96.5 percent for all students for a district or school to earn a rating of "5 Stars." The interim progress targets were set by dividing the difference between the long-term goal and the baseline by 10 and increasing the prior year's target by that percentage to provide for consistent annual increases (e.g., 96.5 percent – 86.5 percent = 10 percent difference. 10 percent/10 years = 1.0 percent increase per year).

Long-term Goal and Interim Targets – Subgroups: The long-term goal for each of the other nine federally required subgroups was set to cut the gap between the baseline and 96.5 percent in half by the end of the 2030-2031 school year (using a similar methodology as described above for the academic achievement measures). For any subgroup, the maximum expectation in 10 years would be a graduation rate of 96.5 percent similar to the long-term goal for all students expectation noted above. The short-term

targets were set by dividing the difference in the long-term goal and the baseline by 10 to provide for consistent annual increases.

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

- 2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.**

In addition to the four-year cohort graduation rate, Ohio also utilizes a five-year cohort graduation rate. The five-year cohort graduation rate factors into the Graduation Component but does not factor into the Gap Closing Component using subgroup level data. Long term goals are not needed for the five-year adjusted cohort because it is not being used to meet the graduation measure per ESSA, it is being included only as a measure of school quality/student success.

- 3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.**
- 4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.**

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

- c. English Language Proficiency, (ESEA section 1111(c)(4)(A)(ii))**
 - 1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.**
 - 2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English**

learners making progress in achieving English language proficiency in Appendix A.

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

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

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

The student-level targets on which the long-term goals and measurements of interim progress are based will consider a student's initial English language proficiency level using Ohio's English Language Proficiency Assessment and a student's grade level at the time of identification. The overarching goal for students is to reach a performance level of Proficient on the OELPA, which is achieved by scoring any combination of 4's and 5's across all four domains, which is essentially reaching a summed domain score of 16-20 points. This score is not compensatory, meaning students must earn at least 4 points on each of the four domains (not including approved domain exemptions).

The student-level target for annual improvement will be assigned to each individual English learner student based upon the grade level the student is in when first identified as an EL student and based upon the summed domain score of the student's first OELPA. The annual improvement target will 'reset' each year per student – meaning that if a student does not meet his or her goal, the expected points do not accumulate from prior years but rather reset at the beginning of the school year.

For example, Student A enters school in Ohio in third grade and is identified as an English learner, then after the first administration of the OELPA, Student A scored a summed total of 6 points. Based on the student-level target chart below, Student A will be expected to improve 2 points per year across any domain on the OELPA. Student A's initial score included 1 point on Reading, 1 point on Writing, 2 points on Listening and 2 points on Speaking, for a sum of 6 points. On the second administration (at the end of Student A's fourth grade year), Student A scored 2 points on Reading, 1 point on Writing, 2 points on Listening and 2 points on Speaking, for a sum of 7 points. Student A's target was to improve by 2 points though, so in this year, the student did not meet the student-level target. The target for this student will again be 2 points the following year, even though the student missed a point the prior year.

Alternate Ohio English Language Proficiency Assessment (Alt-OELPA): In 2019, the Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP) Project was awarded grant funding from the U.S. Department of Education. As part of the CAAELP Project, Ohio has collaborated

with nine other states and the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA to develop an alternate summative assessment of English language proficiency for English learners with the most significant cognitive disabilities.

The Alt-OELPA measures English language proficiency of eligible English learners with the most significant cognitive disabilities in grades K-12. The Alt-OELPA assesses proficiency across the domains of listening, speaking, reading, and writing. The Alt-OELPA offers English learners with the most significant cognitive disabilities a way to demonstrate their English language proficiency on an assessment based on alternate proficiency expectations for English language development. The Alt-OELPA is aligned to Ohio’s Learning Standards-Extended for English Language Proficiency. Schools will administer the Alt-OELPA annually to assess eligible students’ progress toward the attainment of English language proficiency and readiness to exit English learner status. These purposes are consistent with the requirements for assessing and reporting student achievement of English language proficiency under the Every Student Succeeds Act (ESSA).

The Alt-OELPA operational field test was conducted in February and March 2023, and achievement standards are scheduled to be established in late summer 2023. Beginning in the 2023-2024 school year, the Ohio’s English Language Proficiency measure will include results from both the OELPA and the Alt-OELPA.

Table 3 - Annual Student Level English Language Proficiency Improvement Targets for English Learners

Student’s Grade Level when Identified as English Learner	Sum of Student’s OELPA Domain Score (point range)	Student Level Target for Annual Improvement (points/year)
Kindergarten	4 pts. – 7 pts.	Increase of 2 points per year
	8 pts. – 11 pts.	Increase of 2 points per year
	12 pts. –18 pts.	Increase of 1 point per year
Grade 1	4 pts. – 7 pts.	Increase of 2 points per year
	8 pts. – 11 pts.	Increase of 2 points per year
	12 pts. –18 pts.	Increase of 1 point per year
Grades 2 – 3	4 pts. – 7 pts.	Increase of 2 points per year
	8 pts. – 11 pts.	Increase of 2 points per year
	12 pts. –18 pts.	Increase of 1 point per year
Grades 4 – 5	4 pts. – 7 pts.	Increase of 2 points per year
	8 pts. – 11 pts.	Increase of 2 points per year
	12 pts. –18 pts.	Increase of 1 point per year
Grades 6 – 8	4 pts. – 7 pts.	Increase of 2 points per year
	8 pts. – 11 pts.	Increase of 2 points per year
	12 pts. –18 pts.	Increase of 1 point per year
Grades 9 – 12	4 pts. – 7 pts.	Increase of 2 points per year
	8 pts. – 11 pts.	Increase of 1 point per year
	12 pts. –18 pts.	Increase of 1 point per year

Baseline Data: Ohio transitioned to a new assessment for English learner proficiency after the 2014-2015 school year. The OELPA replaced the Ohio Test of English Language Acquisition (OTELA) starting in the 2015-2016 school year. Therefore, baseline data for annual progress toward attaining English learner proficiency is based on simulations from 2014-2015 OTELA to 2015-2016 OELPA data. Due to having a single year of assessment results from the test transition, the 2014-2015 OTELA data was converted using concordance tables provided by Ohio’s test vendor. As multiple years of OELPA performance results become available, the Department will revisit this analysis. With multiple years of data of the OELPA results, and to account for the impacts of the COVID-19 pandemic on the educational system, additional analysis has been run to reset the baseline year to 2020-2021.

Timeline: As with other goals, Ohio proposes to set its long-term timeline for improvement at 10 years with a new baseline of 2020-2021.

Long-term Goal and Interim Targets: Ohio’s long-term goal is to have at least 75 percent of English learner students meeting the expected improvement standard, as established by the student-level targets. The short-term, interim targets were set by dividing the difference between the long-term goal and the baseline by 10 and increasing the prior year’s benchmark by that percentage to provide for consistent annual increases (using the same methodology as described above for the academic achievement measures). The long-term goal and interim targets can be found in Appendix A. The English learner language improvement measure being incorporated into the report cards will be based on the percentage of students meeting their student-level targets in conjunction with the long-term and interim state goal for English learners. Details can be found in Section A.4 – Indicators.

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

iv. **Indicators (ESEA section 1111(c)(4)(B))**

Appendix C includes an updated report card guide to assist in explanation of Ohio’s School Report Cards.

