# Indicator 3: Reading and Mathematics Assessments

# Fact Sheet

## What does this indicator measure?

Indicator 3 measures participation and performance of students with Individualized Education Programs (IEPs) on statewide assessments in the following areas:

1. Participation rate for students with IEPs, calculated separately for reading and math, within grades 4, 8 and high school. To calculate indicator 3a:
	1. Take the number of students with IEPs participating in an assessment;
	2. Divide that number by the total number of students with IEPs enrolled during the testing window;
	3. The result is the percentage of students with IEPs participating in assessments.
2. Proficiency rate for students with IEPs against grade level academic achievement standards, calculated separately for reading and math, within grades 4, 8 and high school. To calculate indicator 3b:
	1. Take the number of students with IEPs scoring at or above proficient against grade level academic achievement standards;
	2. Divide that number by the total number of students with IEPs who received a valid score and for whom a proficiency level was assigned for the standard assessment;
	3. The result is the percentage of students with IEPs scoring proficient or above against grade level academic achievement standards.

Proficiency levels include Limited, Basic, Proficient, Accelerated, Advanced and Advanced Plus.

1. Proficiency rate for students with IEPs against alternate academic achievement standards, calculated separately for reading and math, within grades 4, 8 and high school. To calculate indicator 3c:
	1. Take the number of students with IEPs scoring at or above proficient against alternate academic achievement standards;
	2. Divide that number by the total number of students with IEPs who received a valid score and for whom a proficiency level was assigned for the standard assessment;
	3. The result is the percentage of students with IEPs scoring proficient or above against alternate academic achievement standards.

Proficiency levels include Limited, Basic, Proficient, Accelerated, Advanced and Advanced Plus.

1. Gap in proficiency rates for students with IEPs and all students against grade level academic achievement standards, calculated separately for reading and math, within grades 4, 8 and high school. To calculate indicator 3d:
	1. Take the proficiency rate for all students scoring at or above proficient against grade level academic achievement standards;
	2. From that number, subtract the proficiency rate for students with IEPs scoring at or above proficient against grade level academic achievement standards;
	3. The result is the proficiency rate gap.

## What are the data considerations?

### Data Source

Indicator 3a uses the same data as used for federal reporting under Title I of the ESEA, using ED*Facts* file specifications C185 and 188. Indicators 3b, 3c and 3d use the same data as used for federal reporting under Title I of the ESEA, using ED*Facts* file specifications C175 and 178.

### How has this indicator changed?

Indicator 3 now has four measures calculated at three grade levels (grades 4, 8 and high school) for reading and math, for a total of 24 targets each year.

### Data Notes

1. The participation and performance rates for indicators 3a, 3b and 3c are based on all students with IEPs, including both students with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
2. The proficiency rates for indicator 3d include all students enrolled for a full academic year and those not enrolled for a full academic year.
3. Students who are enrolled only for the purpose of testing (such as students in scholarship programs) are not included in these calculations.
4. Only students with disabilities who had IEPs at the time of testing are included for indicators 3a, 3b, 3c and 3d.
5. Students who retake the same assessment in the same year are only counted once.
6. All students in high school grades (9-12) who take the applicable end-of-course exams are included.
7. All students with disabilities in high school grade levels who take the alternate assessment in the reporting year are included.
8. Indicator 3 data for the 2019-2020 school year were not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.

## What are the programmatic considerations?

### Legislation

1. A district [Reading Achievement Plan](http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Reading-Achievement-Plan) isa district plan for raising student achievement in reading. [Ohio Revised Code 3302.13](https://codes.ohio.gov/ohio-revised-code/section-3302.13) requires each school district or community school that meets criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit a Reading Achievement Plan.
2. Dyslexia is characterized by unexpected difficulties with accurate or fluent word recognition and poor spelling and decoding abilities not consistent with the person’s intelligence, motivation and sensory capabilities. Recent state legislation enacted [House Bill 436](https://search-prod.lis.state.oh.us/solarapi/v1/general_assembly_133/bills/hb436/EN/05?format=pdf) on dyslexia screening, intervention and remediation.This billrequires the Ohio Department of Education, in collaboration with the Ohio Dyslexia Committee, to identify screening and intervention measures that evaluate the literacy skills of students using a multi-sensory structured literacy program. The bill also requires school districts and other public schools to establish a multi-sensory structured literacy certification process for teachers beginning in the 2022-2023 school year. Screening at-risk students and using intervention measures appropriately could affect the reading proficiency rate of Ohio’s students.
3. The [Third Grade Reading Guarantee](https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee) requires all districts and schools to screen all K-3 students to determine whether they are on track to read on grade level. The State Board of Education set new promotion scores this year. However, the Third Grade Reading Guarantee also provides an exemption for some students with disabilities.

## How has Ohio performed over time?

Note: Indicator 3 data for the 2019-2020 school year were not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.

### Indicator 3a: Math assessment participation rate for students with IEPs, calculated separately for grades 4, 8, and high school

Figure 1. Ohio’s grade 4 math participation rate for students with disabilities was 96.46% in 2016-2017. Grade 4 math participation rate for students with disabilities decreased to 84.2% in 2020-2021.

Table 1. Number of grade 4 students with disabilities participating in a math assessment and enrolled during the testing window, participation rate and the change in percentage from 2016-2017 through 2020-2021.

| Grade 4 Math | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities participating | 5,317 | 5,450 | 5,483 | 4,598 |
| Number of students with disabilities enrolled during testing window | 5,512 | 5,677 | 5,652 | 5,461 |
| Participation rate | 96.46% | 96.00% | 97.01% | 84.20% |
| Change in percentage | n/a | -0.46% | +1.01% | -12.81% |

Figure 2. Ohio’s grade 8 math participation rate increased from 91.81% in 2016-2017 to 93.30% in 2018-2019, with a decrease in 2020-2021 to 80.92%.

Table 2. Number of grade 8 students with disabilities participating in a math assessment and enrolled during the testing window, participation rate and the change in percentage from 2016-2017 through 2020-2021.

| Grade 8 Math | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities participating | 3,858 | 4,016 | 4,027 | 3,601 |
| Number of students with disabilities enrolled during testing window | 4,202 | 4,384 | 4,316 | 4,450 |
| Participation rate | 91.81% | 91.61% | 93.30% | 80.92% |
| Change in percentage | n/a | -0.21% | +1.70% | -12.38% |

Figure 3. Ohio’s high school math participation rate for students with disabilities steadily decreased from 91.90% in 2016-2017 to 81.52% in 2020-2021.

Table 3. Number of high school students with disabilities participating in a math assessment and enrolled during the testing window, participation rate and the change in percentage from 2016-2017 through 2020-2021.

| High School Math | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities participating | 3,268 | 3,733 | 3,677 | 3,423 |
| Number of students with disabilities enrolled during testing window | 3,556 | 4,187 | 4,187 | 4,199 |
| Participation rate | 91.90% | 89.16% | 87.82% | 81.52% |
| Change in percentage | n/a | -2.74% | -1.34% | -6.30% |

## Proposed Targets – Indicator 3a math

* Targets should be rigorous, yet attainable.
* Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
* Indicator 3 data for the 2019-2020 school year was not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.
* The goal for indicator 3a is to be at or above the target.

### Option A Target Table – Indicator 3a Math

Table 4. Proposed Target Table Option A – Indicator 3a Math

| Indicator 3a Math | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade math participation rate for students with disabilities | 97.01% | 84.20% | 84.20% | 84.70% | 85.20% | 85.70% | 86.20% |
| 8th grade math participation rate for students with disabilities | 93.30% | 80.92% | 80.92% | 81.42% | 81.92% | 82.42% | 82.92% |
| High school math participation rate for students with disabilities | 87.82% | 81.52% | 81.52% | 82.02% | 82.52% | 83.02% | 83.52% |

### Option A Rationale – Indicator 3a Math

* The 2020-2021 performance will be the target for the first two years (2020-2021 and 2021-2022) due to the ongoing impact of the pandemic.
* After holding steady for two years, the targets for indicator 3a will increase by 0.5% each year from the prior year through 2025-2026, maxing out at 98%.
* The *Every Student Succeeds Act* sets a federal target of at least 95 percent participation in state assessments for students with disabilities.
* Ohio’s targets cap at 98 percent, exceeding the federal target while recognizing a small subset of students with the most severe disabilities may be unable to participate in state assessments due to medically fragile conditions.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option A by 2025-2026 will require the following number of children with disabilities across Ohio to participate in statewide math assessments:
	+ **110** more **grade 4** children with disabilities;
	+ **89** more **grade 8** children with disabilities;
	+ **84** more **high school** children with disabilities.

### Option B Target Table – Indicator 3a Math

Table 5. Proposed Target Table Option B – Indicator 3a Math

| Indicator 3a Math | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade math participation rate for students with disabilities | 97.01% | 84.20% | 85.20% | 86.20% | 87.20% | 88.20% | 89.20% |
| 8th grade math participation rate for students with disabilities | 93.30% | 80.92% | 81.92% | 82.92% | 83.92% | 84.92% | 85.92% |
| High school math participation rate for students with disabilities | 87.82% | 81.52% | 82.52% | 83.52% | 84.52% | 85.52% | 86.52% |

### Option B Rationale – Indicator 3a Math

* Option B is a more rigorous option in comparison to Option A.
* The 2020-2021 performance will be the target for the first year (2020-2021).
* After holding steady for one year, the target for indicator 3a will increase by 1% each year through 2025-2026, maxing out at 98%.
* The *Every Student Succeeds Act* sets a federal target of at least 95 percent participation in state assessments for students with disabilities.
* Ohio’s targets cap at 98 percent, exceeding the federal target while recognizing a small subset of students with the most severe disabilities may be unable to participate in state assessments due to medically fragile conditions.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option B by 2025-2026 will require the following number of children with disabilities across Ohio to participate in statewide math assessments:
	+ **274** more **grade 4** children with disabilities;
	+ **223** more **grade 8** children with disabilities;
	+ **210** more **high school** children with disabilities.

### Option C Target Table – Indicator 3a Math

Table 6. Proposed Target Table Option C – Indicator 3a Math

| Indicator 3a Math | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade math participation rate for students with disabilities | 97.01% | 84.20% | 84.70% | 85.70% | 86.70% | 87.70% | 88.70% |
| 8th grade math participation rate for students with disabilities | 93.30% | 80.92% | 81.42% | 82.42% | 83.42% | 84.42% | 85.42% |
| High school math participation rate for students with disabilities | 87.82% | 81.52% | 82.02% | 83.02% | 84.02% | 85.02% | 86.02% |

### Option C Rationale – Indicator 3a Math

* The 2020-2021 performance will be the target for the first year (2020-2021), then increase by .5% in 2021-2022, and by 1.00% each year through 2025-2026.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option C by 2025-2026 will require the following number of children with disabilities across Ohio to participate in statewide math assessments:
	+ **246** more **grade 4** children with disabilities;
	+ **201** more **grade 8** children with disabilities;
	+ **189** more **high school** children with disabilities.

## How has Ohio performed over time?

Note: Indicator 3 data for the 2019-2020 school year were not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.

### Indicator 3a: Reading assessment participation rate for students with IEPs, calculated separately for grades 4, 8, and high school

Figure 4. Ohio’s grade 4 reading participation rate for students with disabilities decreased from 96.86% in 2016-2017 to 85.2% in 2020-2021.

Table 7. Number of grade 4 students with disabilities participating in a reading assessment and enrolled during the testing window, participation rate and the change in percentage from 2016-2017 through 2020-2021.

| Grade 4 Reading | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities participating | 5,334 | 5,482 | 5,504 | 4,624 |
| Number of students with disabilities enrolled during testing window | 5,507 | 5,681 | 5,647 | 5,427 |
| Participation rate | 96.86% | 96.50% | 97.47% | 85.20% |
| Change in percentage | n/a | -0.36% | +0.97% | -12.26% |

Figure 5. Ohio’s grade 8 reading participation rate for students with disabilities decreased from 92.37% in 2016-2017 to 81.88% in 2020-21.

Table 8. Number of grade 8 students with disabilities participating in a reading assessment and enrolled during the testing window, participation rate and the change in percentage from 2016-2017 through 2020-2021.

| Grade 8 Reading | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities participating | 3,851 | 4,036 | 4,008 | 3,642 |
| Number of students with disabilities enrolled during testing window | 4,169 | 4,375 | 4,269 | 4,448 |
| Participation rate | 92.37% | 92.25% | 93.89% | 81.88% |
| Change in percentage | n/a | -0.12% | +1.63% | -12.01% |

Figure 6. Ohio’s high school reading participation rate for students with disabilities decreased steadily from 91.77% in 2016-2017 to 83.46% in 2020-2021.

Table 9. Number of high school students with disabilities participating in a reading assessment and enrolled during the testing window, participation rate, and the change in percentage from 2016-2017 through 2020-2021.

| High School Reading | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities participating | 3,470 | 3,660 | 3,620 | 3,436 |
| Number of students with disabilities enrolled during testing window | 3,781 | 4,041 | 4,043 | 4,117 |
| Participation rate | 91.77% | 90.57% | 89.54% | 83.46% |
| Change in percentage | n/a | -1.20% | -1.03% | -6.08% |

## Proposed Targets – Indicator 3a reading

* Targets should be rigorous, yet attainable.
* Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
* Indicator 3 data for the 2019-2020 school year was not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.
* The goal for indicator 3a is to be at or above the target.