Note 1: Ohio’s School Report Cards include multiple measures, such as data from federally required state tests and additional state tests beyond ESSA requirements that are outlined in state law (e.g., social studies) and included in relevant report card measures. If Ohio state law were to change the quantity or content of the additional state tests beyond ESSA requirements, the report card would be adjusted accordingly. For example, the previously passed state biennial budget eliminated fourth and sixth grade social studies assessments.

Ohio’s state law outlines Ohio’s accountability system. This robust system includes multiple measures to ensure *all* students are meeting achievement goals, showing growth and graduating equipped for post-secondary success. The system shows outcomes for all students, as well as all subgroups of students.

The measures included in Ohio’s accountability system include *all* required ESSA indicators.

As previously mentioned, terminology is important as state and federal requirements use different terms and definitions for similar measures and similar concepts. The bottom line is that all required ESSA indicators are included in Ohio’s report card system, which consists of state-defined components and measures. The ESSA indicators carry a substantial weight to ensure that academic outcomes are a preponderance of the overall weighting structure.

The following crosswalk clarifies how the ESSA requirements align to the state system. Additional information is included within the required template narrative sections.

Table 4. Crosswalk of ESSA Indicators and Related Requirements, and How Ohio’s Accountability System Meets Those Requirements

ESSA Indicator and Related Requirements	Ohio’s Accountability System Meets the ESSA Requirement by:
<p>I. Academic Achievement (reading/language arts and mathematics)</p> <p>(i) is based on the long-term goals;</p> <p>(ii) is measured by proficiency on the annual statewide reading/language arts and mathematics assessments;</p> <p>(iii) annually measures academic achievement for all students and separately for each subgroup of students; and</p> <p>(iv) at the state’s discretion, for each public high school in the state, includes a measure of student growth, as measured by the annual statewide reading/language arts and mathematics assessments.</p>	<p>The Performance Index measures student performance on each annual English language arts and math assessment, including disaggregated performance levels for grades 3-8 and high school.</p> <p>Ohio’s Progress component includes, for each public high school in the state, a measure of student growth (Value-Added), as measured by the annual statewide English language arts and math assessments.</p> <p>Ohio’s measures are based on the long-term goals in Appendix A.</p>
<p>II. (Other Academic Indicator) Indicator for Public Elementary and Secondary Schools that are Not High Schools</p> <p>Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students;</p> <p>If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.</p>	<p>Ohio’s Progress Component includes an indicator (Value-Added) for public elementary and secondary schools that are not high schools that is a measure of student growth.</p>
<p>III. Graduation Rate</p> <p>(i) how the indicator is based on the long-term goals;</p> <p>(ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students;</p> <p>(iii) how the indicator is based on the four-year adjusted cohort graduation rate;</p> <p>(iv) if the state, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator;</p> <p>(v) if applicable, how the state includes in its four-year adjusted cohort graduation rate and any</p>	<p>Ohio uses the four-year adjusted cohort graduation rate in two sections of the report card. The Gap Closing Component measures the four-year adjusted cohort graduation rate, by student subgroup, against the long-term goals set in Appendix A.</p> <p>Ohio does not have a separate diploma for students using an alternate assessment.</p>

<p>extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a state-defined alternate diploma under ESEA section 8101(23) and (25).</p>	
<p>IV. Progress in Achieving English Language Proficiency</p>	<p>The Progress in Achieving English Language Proficiency Indicator (referred to as English Language Proficiency Improvement Indicator) status will be reported and measured independently; it then contributes to the Gap Closing component rating.</p>
<p>V. School Quality or Student Success Indicator(s)</p> <p>how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.</p>	<p>Chronic Absenteeism, portions of the Gap Closing component, an extended five-year adjusted cohort graduation rate using the state calculation and science and social studies achievement, <u>and the College, Career, Workforce, and Military Readiness component</u> are considered additional indicators of student success for ESSA purposes.</p> <p>All measures are calculated at the school level (all students) and separately for each subgroup.</p>

As the table above highlights, Ohio’s accountability system includes all the required ESSA indicators. In the following template questions, additional information will be provided as necessary.

- a. **Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.**

Achievement Component: Achievement is one of the components on the state report card. Each year, at various defined grade levels, children take state tests in math, English language arts, science and social studies to measure how well they are meeting the expectations of their grade levels.

Math and English language arts state measures are considered part of the federal Achievement Indicator. Additionally, Ohio includes performance on state science and social studies tests as additional school quality/student success indicators. These are also included in relevant Ohio Achievement and Progress components.

The tests match the content and skills that are taught in the classroom every day and measure real-world skills like critical thinking, problem-solving and writing. The Achievement component of the report card represents how well students performed on Ohio’s state tests and the number of students who passed the state tests. The Achievement component measures students’ academic achievement using each level of performance on Ohio’s State Tests.

In Appendix B, Ohio includes examples of its technical documentation outlining the business rules used to calculate the ratings for each component.

In Ohio, *all* students are required to test if they are enrolled in a grade with a test (for students taking courses in grades 3-8) or if they are taking a high school course with a test (for students taking English language arts II and for students in algebra I, geometry or integrated math I or II). The only exception to this rule is a student who experiences a medical emergency during testing. In all other cases, students who are in the grade with a test or who are taking a high school course with a test are required to test. The table does include some codes that are used by the state to identify students who are NOT enrolled in a course or grade with a test at the time the tests are administered. For example, if a student is enrolled in a district in December but moves before the test is administered at the end of April, the district would use the “J” code to tell the agency that the student left before the test window opened.

Performance Index: Ohio’s Performance Index contributes fully to the rating of the Achievement component.

The Performance Index measures every student based on their levels of achievement on state assessments. It is based on proficiency on Ohio’s annual statewide reading/language arts and mathematics. The measure rewards the achievement of every student, not just those who score Proficient or higher. Districts and schools earn points on the measure based on how well each student performs in all tested subjects in grades 3-8 and on the state’s end-of-course exams in English language arts II, algebra I, integrated math I, geometry and integrated math II. All tests have five performance levels – Advanced, Accomplished, Proficient, Basic and Limited.

The percentage of students scoring at each performance level is calculated and then multiplied by the point value assigned to that performance level (Advanced=1.2; Accomplished=1.1; Proficient=1.0; Basic=0.6; Limited=0.3). The Performance Index calculation creates incentives for districts to focus on continuous improvement for all students as they work to move students toward higher levels of performance.

Ohio’s school report cards include a chart for each test in each grade and subject to show readers the percent of tests that fall into each range from Advanced to Limited.

Untested students (students who should have tested but did not without approved exemption) are included in the Performance Index calculation and are assigned a value of zero points for every percent of tests not taken.

The Performance Index rating is calculated by first creating a District Max Score and a School Max Score. These maximum scores are determined by calculating the average of the top 2% of district performers and the average of the top 2% of school performers respectively. This Max Score becomes the denominator when calculating the rating for the Performance Index, and therefore the Achievement component.

Table 4 – Achievement Component Ratings

Percentage of Possible Points	Rating
90% - 100%	5 Star
80% - 89.9%	4 Star
70% - 79.9%	3 Star
50% - 69.9%	2 Star
<50%	1 Star

For example, after the Performance Index score is calculated for all districts (with possible scores from 0 – 120), the districts are rank ordered to determine the top 2% of districts. With those top 2% of districts, the District Max Score was determined to be 109. Anytown School District had a Performance Index of 80 points. The calculation is then $(80/109) \times 100$ percent = 73.39 percent of the possible points = 3 Star Rating.