### Option A Target Table – Indicator 3a Reading

Table 10. Proposed Target Table Option A – Indicator 3a Reading

| Indicator 3a Reading | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade reading participation rate for students with disabilities | 97.47% | 85.20% | 85.20% | 85.70% | 86.20% | 86.70% | 87.20% |
| 8th grade reading participation rate for students with disabilities | 93.89% | 81.88% | 81.88% | 82.38% | 82.88% | 83.38% | 83.88% |
| High school reading participation rate for students with disabilities | 89.54% | 83.46% | 83.46% | 83.96% | 84.46% | 84.96% | 85.46% |

### Option A Rationale – Indicator 3a Reading

* The 2020-2021 performance will be the target for the first two years (2020-2021 and 2021-2022) due to the ongoing impact of the pandemic.
* After holding steady for two years, the targets for indicator 3a will increase by 0.5% each year from the prior year through 2025-2026, maxing out at 98%.
* The *Every Student Succeeds Act* sets a federal target of at least 95 percent participation in state assessments for students with disabilities.
* Ohio’s targets cap at 98 percent, exceeding the federal target while recognizing a small subset of students with the most severe disabilities may be unable to participate in state assessments due to medically fragile conditions.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option A by 2025-2026 will require the following number of children with disabilities across Ohio to participate in statewide reading assessments:
	+ **109** more **grade 4** children with disabilities;
	+ **89** more **grade 8** children with disabilities;
	+ **83** more **high school** children with disabilities.

### Option B Target Table – Indicator 3a Reading

Table 11. Proposed Target Table Option B – Indicator 3a Reading

| Indicator 3a Reading | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade reading participation rate for students with disabilities | 97.47% | 85.20% | 86.20% | 87.20% | 88.20% | 89.20% | 90.20% |
| 8th grade reading participation rate for students with disabilities | 93.89% | 81.88% | 82.88% | 83.88% | 84.88% | 85.88% | 86.88% |
| High school reading participation rate for students with disabilities | 89.54% | 83.46% | 84.46% | 85.46% | 86.46% | 87.46% | 88.46% |

### Option B Rationale – Indicator 3a Reading

* Option B is a more rigorous option in comparison to Option A.
* The 2020-2021 performance will be the target for the first year (2020-2021).
* After holding steady for one year, the target for indicator 3a will increase by 1% each year through 2025-20026, maxing out at 98%.
* The *Every Student Succeeds Act* sets a federal target of at least 95 percent participation in state assessments for students with disabilities.
* Ohio’s targets cap at 98 percent, exceeding the federal target while recognizing a small subset of students with the most severe disabilities may be unable to participate in state assessments due to medically fragile conditions.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option B by 2025-2026 will require the following number of children with disabilities across Ohio to participate in statewide reading assessments:
	+ **272** more **grade 4** children with disabilities;
	+ **223** more **grade 8** children with disabilities;
	+ **206** more **high school** children with disabilities.

### Option C Target Table – Indicator 3a Reading

Table 12. Proposed Target Table Option C – Indicator 3a Reading

| Indicator 3a Reading | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade reading participation rate for students with disabilities | 97.47% | 85.20% | 85.70% | 86.70% | 87.70% | 88.70% | 89.70% |
| 8th grade reading participation rate for students with disabilities | 93.89% | 81.88% | 82.38% | 83.38% | 84.38% | 85.38% | 86.38% |
| High school reading participation rate for students with disabilities | 89.54% | 83.46% | 83.96% | 84.96% | 85.96% | 86.96% | 87.96% |

### Option C Rationale – Indicator 3a Reading

* The 2020-2021 performance will be the target for the first year (2020-2021), then increase by .5% in 2021-2022, and by 1.00% each year through 2025-2026.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option C by 2025-2026 will require the following number of children with disabilities across Ohio to participate in statewide reading assessments:
	+ **245** more **grade 4** children with disabilities;
	+ **201** more **grade 8** children with disabilities;
	+ **186** more **high school** children with disabilities.

## How has Ohio performed over time?

Note: Indicator 3 data for the 2019-2020 school year were not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.

### Indicator 3b: Math proficiency rate for students with IEPs against grade level academic achievement standards, calculated separately for grades 4, 8, and high school

Figure 7. Ohio’s grade 4 math proficiency rate for students with disabilities on standard assessments decreased from 37.72% in 2016-2017 to 26.83% in 2020-2021.

Table 13. Number of grade 4 students with disabilities scoring at or above proficient on a standard math assessment and received a valid score, proficiency rate and the change in percentage from 2016-2017 through 2020-2021.

| Grade 4 Math | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities proficient on standard assessment | 6,640 | 6,775 | 7,312 | 4,647 |
| Number of students with disabilities received a valid score on standard assessment | 17,605 | 18,233 | 18,616 | 17,319 |
| Proficiency rate | 37.72% | 37.16% | 39.28% | 26.83% |
| Change in percentage | n/a | -0.56% | +2.12% | -12.45% |

Figure 8. Ohio’s grade 8 math proficiency rate for students with disabilities on standard assessments decreased from 20.11% in 2016-2017 to 13.94% in 2020-2021.

Table 14. Number of grade 8 students with disabilities scoring at or above proficient on a standard math assessment and received a valid score, proficiency rate, and the change in percentage from 2016-2017 through 2020-2021.

| Grade 8 Math | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities proficient on standard assessment | 3,393 | 3,098 | 3,680 | 2,359 |
| Number of students with disabilities received a valid score on standard assessment | 16,870 | 17,042 | 16,934 | 16,917 |
| Proficiency rate | 20.11% | 18.18% | 21.73% | 13.94% |
| Change in percentage | n/a | -1.93% | +3.55% | -7.79% |

Figure 9. Ohio’s high school math proficiency rate for students with disabilities on standard assessments increased steadily from 7.83% in 2016-2017 to 9.14% in 2018-2019, then decreased to 6.77% in 2020-2021.

Table 15. Number of high school students with disabilities scoring at or above proficient on a standard math assessment and received a valid score, proficiency rate, and the change in percentage from 2016-2017 through 2020-2021.

| High School Math | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities proficient on standard assessment | 1,596 | 1,354 | 1,552 | 1,059 |
| Number of students with disabilities received a valid score on standard assessment | 20,379 | 17,186 | 16,988 | 15,649 |
| Proficiency rate | 7.83% | 7.88% | 9.14% | 6.77% |
| Change in percentage | n/a | +0.05% | +1.26% | -2.37% |

## Proposed Targets – Indicator 3b math

* Targets should be rigorous, yet attainable.
* Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
* Indicator 3 data for the 2019-2020 school year was not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.
* The goal for indicator 3b is to be at or above the target.

### Option A Target Table – Indicator 3b Math

Table 16. Proposed Target Table Option A – Indicator 3b Math

| Indicator 3b Math | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade math proficiency rate for students with disabilities on standard assessments | 39.28% | 26.83% | 26.83% | 27.08% | 27.58% | 28.58% | 30.58% |
| 8th grade math proficiency rate for students with disabilities on standard assessments | 21.73% | 13.94% | 13.94% | 14.19% | 14.69% | 15.69% | 17.69% |
| High school math proficiency rate for students with disabilities on standard assessments | 9.14% | 6.77% | 6.77% | 7.02% | 7.52% | 8.52% | 10.52% |

### Option A Rationale – Indicator 3b Math

* The 2020-2021 performance will be the target for the first two years (2020-2021 and 2021-2022) due to the ongoing impact of the pandemic.
* After holding steady for two years, the targets for indicator 3b reflect increasing increments of growth from the prior year through 2025-2026.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option A by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in standard statewide math assessments:
	+ **650** more **grade 4** children with disabilities;
	+ **634** more **grade 8** children with disabilities;
	+ **588** more **high school** children with disabilities.

### Option B Target Table – Indicator 3b Math

Table 17. Proposed Target Table Option B – Indicator 3b Math

| Indicator 3b Math | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade Math proficiency rate for students with disabilities on standard assessments | 39.28% | 26.83% | 27.83% | 29.83% | 32.83% | 36.83% | 41.83% |
| 8th grade math proficiency rate for students with disabilities on standard assessments | 21.73% | 13.94% | 14.94% | 16.94% | 19.94% | 23.94% | 28.94% |
| High school math proficiency rate for students with disabilities on standard assessments | 9.14% | 6.77% | 7.77% | 9.77% | 12.77% | 16.77% | 21.77% |

### Option B Rationale – Indicator 3b Math

* Option B is a more rigorous option in comparison to Option A.
* The 2020-2021 performance will be the target for the first year (2020-2021).
* After holding steady for one year, the targets for indicator 3b reflect increasing increments of growth from the prior year through 2025-2026.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option B by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in standard statewide math assessments:
	+ **2,598** more **grade 4** children with disabilities;
	+ **2,537** more **grade 8** children with disabilities;
	+ **2,348** more **high school** children with disabilities.

### Option C Target Table – Indicator 3b Math

Table 18. Proposed Target Table Option C – Indicator 3b Math

| Indicator 3b Math | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade Math proficiency rate for students with disabilities on standard assessments | 39.28% | 26.83% | 26.83% | 27.33% | 28.33% | 29.83% | 31.83% |
| 8th grade math proficiency rate for students with disabilities on standard assessments | 21.73% | 13.94% | 13.94% | 14.44% | 15.44% | 16.94% | 18.94% |
| High school math proficiency rate for students with disabilities on standard assessments | 9.14% | 6.77% | 6.77% | 7.27% | 8.27% | 9.77% | 11.77% |

### Option C Rationale – Indicator 3b Math

* After holding steady for two years, the targets for indicator 3b reflect increasing increments of growth from the prior year through 2025-2026, increasing by .5% in 2022-23, 1% in 2023-2024, 1.5% in 2024-2025, and 2% in 2025-2026.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option C by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in standard statewide math assessments:
	+ **866** more **grade 4** children with disabilities;
	+ **846** more **grade 8** children with disabilities;
	+ **783** more **high school** children with disabilities.

## How has Ohio performed over time?

Note: Indicator 3 data for the 2019-2020 school year were not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.

### Indicator 3b: Reading proficiency rate for students with IEPs against grade level academic achievement standards, calculated separately for grades 4, 8, and high school

Figure 10. Ohio’s grade 4 reading proficiency rate for students with disabilities on standard assessments decreased from 26.43% in 2016-2017 to 21.86% in 2020-2021.

Table 19. Number of grade 4 students with disabilities scoring at or above proficient on a standard reading assessment and received a valid score, proficiency rate and the change in percentage from 2016-2017 through 2020-2021.

| Grade 4 Reading | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities proficient on standard assessment | 4,637 | 5,089 | 4,631 | 3,807 |
| Number of students with disabilities received a valid score on standard assessment | 17,547 | 18,121 | 18,602 | 17,419 |
| Proficiency rate | 26.43% | 28.08% | 24.90% | 21.86% |
| Change in percentage | n/a | +1.66% | -3.19% | -3.04% |

Figure 11. Ohio’s grade 8 reading proficiency rate for students with disabilities on standard assessments increased steadily from 10.01% in 2016-2017 to 10.97% in 2020-2021.

Table 20. Number of grade 8 students with disabilities scoring at or above proficient on a standard reading assessment and received a valid score, proficiency rate and the change in percentage from 2016-2017 through 2020-2021.

| Grade 8 Reading | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities proficient on standard assessment | 1,685 | 1,946 | 2,297 | 1,859 |
| Number of students with disabilities received a valid score on standard assessment | 16,840 | 17,051 | 16,902 | 16,944 |
| Proficiency rate | 10.01% | 11.41% | 13.59% | 10.97% |
| Change in percentage | n/a | +1.41% | +2.18% | -2.62% |

Figure 12. Ohio’s high school reading proficiency rate for students with disabilities on standard assessments increased steadily from 14.6% in 2016-2017 to 19.88% in 2018-2019, then decreased to 17.84% in 2020-2021.

Table 21. Number of high school students with disabilities scoring at or above proficient on a standard reading assessment and received a valid score, proficiency rate and the change in percentage from 2016-2017 through 2020-2021.

| High School Reading | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities proficient on standard assessment | 3,289 | 3,150 | 3,442 | 3,077 |
| Number of students with disabilities received a valid score on standard assessment | 22,520 | 17,270 | 17,314 | 17,243 |
| Proficiency rate | 14.60% | 18.24% | 19.88% | 17.84% |
| Change in percentage | n/a | +3.63% | +1.64% | -2.03% |

## Proposed Targets – Indicator 3b reading

* Targets should be rigorous, yet attainable.
* Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
* Indicator 3 data for the 2019-2020 school year was not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.
* The goal for indicator 3b is to be at or above the target.

### Option A Target Table – Indicator 3b Reading

Table 22. Proposed Target Table Option A – Indicator 3b Reading

| Indicator 3b Reading | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade reading proficiency rate for students with disabilities on standard assessments | 24.90% | 21.86% | 21.86% | 22.11% | 22.61% | 23.61% | 25.61% |
| 8th grade reading proficiency rate for students with disabilities on standard assessments | 13.59% | 10.97% | 10.97% | 11.22% | 11.72% | 12.72% | 14.72% |
| High school reading proficiency rate for students with disabilities on standard assessments | 19.88% | 17.84% | 17.84% | 18.09% | 18.59% | 19.59% | 21.59% |

### Option A Rationale – Indicator 3b Reading

* The 2020-2021 performance will be the target for the first two years (2020-2021 and 2021-2022) due to the ongoing impact of the pandemic.
* After holding steady for two years, the targets for indicator 3b reflect increasing increments of growth from the prior year through 2025-2026.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option A by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in standard statewide reading assessments:
	+ **655** more **grade 4** children with disabilities;
	+ **636** more **grade 8** children with disabilities;
	+ **646** more **high school** children with disabilities.