Note: If Ohio state law were to change the quantity or content of the additional state tests beyond ESSA requirements, the Performance Index computation would be adjusted accordingly.

Computing the Achievement Component Grade: The Performance Index contributes 100 percent to the rating for the Achievement Component. The rating scale above applies to the Achievement Component which is based solely on the Performance Index results.

High School Student Growth: ESSA permits, “at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.” Ohio’s Progress component includes for each public high school in the state, a measure of student growth (Value-Added), as measured by the annual statewide reading/English language arts and mathematics assessments.

Note: Ohio is still able to calculate academic growth in English language arts with the elimination of the English Language Arts I end-of-course assessment. The SAS EVAAS model uses prior testing history and multiple subjects for its calculation (detailed in the description of the Progress Component). Meaning Ohio will calculate growth for each public high school in the state in the same manner as it does for Ohio’s Progress Component in the Other Academic Indicator (i.e. calculating growth using the growth index and effect size).

- b. **Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.**

Progress Component: The Progress component is the ~~third~~ component on Ohio’s School Report Cards ~~and~~ that meets the other academic indicator requirement. Not all children start out at the same place with their learning, but every student should learn and grow throughout the school year. The Progress component of the report card looks closely at the growth that all students are making based on their past performances.

While performance scores demonstrate achievement and a student’s level of proficiency, Ohio’s Value-Added calculation measures the impact schools and teachers have on student growth. Elementary and middle schools that serve students in any of grades 4 to 8 will use Value-Added to fulfill the requirement to include at least one other academic measure in the accountability system. *Ohio also has buildings that only serve students in grades K-3. Value-Added cannot be measured until fourth grade, so those buildings that serve no grades above 3 will use the Gap Closing Component for their other academic measure.*

Table 6 – Assessments Included for Evaluation of Schools and Districts

Assessments Included:
Math – Grades 4 – 8

Assessments Included:
English Language Arts – Grades 4 – 8
Science – Grades 5, 8
Algebra I*
Geometry*
Integrated Math I*
Integrated Math II*
English Language Arts II*
Biology*
American Government*
American History*

**Note that for K-8 schools, high school tests are used only in cases where a middle school student is taking a high school course with a test.*

With recent state reforms to the Value-Added rating system, Ohio will phase in multiple years of data over the next three years. For the 2021-2022 school year, growth will be calculated using the most recent year of data. The resulting score will account for 100 percent of the Progress component rating. As each year of data is added over the following two years, the weights will adjust according to the table below.

Years of Data Available	Weight of Data Current Year	Weight of Data One Year Prior	Weight of Data Two Years Prior
3	50%	25%	25%
2	67%	33%	N/A
1	100%	N/A	N/A

The Progress component rating is based on two values – the growth index and the effect size. The growth index value is used to determine if there is statistical evidence that the observed growth was indeed above or below the growth expectation. The effect size value is used to then determine the magnitude of growth that did happen or the magnitude in which the school or district fell short of the growth expectations.

The calculation of these composites is outlined in detail in Section 5.2 of the EVAAS Statistical Models and Business Rules document, and other technical details about the underlying modeling are described throughout the document.

The effect size is a standardized version of the growth measure values created by the EVAAS value-added models and measures the magnitude by which students tended to fall short of (where values are negative) or exceed (where values are positive) the growth expectation. Specifically, the growth measures are divided by the standard deviation of the student-level distribution of growth for the relevant subject, grade, and year to arrive at the effect size. Each effect size has an associated standard error. Because effect sizes are already standardized to the same scale, composite effect sizes across assessments are a weighted average of the effect sizes, with the weights determined by the number of students represented in the results for each assessment.

The composite index used in these measures is calculated using the composite effect size described above and a combined effect size standard error. The combined effect size standard error considers the number of students represented in each measure. After the composite effect size and the combined effect size standard error are calculated, the composite index is calculated by dividing the composite effect size by the combined effect size standard error. The index represents the amount of evidence that students tended to exceed (for positive values) or fall short of (for negative values) the student growth expectations. Index values greater than or equal to 2 represent significant evidence that the school or district exceeded growth

expectations, and index values of less than -2 represent significant evidence that the school or district fell short of student growth expectations.

Incorporating both the index and the effect size in categorizing results means that these categorizations consider both the amount of evidence that students exceeded or fell short of the student growth expectation (by using the index) and the magnitude by which students tended to exceed or fall short of the growth expectation (by using the effect size).

The Progress component rating has individual scales for schools and districts in Ohio’s accountability system, as shown below:

Rating	District Range	School Range
5 Star	Index at least 2 and Effect Size at least 0.1	Index at least 2 and Effect Size at least 0.2
4 Star	Index at least 2 and Effect Size less than 0.1	Index at least 2 and Effect Size less than 0.2
3 Star	Index greater than or equal to -2 but less than 2	Index greater than or equal to -2 but less than 2
2 Star	Index less than -2 and Effect Size at least -0.1	Index less than -2 and Effect Size at least -0.2
1 Star	Index less than -2 and Effect Size less than -0.1	Index less than -2 and Effect Size less than -0.2

As noted, Ohio reports an individual grade/subject Value-Added index using all accountable students who are tested in English language arts and mathematics in grades 4-8 and those who take end-of-course tests in those subjects, as well as in science in grades 5 and 8. Ohio also reports a composite grade for each building and district based on the combination of all the grades and subjects from those listed above.

- c. **Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).**

Graduation Rate Component: All students should have the support and guidance they need to successfully graduate from high school prepared for college and career success. The Graduation Rate component of the report card is computed annually for all students and each subgroup of students and reflects the percent of students who are successfully finishing high school with a diploma in four or five years.

Adjusted Cohort Graduation Rate: Ohio implemented the four-year adjusted cohort longitudinal graduation rate as required by the U.S. Department of Education beginning with the report cards issued for the 2011-2012 school year. Per the nonregulatory guidance document issued on Dec. 22, 2008, by the U.S. Department of Education, this rate includes only those students who earn a regular diploma or honors diploma within four years of entering the ninth grade for the first time.

Combining Four-year and Five-year Rates in the Component: The component is comprised of two measures: the four-year adjusted-cohort longitudinal rate and a five-year adjusted-longitudinal rate. The five-year rate is a ‘state calculation’ that includes all students who graduate, meeting Ohio’s graduation requirements, within five years of entering the ninth grade for the first time. The five-year rate serves as a measure of school quality and student success within the Every Student Succeeds Act requirements. The ‘state calculation’, per Ohio law, uses a numerator of all students in the adjusted cohort graduation rate plus those students who met graduation requirements through their IEP goals. The numerator for the adjusted cohort graduation rate of course only includes students who meet their graduation pathway without exceptions in an IEP.

The two measures are combined into a weighted graduation rate in order to assign the component rating. In this calculation, the four-year rate is weighted at 60 percent of the total while the five-year rate counts for 40 percent of the total. The graduation rate component uses *only* the data from the two cohorts of students to evaluate schools for this component. The graduation component evaluates schools using just the percent of students in each subgroup who graduate within four or five years of entering high school.