### Option B Target Table – Indicator 3b Reading

Table 23. Proposed Target Table Option B – Indicator 3b Reading

| Indicator 3b Reading | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade reading proficiency rate for students with disabilities on standard assessments | 24.90% | 21.86% | 22.86% | 24.86% | 27.86% | 31.86% | 36.86% |
| 8th grade reading proficiency rate for students with disabilities on standard assessments | 13.59% | 10.97% | 11.97% | 13.97% | 16.97% | 20.97% | 25.97% |
| High school reading proficiency rate for students with disabilities on standard assessments | 19.88% | 17.84% | 18.84% | 20.84% | 23.84% | 27.84% | 32.84% |

### Option B Rationale – Indicator 3b Reading

* Option B is a more rigorous option in comparison to Option A.
* The 2020-2021 performance will be the target for the first year (2020-2021).
* After holding steady for one year, the targets for indicator 3b reflect increasing increments of growth from the prior year through 2025-2026.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option B by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in standard statewide reading assessments:
	+ **2,614** more **grade 4** children with disabilities;
	+ **2,542** more **grade 8** children with disabilities;
	+ **2,586** more **high school** children with disabilities.

### Option C Target Table – Indicator 3b Reading

Table 24. Proposed Target Table Option C – Indicator 3b Reading

| Indicator 3b Reading | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade reading proficiency rate for students with disabilities on standard assessments | 24.90% | 21.86% | 21.86% | 22.36% | 23.36% | 25.36% | 28.36% |
| 8th grade reading proficiency rate for students with disabilities on standard assessments | 13.59% | 10.97% | 10.97% | 11.47% | 12.47% | 14.47% | 17.47% |
| High school reading proficiency rate for students with disabilities on standard assessments | 19.88% | 17.84% | 17.84% | 18.34% | 19.34% | 21.34% | 24.34% |

### Option C Rationale – Indicator 3b Reading

* After holding steady for two years, the targets for indicator 3b reflect increasing increments of growth from the prior year through 2025-2026, increasing by .5% in 2022-2023, then by 1% each year after.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option C by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in standard statewide reading assessments:
	+ **1,334** more **grade 4** children with disabilities;
	+ **1,102** more **grade 8** children with disabilities;
	+ **1,120** more **high school** children with disabilities.

## How has Ohio performed over time?

Note: Indicator 3 data for the 2019-2020 school year were not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.

### Indicator 3c: Math proficiency rate for students with IEPs against alternate academic achievement standards, calculated separately for grades 4, 8, and high school

Figure 13. Ohio’s grade 4 math proficiency rate for students with disabilities on alternate assessments increased from 71.13% in 2016-2017 to 71.9% in 2018-2019, then decreased to 30.6% in 2020-2021.

Table 25. Number of grade 4 students with disabilities scoring at or above proficient on an alternate math assessment and received a valid score, proficiency rate and the change in percentage from 2016-2017 through 2020-2021.

| Grade 4 Math | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities proficient on alternate assessment | 1,858 | 1,804 | 1,801 | 462 |
| Number of students with disabilities received a valid score on alternate assessment | 2,612 | 2,476 | 2,505 | 1,510 |
| Proficiency rate | 71.13% | 72.86% | 71.90% | 30.60% |
| Change in percentage | n/a | +1.73% | -0.96% | -41.30% |

Figure 14. Ohio’s grade 8 math proficiency rate for students with disabilities on alternate assessments decreased steadily from 75.13% in 2016-2017 to 35.67% in 2020-2021.

Table 26. Number of grade 8 students with disabilities scoring at or above proficient on an alternate math assessment and received a valid score, proficiency rate and the change in percentage from 2016-2017 through 2020-2021.

| Grade 8 Math | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities proficient on alternate assessment | 1,994 | 1,926 | 1,808 | 590 |
| Number of students with disabilities received a valid score on alternate assessment | 2,654 | 2,565 | 2,485 | 1,654 |
| Proficiency rate | 75.13% | 75.09% | 72.76% | 35.67% |
| Change in percentage | n/a | -0.04% | -2.33% | -37.09% |

Figure 15. Ohio’s high school math proficiency rate for students with disabilities on alternate assessments increased from 74.47% in 2016-2017 to 75.55% in 2018-2019, then decreased to 47.39% in 2020-2021.

Table 27. Number of high school students with disabilities scoring at or above proficient on an alternate math assessment and received a valid score, proficiency rate and the change in percentage from 2016-2017 through 2020-2021.

| High School Math | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities proficient on alternate assessment | 1,879 | 1,978 | 1,971 | 988 |
| Number of students with disabilities received a valid score on alternate assessment | 2,523 | 2,713 | 2,609 | 2,085 |
| Proficiency rate | 74.47% | 72.91% | 75.55% | 47.39% |
| Change in percentage | n/a | -1.57% | +2.64% | -28.16% |

## Proposed Targets – Indicator 3c math

* Targets should be rigorous, yet attainable.
* Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
* Indicator 3 data for the 2019-2020 school year was not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.
* The goal for indicator 3c is to be at or above the target.

### Option A Target Table – Indicator 3c Math

Table 28. Proposed Target Table Option A – Indicator 3c Math

| Indicator 3c Math | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade math proficiency rate for students with disabilities on alternate assessments | 71.90% | 30.60% | 30.60% | 31.10% | 31.60% | 32.10% | 32.60% |
| 8th grade math proficiency rate for students with disabilities on alternate assessments | 72.76% | 35.67% | 35.67% | 36.17% | 36.67% | 37.17% | 37.67% |
| High school math proficiency rate for students with disabilities on alternate assessments | 75.55% | 47.39% | 47.39% | 47.89% | 48.39% | 48.89% | 49.39% |

### Option A Rationale – Indicator 3c Math

* The 2020-2021 performance will be the target for the first two years (2020-2021 and 2021-22) due to the ongoing impact of the pandemic.
* After holding steady for two years, the targets for indicator 3c will increase by 0.5% from the previous year’s performance through 2025-26.
* The release of the Alternate Assessment Decision-making Tool will impact the number of students taking alternate assessments. Students no longer eligible for the alternate assessment will transition to the standard assessment.
* Ohio’s students with disabilities taking the alternate assessment are starting at a much higher rate of performance than students with disabilities taking the standard assessment, so the increments of growth proposed for indicator 3c are not as high as those proposed for indicator 3b.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option A by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in alternate statewide math assessments:
	+ **31** more **grade 4** children with disabilities;
	+ **34** more **grade 8** children with disabilities;
	+ **42** more **high school** children with disabilities.