Report Timeline: To comply with the January 2017 nonregulatory guidance that requires states to publicly report the four-year and five-year adjusted cohort graduation rates no later than Dec. 31 for the immediately preceding school year, Ohio will produce a Download File and update its Advanced Reports with data from the 2017 (five-year rate) and 2018 (four-year rate) cohorts no later than Dec. 31, 2018. To explain further, in addition to producing a virtual report card for every school and district, Ohio’s interactive report card website provides users with a series of Excel spreadsheets, called “Download Files,” that transparently report the data for each graded measure. These spreadsheets provide all school or district data in one document that can be manipulated by users to allow for easy comparisons between “like” schools or districts. Ohio also provides report card users with a series of “Advanced Reports” that allow users to customize the data based on their needs. Ohio will use these Download Files and Advanced Reports to comply with the timeline requirement.

However, because state law requires Ohio to release the school and district report cards in September, the state will continue to lag the reporting of the graduation rate by one year on September report cards and data.

Starting with the 2026-2027 school year, Ohio will utilize the lagged federal four-year adjusted-cohort graduation rate for identification of schools.

Designation Determination: The 5-Star rating for the Graduation component is shown below.

Table 7 – Graduation Component Ratings

Rating Scale based on Weighted Graduation Rate	Rating
Greater than or equal to 96.5%	5 Star
From 93.5% to less than 96.5%	4 Star
From 90% to less than 93.5%	3 Star
From 84% to less than 90%	2 Star
Less than 84%	1 Star

d. **Progress in Achieving English Language Proficiency (ELP)**

Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State

ELP assessment.

Ohio serves approximately 55,000 English learners who make up 3 percent of the total student population. Ohio's English learner student population speaks more than 81 languages, with the top five native languages spoken being Spanish, Somali, Arabic, Chinese and Japanese. The English learner student population has been increasing by approximately 10 percent each year and nearly 80 percent of Ohio's English learner students are located in large urban areas (Columbus, Cleveland and Cincinnati). About 50 percent of Ohio's districts serve at least one English learner. The measure of progress toward attaining English language proficiency will impact approximately 450 schools, using N=15 for accountable subgroups, in Ohio's accountability system.

Feedback received on Ohio's previous Annual Measurable Achievement Objectives (AMAO) for Title III district reports consistently pointed out that achievement and attainment goals were virtually unreachable. Ohio's long-term state goals for progress toward achieving English language proficiency have been created taking stakeholder feedback on the AMAO goals into account. New nonregulatory guidance by U.S. Department of Education allows states to consider different growth expectations based on when a student enters school as an English learner and the student's initial language proficiency level. In doing so, the long-term state goals establish high expectations for all English learners while acknowledging the varying needs of a diverse population and providing ambitious but truly attainable goals for each English learner student. Patterns of progress associated with student characteristics will be used to develop continued guidance on ways to best support students' progress in school. The English language improvement measure will provide schools and districts multiple ways to demonstrate the improvements made by English learner students. Ohio has worked to support the diverse English learner population across the state and shining a spotlight on this population will maintain a continued focus on improvement.

The Progress in Achieving English Language Proficiency Indicator (referred to as ELP Improvement) will be reported and measured independently on Ohio's report card; it then contributes to the state Gap Closing component rating.

The ELP indicator (ELP Improvement measure) will take into account English learners who have attained proficiency on the Ohio English Language Proficiency Assessment (OELPA), as well as English learners who are increasing their attainment of the English language based on improvement on the OELPA but who have not yet met proficiency. Points will be awarded based on English learners' performances and will contribute to the letter grade assigned to the Gap Closing component on the report card (described above).

Schools and Districts will be awarded ~~30~~ 5 points for ELP indicator (ELP improvement measure) in the Gap Closing component if they meet or exceed the interim target outlined in the table in Appendix C long-term state goal target percentage or if they improve by 10% from the prior year. If they do not meet the state goal interim target or improve by 10% from the prior year, then they receive 0 points.

Example 1: Anytown School has 100 English learners in 2021-2022 and 60 percent made the expected improvement in learning English which exceeds the state interim target for 2021-2022. Anytown School received ~~30~~ 5 points for their ELP indicator.

Example 2: Anyvillage School has 100 English learners in 2021-2022 and 30% made the expected improvement in learning English which does not meet the state interim target for 2021-2022. In 2020-2021 20% of their English learners made the expected improvement. Anyvillage School improved by 10% from the prior year and earned ~~30~~ 5 points for the ELP indicator.

Example 3: Anycity School has 100 English learners in 2021-2022 and 30% made the expected improvement in Learning English which does not meet the state interim target for 2021-2022. The prior year 25% of their English Learners met the state interim target. Anycity School did not meet the state interim target and only improved by 5%. They received 0 points for the ELP indicator.

The ELP indicator does not receive an assigned ‘star’ in the accountability system but rather contributes points to the Gap Closing Component. The performance on this indicator is separately displayed and reported in addition to the points contributed to the rated component.

- e. **School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.**

Science and Social Studies Achievement: *As previously mentioned, Ohio includes performance on state science and social studies tests as additional school quality/student success indicators. These are included in relevant Achievement and Progress components. Science assessments include the Ohio State Tests in science in grades 5 and 8, Biology end-of-course assessment, and American History and American government end-of-course assessments at the high school level. Social studies is not tested in earlier grades in Ohio.*

Gap Closing Component: Ensuring success for every child means that schools must close the gaps that exist in the achievement of our students that may be based on income, race, ethnicity or disability. The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math, graduation and English language acquisition so that all of Ohio’s students can be successful. The Gap Closing component also includes the results of the chronic absenteeism indicator.

The Gap Closing component measures the academic performance of specific subgroups of students, such as racial and demographic groups. Ohio has made strides over the years to reduce these gaps between each student subgroup and the long-term goals of exceeding proficiency for all students. However, much work still is needed to eliminate achievement gaps and bring all students up to the same high level of achievement.

Gap Closing Calculation: The Gap Closing Component calculation has been revised to align with Ohio law recently passed to reform the accountability system and report cards. Ohio uses the established long-term goals for academics, graduation, chronic absenteeism, and English language proficiency improvement to evaluate performance at a subgroup level. Each subgroup is evaluated individually for the following: English language arts achievement, English language arts growth, Mathematics achievement, Mathematics growth, and graduation. Each school, and district, is also evaluated on the status and improvement on the chronic absenteeism indicator and the English language proficiency improvement indicator. These items are all awarded points when the subgroup target or indicator target is met. A total of ~~85~~ 60 points is available but the points are adjusted to each school and district based on their enrollment and applicable subgroups (N-Size = 15). *For example, if a school only has enrollment of four student*

subgroups, they will have a total possible of 4 points in ELA achievement, 4 points in ELA growth, 4 points in math achievement, 4 points in math growth, and 4 points in graduation. Whereas, a school with enrollment of eight student subgroups would have a total possible of 8 points in ELA achievement, 8 points in ELA growth, 8 points in math achievement, 8 points in math growth, and 8 points in graduation.

Each student group receives one point for meeting or zero points for not meeting the annual performance goals for ELA and math achievement, ELA and math progress, and graduation. Each school or district can have a maximum of 10 applicable student groups for a total of 50 points for those measures. The English Language Proficiency improvement and chronic absenteeism improvement indicator are each worth 5 points.

The interim annual performance goals for ELA achievement, math achievement, graduation, chronic absenteeism, and English Language Proficiency improvement are outlined in the table in Appendix A. The annual performance goals for ELA progress and math progress remain constant each year; one point is received if a student group earns a growth index or 2 or higher.

There are no partial points for any of the Gap Closing measures. The goals for each measure are met or not met. If the goal is met, full points are earned. If the goal is not met, zero points are earned.