### Option B Target Table – Indicator 3c Math

Table 29. Proposed Target Table Option B – Indicator 3c Math

| Indicator 3c Math | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade math proficiency rate for students with disabilities on alternate assessments | 71.90% | 30.60% | 31.60% | 32.60% | 33.60% | 34.60% | 35.60% |
| 8th grade math proficiency rate for students with disabilities on alternate assessments | 72.76% | 35.67% | 36.67% | 37.67% | 38.67% | 39.67% | 40.67% |
| High school math proficiency rate for students with disabilities on alternate assessments | 75.55% | 47.39% | 48.39% | 49.39% | 50.39% | 51.39% | 52.39% |

### Option B Rationale – Indicator 3c Math

* Option B is a more rigorous option in comparison to Option A.
* The 2020-2021 performance will be the target for the first year (2020-2021).
* After holding steady for one year, the targets for Indicator 3c will increase by 1% from the previous year’s performance through 2025-2026.
* The release of the Alternate Assessment Decision-making Tool will impact the number of students taking alternate assessments. Students no longer eligible for the alternate assessment will transition to the standard assessment.
* Ohio’s students with disabilities taking the alternate assessment are starting at a much higher rate of performance than students with disabilities taking the standard assessment, so the increments of growth proposed for indicator 3c are not as high as those proposed for indicator 3b.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option B by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in alternate statewide math assessments:
	+ **76** more **grade 4** children with disabilities;
	+ **83** more **grade 8** children with disabilities;
	+ **105** more **high school** children with disabilities.

## How has Ohio performed over time?

Note: Indicator 3 data for the 2019-2020 school year were not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.

### Indicator 3c: Reading proficiency rate for students with IEPs against alternate academic achievement standards, calculated separately for grades 4, 8, and high school

Figure 16. Ohio’s grade 4 reading proficiency rate for students with disabilities on alternate assessments decreased steadily from 85.44% in 2016-2017 to 51.72% in 2020-2021.

Table 30. Number of grade 4 students with disabilities scoring at or above proficient on an alternate reading assessment and received a valid score, proficiency rate and the change in percentage from 2016-2017 through 2020-2021.

| Grade 4 Reading | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities proficient on alternate assessment | 2,229 | 2,099 | 2,101 | 783 |
| Number of students with disabilities received a valid score on alternate assessment | 2,609 | 2,462 | 2,503 | 1,514 |
| Proficiency rate | 85.44% | 85.26% | 83.94% | 51.72% |
| Change in percentage | n/a | -0.18% | -1.32% | -32.22% |

Figure 17. Ohio’s grade 8 reading proficiency rate for students with disabilities on alternate assessments decreased from 86.34% in 2016-2017 to 42.44% in 2020-2021.

Table 31. Number of grade 8 students with disabilities scoring at or above proficient on an alternate reading assessment and received a valid score, proficiency rate and the change in percentage from 2016-2017 through 2020-2021.

| Grade 8 Reading | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities proficient on alternate assessment | 2,289 | 2,241 | 2,138 | 699 |
| Number of students with disabilities received a valid score on alternate assessment | 2,651 | 2,558 | 2,484 | 1,647 |
| Proficiency rate | 86.34% | 87.61% | 86.07% | 42.44% |
| Change in percentage | n/a | +1.26% | -1.54% | -43.63% |

Figure 18. Ohio’s high school reading proficiency rate for students with disabilities on alternate assessments decreased from 78.35% in 2016-2017 to 45.61% in 2020-2021.

Table 32. Number of high school students with disabilities scoring at or above proficient on an alternate reading assessment and received a valid score, proficiency rate and the change in percentage from 2016-2017 through 2020-2021.

| High School Reading | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| Number of students with disabilities proficient on alternate assessment | 1,979 | 2,041 | 2,059 | 972 |
| Number of students with disabilities received a valid score on alternate assessment | 2,526 | 2,670 | 2,602 | 2,131 |
| Proficiency rate | 78.35% | 76.44% | 79.13% | 45.61% |
| Change in percentage | n/a | -1.90% | +2.69% | -33.52% |

## Proposed Targets – Indicator 3c Reading

* Targets should be rigorous, yet attainable.
* Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
* Indicator 3 data for the 2019-2020 school year was not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.
* The goal for indicator 3c is to be at or above the target.

### Option A Target Table – Indicator 3c Reading

Table 33. Proposed Target Table Option A – Indicator 3c Reading

| Indicator 3c Reading | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade reading proficiency rate for students with disabilities on alternate assessments | 83.94% | 51.72% | 51.72% | 52.22% | 52.72% | 53.22% | 53.72% |
| 8th grade reading proficiency rate for students with disabilities on alternate assessments | 86.07% | 42.44% | 42.44% | 42.94% | 43.44% | 43.94% | 44.44% |
| High school reading proficiency rate for students with disabilities on alternate assessments | 79.13% | 45.61% | 45.61% | 46.11% | 46.61% | 47.11% | 47.61% |

### Option A Rationale – Indicator 3c Reading

* The 2020-2021 performance will be the target for the first two years (2020-2021 and 2021-22) due to the ongoing impact of the pandemic.
* After holding steady for two years, the targets for indicator 3c will increase by 0.50% from the previous year’s performance through 2025-2026.
* The release of the Alternate Assessment Decision-making Tool will impact the number of students taking alternate assessments. Students no longer eligible for the alternate assessment will transition to the standard assessment.
* Ohio’s students with disabilities taking the alternate assessment are starting at a much higher rate of performance than students with disabilities taking the standard assessment, so the increments of growth proposed for indicator 3c are not as high as those proposed for indicator 3b.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option A by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in alternate statewide reading assessments:
	+ **31** more **grade 4** children with disabilities;
	+ **33** more **grade 8** children with disabilities;
	+ **43** more **high school** children with disabilities.