95 Percent Test Participation Consideration: Test participation remains a priority. All subgroups continue to be expected to assess at least 95 percent of their students in each subgroup on the state’s English language arts and math assessments. The subgroup participation rate will be reported on the report cards. The participation rate will also be evaluated holistically with English language arts and mathematics, if a school or district does not meet the 95 percent threshold their preliminary point total on the Gap Closing Component will be reduced proportionally to the degree in which they missed the 95 percent threshold. The score reduction will use 40 as the minimum number of students required to calculate a score reduction, as the number is based on all students and not any one individual subgroup.

The Gap Closing calculation assigns preliminary points based on the performance on each measure as described above. The 95 percent test participation rate is then considered and if appropriate, a demotion is applied to the preliminary score in order to calculate a final percentage of points. The percentage is calculated based on dividing the earned points by the total possible points. That final percentage is then used to assign the rating.

The table below shows how the component ratings are assigned. ~~As this new calculation is implemented, Ohio’s State Board of Education will review the rating scale in two years to determine if modifications are needed.~~

Table 11 – Gap Closing Component Ratings

<u>Gap Closing</u>	<u>Rating</u>
Greater than or equal to 60%	5 Star
From 45% to less than 60%	4 Star
From 30% to less than 45%	3 Star
From 10% to less than 30%	2 Star
Less than 10%	1 Star

Gap Closing -- Chronic Absenteeism Improvement Indicator Description: It is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. When students are not at school, they cannot benefit from the instructional resources and supports schools provide. Students miss school for many different reasons, such as chronic health issues, family commitments, lack of social and emotional support, or safety issues. Whether excused or unexcused, missing too much school has detrimental effects

on a student's learning trajectory.

Ohio has selected chronic absenteeism as the state's measure of school quality or student success because there is a significant body of research around student attendance and the impact of chronic absenteeism on academic performance. Virtually every study identifies a strong relationship between student attendance and academic performance. Research supports that chronic absenteeism, defined as missing at least 10 percent of the instructional time for any reason, (excused or unexcused absences), is one of the primary causes of low academic achievement. It also is one of the strongest predictors that can be used to identify students who eventually will drop out.

Ohio has reported chronic absenteeism data on its school and district report cards since the 2014-2015 school year. Beginning in 2017-2018, this indicator will contribute to the Indicators Met measure within

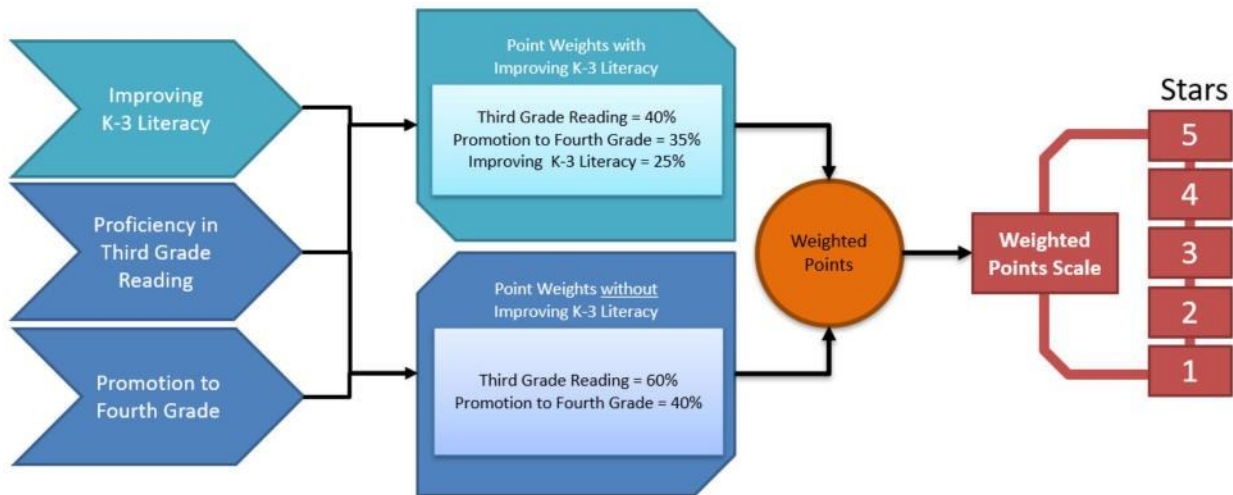
the Achievement component (described above). Beginning in 2021-2022, the indicator will contribute to the Gap Closing Component (described above) and no longer factor into the Achievement Component. For the chronic absenteeism indicator, a school or district will be deemed to “meet” the indicator if it either:

1. Meets the benchmark outlined in the table in Appendix A; or,
2. Meets an improvement standard such as reducing the percent of students who are chronically absent by at least 3.0 percentage points from one year to the next (e.g., moving from 20 percent to 17 percent between 2018 and 2019).

Districts often can positively impact their students’ attendance and thereby promote greater student success. Chronic absenteeism often is an indicator of larger barriers the student is facing that may inhibit the student’s academic performance. Utilizing community partnerships to address non-academic barriers can increase district capacity while providing services to students and their families. Districts with high levels of chronic absenteeism, such as Ohio’s urban and rural districts, can help every student get to school every day by using ~~data to target resources in a tiered approach (illustrated below)~~ an integrated multi-tiered system of supports.

- **Universal-Core supports** can include recognizing good and improved attendance; educating and engaging students and their families; regularly monitoring attendance data; setting school and districtwide attendance goals; establishing a positive and engaging school climate; and identifying and addressing common barriers to getting to school.
- **Moderate-Targeted supports** can include providing personalized early outreach; developing tailored attendance intervention plans for students; and connecting students to an attendance mentor.
- **Intensive supports** can include case management with coordinated community partners, and referrals to mental health, child welfare or other support services.

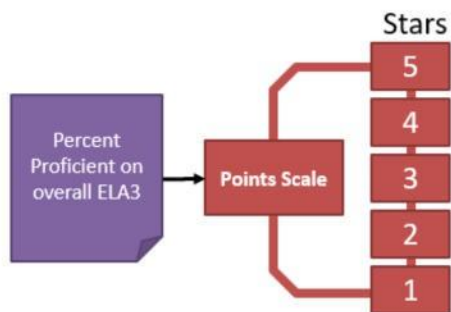
Early Literacy Component: As outlined in Ohio Rev. Code § 3302.03 and Ohio Admin. Code § 3301-28-07, the Early Literacy Component measures three areas of reading proficiency for students in grades kindergarten through third grade: reading proficiency on the 3rd grade English Language Arts state test, promotion to fourth grade based on state policy, and year over year improvement for young readers not on track to proficiency (Improving K – 3 Literacy). These three measures are combined according to weights established in state law into a single component percentage. The star rating is then applied to the component percentage (see diagram below).



While three measures are used for the state accountability system, Ohio will adjust this component for federal purposes to meet established requirements in the Every Student Succeeds Act. Therefore, the Early Literacy Component for ESSA purposes will include one measure:

- Proficiency on the 3rd Grade English Language Arts Test – Whereas the state report card calculation uses only the percent of students taking the regular assessment who earn a proficient score on the reading section of the English Language Arts test, for ESSA purposes, this measure includes students who take the regular assessment as well as the alternate assessment and reports the percent of students scoring a proficient score or higher on the entirety of the 3rd Grade English Language Arts test.

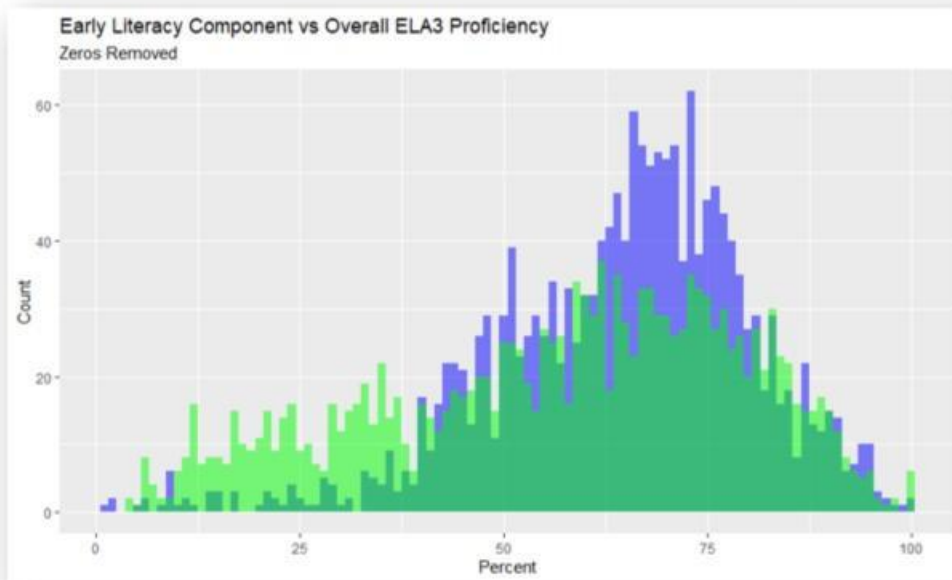
The result of this measure is then assigned a component rating and star rating which contributes to the overall rating (see diagram below).



The star rating is assigned as follows:

Early Literacy Component	Rating
Greater than or equal to 88%	5 Star
From 78% to less than 88%	4 Star
From 68% to less than 78%	3 Star
From 58% to less than 68%	2 Star
From 0% to less than 58%	1 Star

By eliminating the Improving K-3 Literacy measure and Promotion to 4th Grade, and instead using the percent proficient or higher on the third grade English Language Arts assessment, there is more spread in the distribution resulting in a slightly lower average score with more variation between buildings. The chart and table below demonstrate how this measure provides meaningful differentiation.



Blue represents the Ohio Standard Calculation that includes all measures

Green represents simulated results where the only measure is ELA3 proficiency

Accountability Purpose	Included Measures	Average (Mean)	Variance (std dev)	Min	Max
Ohio's Accountability System under State Law	- Improving K-3 Literacy - Proficiency in 3 rd Grade - Promotion to 4 th Grade	64.73	15.83	1.2	100
Ohio's Accountability under ESSA	- Proficiency in 3 rd Grade ELA	57.37	22.03	4.25	100

College, Career, Workforce, and Military Readiness (CCWMR) Component: The CCWMR component measures the readiness of a graduating class from a district or building to go on to post-secondary education, enter the workforce, or join the armed forces.

As outlined in Ohio Rev. Code § 3302.03, a student can demonstrate post-secondary readiness in eleven different ways. These include: Attaining a remediation-free score on the ACT or SAT, attaining required scores on three or more advanced placement, college-level examination program, or international baccalaureate examinations, earning at least twelve college credits, meeting the additional criteria for an honors diploma, earning an industry-recognized credential or license, completing a pre-apprenticeship, completing an apprenticeship, providing evidence of acceptance into an apprenticeship program after high school, earning a cumulative score of proficient or higher on three or more state technical assessments,

Earning an OhioMeansJobs-readiness seal along with completing two hundred fifty hours of an internship or other work-based learning experience, or providing evidence of enlistment in any branch of the armed services of the United States.

As a key part of the Department’s report card system, this component evaluates how well schools equip students for life after high school by dividing the number of students in the four-year adjusted graduation cohort who demonstrate post-secondary readiness in at least one by the total number of students in that cohort.

For the 2021–2022, 2022–2023, and 2023–2024 school years, the College, Career, Workforce, and Military Readiness (CCWMR) component functioned as a report-only measure. During this period, the department was required to analyze CCWMR data and use it to develop rules for assigning a performance rating to the component. Beginning with the 2024–2025 report cards, CCWMR became a rated component on the state report card. The rated CCWMR component will be incorporated into federal ESSA accountability calculations starting in the 2026–2027 school year.

The CCWMR Component rating scale is as follows:

<u>CCWMR Percentage</u>	<u>Rating</u>
<u>Greater than or equal to 85%</u>	<u>5 Stars</u>
<u>Greater than or equal to 75% but less than 85%</u>	<u>4 Stars</u>
<u>Greater than or equal to 63% but less than 75%</u>	<u>3 Stars</u>
<u>Greater than or equal to 53% but less than 63%</u>	<u>2 Stars</u>
<u>Less than 53%</u>	<u>1 Star</u>

- v. **Annual Meaningful Differentiation (*ESEA section 1111(c)(4)(C)*)**
 - a. **Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State’s accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.**

Ohio’s approach to annual meaningful differentiation is based on the state’s accountability system components described earlier in this section, which apply to all public schools and districts — including

community (charter) schools. This aligned system uses multiple measures to identify areas of strength and areas for improvement. (Note: If Ohio law is adjusted to alter the accountability system, a commensurate change would be made to the state’s system for meaningful differentiation.)

In Ohio, schools and districts receive up to five rated components: Achievement, Progress, Gap Closing, Early Literacy and Graduation. Approximately 94% of Ohio’s schools have three or more rated components. For schools that have at least three rated components, the components are aggregated into one summative rating. All ratings use a 1 – 5 Star system with the overall ratings also including ½ star ratings.

The components are weighted according to Ohio law as noted below and calculated based on weighted points according to the scale below:

Rating	Range
5 Star	Greater than or equal to 4.125 Points
4 ½ Star	From 3.625 to less than 4.125 Points
4 Star	From 3.125 to less than 3.625 Points
3 ½ Star	From 2.625 to less than 3.125 Points
3 Star	From 2.125 to less than 2.625 Points
2 ½ Star	From 1.625 to less than 2.125 Points
2 Star	From 1.125 to less than 1.625 Points
1 ½ Star	From 0.563 to less than 1.125 Points
1 Star	Less than 0.563 Points

Approximately 6% of Ohio schools have fewer than three rated components. For the schools that have less than three rated report card components, a separate system of annual meaningful differentiation is applied. Specifically, schools that have less than three rated report card components are ranked by their chronic absenteeism percent. The total number of buildings is multiplied by .95 to find the rank cutoff. This process identifies the lowest performing 5% of schools that have less than three components.