### Option B Target Table – Indicator 3c Reading

Table 34. Proposed Target Table Option B – Indicator 3c Reading

| Indicator 3c Reading | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade reading proficiency rate for students with disabilities on alternate assessments | 83.94% | 51.72% | 52.72% | 53.72% | 54.72% | 55.72% | 56.72% |
| 8th grade reading proficiency rate for students with disabilities on alternate assessments | 86.07% | 42.44% | 43.44% | 44.44% | 45.44% | 46.44% | 47.44% |
| High school reading proficiency rate for students with disabilities on alternate assessments | 79.13% | 45.61% | 46.61% | 47.61% | 48.61% | 49.61% | 50.61% |

### Option B Rationale– Indicator 3c Reading

* Option B is a more rigorous option in comparison to Option A.
* The 2020-2021 performance will be the target for the first year (2020-2021).
* After holding steady for one year, the targets for indicator 3c will increase by 1% from the previous year’s performance through 2025-2026.
* The release of the Alternate Assessment Decision-making Tool will impact the number of students taking alternate assessments. Students no longer eligible for the alternate assessment will transition to the standard assessment.
* Ohio’s students with disabilities taking the alternate assessment are starting at a much higher rate of performance than students with disabilities taking the standard assessment, so the increments of growth proposed for indicator 3c are not as high as those proposed for indicator 3b.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option B by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient in alternate statewide reading assessments:
	+ **76** more **grade 4** children with disabilities;
	+ **83** more **grade 8** children with disabilities;
	+ **107** more **high school** children with disabilities.

## How has Ohio performed over time?

Note: Indicator 3 data for the 2019-2020 school year were not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.

### Indicator 3d: Gap in math proficiency rates for students with IEPs and all students against grade level academic achievement standards, calculated separately for grades 4, 8, and high school

The graphs in this section depict Ohio’s performance over time.

* The horizontal purple line in each graph indicates the proficiency rate for all students.
* The horizontal gray line in each graph indicates the proficiency rate for students with disabilities.
* The dotted, vertical gray line in each graph depicts the proficiency gap measured by indicator 3d.
* The table below each graph provides the numbers of all students and students with disabilities proficient and tested, as well as the proficiency rate for both groups. The table also calculates the change in the proficiency gap from year to year. Negative numbers indicate a smaller gap and positive numbers indicate a larger proficiency gap.

To calculate indicator 3d:

1. Take the proficiency rate for all students scoring at or above proficient against grade level academic achievement standards;
2. From that number, subtract the proficiency rate for students with IEPs scoring at or above proficient against grade level academic achievement standards;
3. The result is the proficiency rate gap.

Figure 19. Ohio’s grade 4 math proficiency gap remained relatively steady over three years at 30.21% in 2016-2017, 30.05% in 2017-2018 and 30.11% in 2018-2019, then increased to 33.01% in 2020-2021.

Table 35. Number of all grade 4 students and students with disabilities scoring at or above proficient on math assessments, number of all students and students with disabilities tested, proficiency rates, proficiency gap, and the change in percentage from 2016-2017 through 2020-2021.

| Grade 4 Math | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| All students proficient | 236,425 | 240,777 | 243,392 | 67,201 |
| All students tested | 348,066 | 358,238 | 350,748 | 112,306 |
| All students proficiency rate | 67.93% | 67.21% | 69.39% | 59.84% |
| Students with disabilities proficient | 6,640 | 6,775 | 7,312 | 4,647 |
| Students with disabilities tested | 17,605 | 18,233 | 18,616 | 17,319 |
| Students with disabilities proficiency rate | 37.72% | 37.16% | 39.28% | 26.83% |
| Proficiency gap | 30.21% | 30.05% | 30.11% | 33.01% |
| Change in percentage | n/a | -0.56% | +2.12% | 2.89% |

Figure 20. Ohio’s grade 8 math proficiency gap remained relatively steady over three years at 37.45% in 2016-2017, 38.62% in 2017-2018 and 38.11% in 2018-2019, then increased to 39.28% in 2020-2021.

Table 36. Number of all grade 8 students and students with disabilities scoring at or above proficient on math assessments, number of all students and students with disabilities tested, proficiency rates, proficiency gap and the change in percentage from 2016-2017 through 2020-2021.

| Grade 8 Math | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| All students proficient | 198,851 | 202,130 | 208,841 | 67,081 |
| All students tested | 345,450 | 355,845 | 348,975 | 126,039 |
| All students proficiency rate | 57.56% | 56.80% | 59.84% | 53.22% |
| Students with disabilities proficient | 3,393 | 3,098 | 3,680 | 2,359 |
| Students with disabilities tested | 16,870 | 17,042 | 16,934 | 16,917 |
| Students with disabilities proficiency rate | 20.11% | 18.18% | 21.73% | 13.94% |
| Proficiency gap | 37.45% | 38.62% | 38.11% | 39.28% |
| Change in percentage | n/a | -1.93% | +3.55% | 1.17% |

Figure 21. Ohio’s high school math proficiency gap increased steadily from 27.05% in 2016-2017 to 31.91% in 2020-2021.

Table 37. Number of all high school students and students with disabilities scoring at or above proficient on math assessments, number of all students and students with disabilities tested, proficiency rates, proficiency gap and the change in percentage from 2016-2017 through 2020-2021.

| High School Math | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| All students proficient | 137,413 | 132,932 | 138,263 | 44,736 |
| All students tested | 393,958 | 337,642 | 335,804 | 115,666 |
| All students proficiency rate | 34.88% | 39.37% | 41.17% | 38.68% |
| Students with disabilities proficient | 1,596 | 1,354 | 1,552 | 1,059 |
| Students with disabilities tested | 20,379 | 17,186 | 16,988 | 15,649 |
| Students with disabilities proficiency rate | 7.83% | 7.88% | 9.14% | 6.77% |
| Proficiency gap | 27.05% | 31.49% | 32.04% | 31.91% |
| Change in percentage | n/a | +0.05% | +1.26% | -0.13% |

## Proposed Targets – Indicator 3d Math

* Targets should be rigorous, yet attainable.
* Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
* Indicator 3 data for the 2019-2020 school year was not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.
* The goal for indicator 3d is to be at or below the target, reflecting a decrease in the gap over time.

### Option A Target Table – Indicator 3d Math

Table 38. Proposed Target Table Option A – Indicator 3d Math

| Indicator 3d Math | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade math proficiency gap | 30.11% | 33.01% | 33.01% | 32.51% | 32.01% | 31.51% | 31.01% |
| 8th grade math proficiency gap | 38.11% | 39.28% | 39.28% | 38.78% | 38.28% | 37.78% | 37.28% |
| High school math proficiency gap | 32.04% | 31.91% | 31.91% | 31.41% | 30.91% | 30.41% | 29.91% |

### Option A Rationale – Indicator 3d Math

* The 2020-2021 performance will be the target for the first two years (2020-2021 and 2021-22) due to the ongoing impact of the pandemic.
* After holding steady for two years, the targets for indicator 3d will decrease by 0.5% from the prior year through 2025-2026, resulting in a smaller gap between students with disabilities and all students.
* The ideal scenario for decreasing the gap is for the performance of all students to still improve over time, with the rate of improvement for students with disabilities outpacing that of all students in order to decrease the gap. With this goal in mind, gap targets may be harder to meet, especially with the anticipated decline in the 2020-2021 performance of students with disabilities due to interruptions in modes of instruction and services during the pandemic.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option A by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient on statewide math assessments, assuming no change in the proficiency rate for all students:
	+ **346** more **grade 4** children with disabilities;
	+ **338** more **grade 8** children with disabilities;
	+ **313** more **high school** children with disabilities.