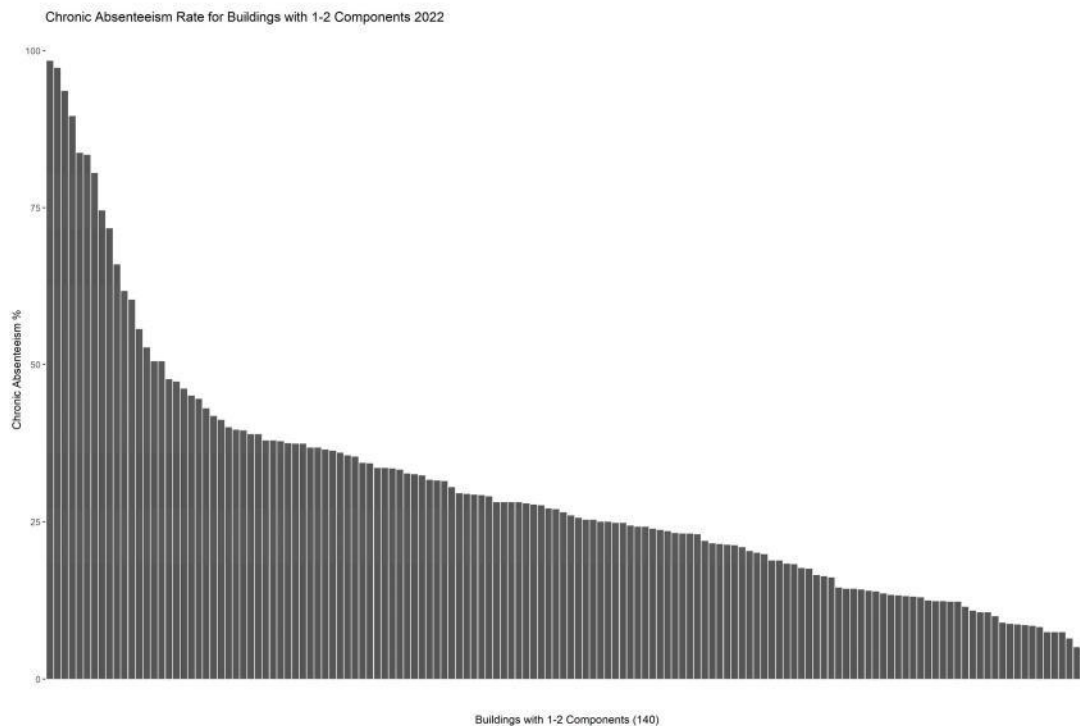
The decision to solely use chronic absenteeism for annual meaningful differentiation of schools with less than three components is twofold. First, based on 2021-2022 data from over 3,200 public schools in Ohio, a school’s chronic absenteeism rate is highly predictive of a school's Performance Index (PI), accounting for nearly two-thirds of the differences in PI among schools (R Square=0.65). This pattern is noted among all socio-economic levels, and it was found that chronic absenteeism is even better than economically disadvantaged rates at predicting academic performance.

Second, chronic absenteeism is the one data commonality among this subset of schools. The chart below details the typology of these schools with one or two components and the specific report card components attributed to these schools.

# of Components	Components	Grade Span/ Typology of Buildings	% of Buildings in Ohio
One component	Gap Closing	K, 1, 2, K-1, K-2, 1-2	5.8%
Two components	Gap Closing & Achievement or Gap Closing & Graduation	Average building enrollment <70 students	0.5%

Of the schools with less than three components, 100% of the schools have chronic absenteeism data, 7% of the schools have achievement data, and 1% of the schools have graduation data.

Given that chronic absenteeism is the one commonality among this subset of schools and given the high correlation between chronic absenteeism and achievement, all schools with two components or less are ranked by their chronic absenteeism percentage. The traditional rules of meeting Ohio’s chronic absenteeism indicator are not being used for this purpose, as it would not allow for adequate meaningful differentiation. However, as shown in the chart below, ranking buildings by their chronic absenteeism rates ensures adequate meaningful differentiation consistent with the requirements of section 1111(c)(4)(C) of the ESEA.



- b. **Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.**

In Ohio’s newly reformed system, measures no longer receive ratings as they did in prior systems. The components are rated and aggregate to a summative overall rating. The components are weighted

according to state law, and some contribute to the overall rating more heavily than others. For schools and districts with all five six components, the weighting is as follows:

- Achievement and Progress component both weighted at ~~28.601%~~ 25%
- Graduation, Early Literacy, CCWMR, and Gap Closing components all weighted at ~~14.266%~~ 12.5%

The Ohio School Report Card system shown below, with the crosswalk to ESSA terminology, is used for school improvement identification determinations. As the table demonstrates, the academic achievement, academic growth, graduation, and English language proficiency improvement carry much greater weight than the school quality or student success indicators. The weights of the rated components are adjusted proportionally at the school level to only include the components that apply to the school’s population and grade configurations. For example, a middle school that serves grades 5 – 8 would not have the graduation component or the Early Literacy component.

The ESSA aligned system below has only minor differences to the system required in state law for the state system reported annually in September. The weighting of the English language proficiency improvement indicator, graduation rate calculations, and the performance index are adjusted to meet federal requirements for use in the school improvement and identification system.

Table 13 – ESSA Category and Ohio School Report Card Crosswalk

ESSA Category	Ohio School Report Card Component	Ohio School Report Card Measure	K-3	4-8	9-12
1 Academic Achievement (i)	Achievement	ELA Achievement (PI Only) *	25.00%	16.67%	5.56% <u>4.77%</u>
1 Academic Achievement (i)	Achievement	Math Achievement (PI Only) *	25.00%	16.67%	11.11% <u>9.53%</u>
1 Academic Achievement (i)	Progress	ELA and Math - Growth	0.00%	0.00%	16.67% <u>14.30%</u>
1 Academic Achievement (i)	Gap Closing	ELA and Math – PI	9.09% <u>16.67%</u>	5.33% <u>8.00%</u>	3.92% <u>4.76%</u>
1 Academic Achievement (i)	Gap Closing	ELA and Math – Growth	0.00%	0.00%	3.92% <u>4.76%</u>
2 Other Academic Indicator (ii)	Gap Closing	ELA and Math – Growth	0.00%	5.33% <u>8.00%</u>	0.00%
2 Other Academic Indicator (ii)	Early Literacy	Early Literacy (K-3)	25.00%	0.00%	0.00%
2 Student Growth (ii)	Progress	ELA and Math – Growth	0.00%	33.33%	0.00%
3 Graduation Rate (iii)	Graduation	4-Year Graduation Rate – Federal Calculation	0.00%	0.00%	10.00% <u>8.56%</u>
3 Graduation Rate (iii)	Gap Closing	4-Year Graduation Rate – Federal Calculation (Subgroup)	0.00%	0.00%	1.96% <u>2.38%</u>
4 English Language Proficiency (iv)	Gap Closing	ELP Improvement Measure	13.64% <u>4.17%</u>	8.00% <u>2.00%</u>	5.88% <u>1.19%</u>
5 School Quality or Student Success (v)	Graduation	5-Year Graduation Rate	0.00%	0.00%	6.67% <u>5.71%</u>
5 School Quality or Student Success (v)	Achievement	Science (PI)	0.00%	6.67%	5.56% <u>4.77%</u>
5 School Quality or Student Success (v)	Gap Closing	Chronic Absenteeism	2.27% <u>4.17%</u>	1.33% <u>2.00%</u>	0.98% <u>1.19%</u>
5 School Quality or Student Success (v)	Achievement	Social Studies (PI)	0.00%	0.00%	11.11% <u>9.53%</u>
5 School Quality or Student Success (v)	Progress	Social Studies – Growth	0.00%	0.00%	11.11% <u>9.53%</u>
5 School Quality or Student Success (v)	Progress	Science – Growth	0.00%	6.67%	5.56% <u>4.77%</u>

5 School Quality or Student Success (v)	CCWMR	CCWMR	0.00%	0.00%	14.27%
		i – iv total	97.73% 95.84%	85.33% 84.67%	59.02% 50.24%
*The number of tests will vary based on the configuration of the school. Note 1: All numbers are rounded to the nearest 0.01 and the final percentages are rounded to the closest whole percent. Note 2: Schools will have variations on the availability of measures, and weighting is adjusted accordingly.		v total	2.27% 4.17%	14.67% 15.33%	40.983% 49.76%
		Total*	100%	100%	100%

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

1) *Schools in which no grade level is assessed under the state's academic assessment system (e.g., preK-2 schools), although the state is not required to administer a standardized assessment to meet this requirement;*

Schools in which no grade level is assessed under Ohio's academic assessment system (e.g., K, 1, 2, K-1, 1-2, K-2 schools) have fewer than three rated components. Therefore, the methodology described in 4.v.a. for schools with less than three rated components will be applied to these schools.

2) *Schools with variant grade configurations (e.g., preK-12 schools);*

Some schools with variant grade configurations have three or more rated components while other schools with variant grade configurations have less than three rated components. The methodology as described in 4.v.a. for schools with three or more rated components will apply to schools with three or more rated components regardless of variant grade configurations. Additionally, the methodology as described in 4.v.a. for schools with less than three rated components will apply to schools with less than three rated components regardless of variant grade configurations.

3) *Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the state under 34 C.F.R. § 200.17(a)(1), consistent with a state's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;*

Given the size and configuration of districts in the state, Ohio almost never has a situation where so few students are attending a school that no grades are calculated for any measure or component. The state has several policies and laws that work together to ensure that schools are large enough to earn at least one letter grade and thus would have a final summative rating.

For most measures or components (including Performance Index, Four-year and Five-year Graduation Rate and Prepared for Success), a grade is calculated if a school has at least 10 accountable students with data reported. Ohio's new chronic absenteeism measure also will be calculated for all schools with at least 10 accountable students in any grade(s) with data.

Ohio is proposing in this state plan to reduce the “N-size” for subgroups to be evaluated for the Gap Closing component specifically to ensure that more schools have evaluated groups. In total, using a small “N-size” works to ensure that there are almost no cases where a school is open with so few students that it does not have any graded measures or components.

The Ohio Department of Education’s legal counsel reviews all requests by traditional school districts to open a new “school.” In the course of this review, it considers whether the school truly is operating as a school versus being a “program” and examines the new entity’s proposed enrollment numbers to ensure that the school is large enough to be counted in the accountability system.

For community (charter) schools, Ohio Revised Code Section 3314.03(A)(11)(a) (see Appendix B) requires all community school contracts to include a provision stating that the school will provide learning opportunities to a minimum of 25 students. This is well over the 10 students needed to receive [letter grades star ratings](#) on the report card. Community school sponsors are responsible for ensuring that all schools meet the minimum enrollment required to operate and if a school does not have at least 25 students enrolled, they must close the school.

Additionally, if small school size impacts the number of rated components, the secondary methodology that applies to schools with fewer than three rated components will apply.

4) *Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings – including students enrolled in dropout recovery schools; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students);*

Ohio has accountability rules to ensure that students who attend specialized schools are included in the state’s accountability system and are treated the same as any other public school student.

Special Student Populations: For accountability purposes, Ohio does not differentiate between public schools that serve special populations of students and those that serve traditional populations. For example, some districts place newly arrived English learners in a separate building to make it easier to provide comprehensive English learner services, but those schools are treated just like any other building operated by the district when it comes to the accountability system.

Some community (charter) schools have charters to serve students with significant disabilities, for example, a school whose charter indicates it will serve children with the most severe forms of autism. These schools are treated just like any other public school and receive a report card with the same measures, components and summative [grade star rating](#) as any other school.

Students Served Outside a District: Ohio also ensures accountability for all students by requiring the resident school to maintain accountability for each student in situations where he or she is attending school elsewhere because of a contract or cooperative agreement. For example, many schools and districts participate in cooperative programs where they partner with their local county boards of developmental disabilities to provide comprehensive services to their students with the most significant cognitive disabilities. In those cases, each sending school is responsible for the achievement and progress of its students and they are included in their resident school’s report card calculations.

State Agency Schools: At the state level, the Ohio State School for the Blind and the Ohio School for the Deaf report the same student-level data that all other public districts report. Similarly, Ohio’s Department of Youth Services operates schools for Ohio’s incarcerated youth and reports data about the students it serves.

Dropout Prevention and Recovery Community (Charter) Schools:

In Ohio, community schools (charter schools) that receive a state-defined dropout prevention and recovery report card-typically serve a unique student body that is much different than traditional high schools. These students often are several years behind in educational credits and courses taken, older than traditional high school students and, in some cases, attempting to earn credit several years after their four-

year cohort has graduated. Ohio uses the same standards, data and calculations to identify schools as Comprehensive or Targeted Support. There are no separate accountability standards for these schools for the purpose of federal accountability and identification. At the same time, as part of the state's accountability system, these schools also receive Ohio's Dropout Prevention and Recovery Report Card. All schools are included in the federal accountability system using the same report card standards, dropout prevention and recovery community schools then receive a second state-issued report card specific to state determined measures and expectations. The measures described on page 38 are only for State accountability purposes and are not used for any Federal purpose.

It can be a challenge to apply traditional measures to the progress of these students, thereby limiting the state's ability to evaluate schools using traditional measures. The traditional measures may apply to some students, but only a subset of students will meet accountability rules. The traditional measures may not necessarily reflect the performance of the entire student population of the Dropout Prevention and Recovery school.

These report cards include four graded components: Graduation, Academic Achievement, Gap Closing and Progress. Additionally, Student Postsecondary Outcomes is a reported category on the report card.

- The *Graduation* component separately measures the percentage of students who graduate within four, five, six, seven or eight years of entering the ninth grade in five measure ratings. The numerators and denominators from each of the five rates are combined to create the graduation component rating.
- The *Academic Achievement* component measures the percentage of students who pass all five Ohio graduation tests by the time they reach the 12th grade or by the time they are within three months of turning age 22.
- The *Gap Closing* component measures how well a school is narrowing gaps in reading, math and graduation rates among students identified in up to 10 federally identified student groups. This component uses the same calculation used for traditional schools and districts, but the scale for each rating is different. For state accountability purposes, this component will maintain the calculation methodology used between 2018 – 2021 and will not be using the new reformed Gap Closing Component as described above. (For federal accountability purposes, the reformed Gap Closing Component will be used).
- The *Academic Progress* component measures the average annual gain made by the students in reading and math using the Renaissance Star Reading and Star Math Assessments (or state determined assessment).
- The *Student Postsecondary Outcomes* component is a report-only measure that provides additional outcome data relevant to the college and career readiness of students enrolled in dropout recovery schools.

Rather than ~~A-F letter grades star ratings~~, for state accountability purposes, dropout prevention and recovery schools receive one of the following ratings: Exceeds Standards, Meets Standards or Does Not Meet Standards. Each component is assigned points based upon the extent to which the standards and benchmarks are met or not met. A final overall rating is assigned based on the percentage of points earned. The Graduation component and the overall rating will be used to identify schools for comprehensive support.

- 5) *Newly opened schools that do not have multiple years of data, consistent with a state's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).*

Ohio's accountability system includes multiple measures that are calculated using one year of academic data. Newly opened schools with a single year of

data will still receive report cards that include applicable academic measures — the Academic Achievement indicator (Performance Index) and Chronic Absenteeism within the Gap Closing Component. Whether a newly opened school has three or more rated components or less than three rated components will determine which methodology is applied for annual meaningful differentiation as described in 4.v.a.