### Option B Target Table – Indicator 3d Math

Table 39. Proposed Target Table Option B – Indicator 3d Math

| Indicator 3d Math | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade math proficiency gap | 30.11% | 33.01% | 32.01% | 31.01% | 30.01% | 29.01% | 28.01% |
| 8th grade math proficiency gap | 38.11% | 39.28% | 38.28% | 37.28% | 36.28% | 35.28% | 34.28% |
| High school math proficiency gap | 32.04% | 31.91% | 30.91% | 29.91% | 28.91% | 27.91% | 26.91% |

### Option B Rationale – Indicator 3d Math

* Option B is a more rigorous option in comparison to Option A.
* The 2020-2021 performance will be the target for the first year (2020-2021).
* After holding steady for one year, the targets for indicator 3d will decrease by 1% from the prior year through 2025-2026, resulting in a smaller gap between students with disabilities and all students.
* The ideal scenario for decreasing the gap is for the performance of all students to still improve over time, with the rate of improvement for students with disabilities outpacing that of all students in order to decrease the gap. With this goal in mind, gap targets may be harder to meet, especially with the anticipated decline in the 2020-2021 performance of students with disabilities due to interruptions in modes of instruction and services during the pandemic.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option B by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient on statewide math assessments, assuming no change in the proficiency rate for all students:
	+ **866** more **grade 4** children with disabilities;
	+ **846** more **grade 8** children with disabilities;
	+ **783** more **high school** children with disabilities.

## How has Ohio performed over time?

Note: Indicator 3 data for the 2019-2020 school year were not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.

### Indicator 3d: Gap in reading proficiency rates for students with IEPs and all students against grade

The graphs in this section depict Ohio’s performance over time.

* The horizontal purple line in each graph indicates the proficiency rate for all students.
* The horizontal gray line in each graph indicates the proficiency rate for students with disabilities.
* The dotted, vertical gray line in each graph depicts the proficiency gap measured by indicator 3d.
* The table below each graph provides the numbers of all students and students with disabilities proficient and tested, as well as the proficiency rate for both groups. The table also calculates the change in the proficiency gap from year to year. Negative numbers indicate a smaller gap and positive numbers indicate a larger proficiency gap.

To calculate indicator 3d:

1. Take the proficiency rate for all students scoring at or above proficient against grade level academic achievement standards;
2. From that number, subtract the proficiency rate for students with IEPs scoring at or above proficient against grade level academic achievement standards;
3. The result is the proficiency rate gap.

Figure 22. Ohio’s grade 4 reading proficiency gap increased from 31.24% in 2016-2017 to 34.24% in 2020-2021.

Table 40. Number of all grade 4 students and students with disabilities scoring at or above proficient on reading assessments, number of all students and students with disabilities tested, proficiency rates, proficiency gap and the change in percentage from 2016-2017 through 2020-2021.

| Grade 4 Reading | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| All students proficient | 200,943 | 216,971 | 201,277 | 63,543 |
| All students tested | 348,487 | 358,181 | 351,856 | 113,283 |
| All students proficiency rate | 57.66% | 60.58% | 57.20% | 56.09% |
| Students with disabilities proficient | 4,637 | 5,089 | 4,631 | 3,807 |
| Students with disabilities tested | 17,547 | 18,121 | 18,602 | 17,419 |
| Students with disabilities proficiency rate | 26.43% | 28.08% | 24.90% | 21.86% |
| Proficiency gap | 31.24% | 32.49% | 32.31% | 34.24% |
| Change in percentage | n/a | +1.66% | -3.19% | 1.93% |

Figure 23. Ohio’s grade 8 reading proficiency gap increased steadily from 34.82% in 2016-2017 to 41.87% in 2020-2021.

Table 41. Number of all grade 8 students and students with disabilities scoring at or above proficient on reading assessments, number of all students and students with disabilities tested, proficiency rates, proficiency gap and the change in percentage from 2016-2017 through 2020-2021.

| Grade 8 Reading | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| All students proficient | 151,424 | 168,373 | 177,268 | 63,863 |
| All students tested | 337,780 | 348,754 | 339,311 | 120,857 |
| All students proficiency rate | 44.83% | 48.28% | 52.24% | 52.84% |
| Students with disabilities proficient | 1,685 | 1,946 | 2,297 | 1,859 |
| Students with disabilities tested | 16,840 | 17,051 | 16,902 | 16,944 |
| Students with disabilities proficiency rate | 10.01% | 11.41% | 13.59% | 10.97% |
| Proficiency gap | 34.82% | 36.87% | 38.65% | 41.87% |
| Change in percentage | n/a | +1.41% | +2.18% | 3.22% |

Figure 24. Ohio’s high school reading proficiency gap increased steadily from 34.65% in 2016-2017 to 44.65% in 2020-2021.

Table 42. Number of all high school students and students with disabilities scoring at or above proficient on reading assessments, number of all students and students with disabilities tested, proficiency rates, proficiency gap and the change in percentage from 2016-2017 through 2020-2021.

| High School Reading | 2016-2017 | 2017-2018 | 2018-2019 | 2020-2021 |
| --- | --- | --- | --- | --- |
| All students proficient | 208,167 | 202,546 | 208,405 | 79,622 |
| All students tested | 422,634 | 348,542 | 347,874 | 127,409 |
| All students proficiency rate | 49.25% | 58.11% | 59.91% | 62.49% |
| Students with disabilities proficient | 3,289 | 3,150 | 3,442 | 3,077 |
| Students with disabilities tested | 22,520 | 17,270 | 17,314 | 17,243 |
| Students with disabilities proficiency rate | 14.60% | 18.24% | 19.88% | 17.84% |
| Proficiency gap | 34.65% | 39.87% | 40.03% | 44.65% |
| Change in percentage | n/a | +3.63% | +1.64% | 4.62% |

## Proposed Targets – Indicator 3d reading

* Targets should be rigorous, yet attainable.
* Targets may remain the same several years in a row, though the final target year (2025-2026) must reflect improvement over baseline.
* Indicator 3 data for the 2019-2020 school year was not collected due to the ordered school-building closure and the impact of the COVID-19 pandemic.
* The goal for indicator 3d is to be at or below the target, reflecting a decrease in the gap over time.

### Option A Target Table – Indicator 3d Reading

Table 43. Proposed Target Table Option A – Indicator 3d Reading

| Indicator 3d Reading | 2018-2019Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade reading proficiency gap | 32.31% | 34.24% | 34.24% | 33.74% | 33.24% | 32.74% | 32.24% |
| 8th grade reading proficiency gap | 38.65% | 41.87% | 41.87% | 41.37% | 40.87% | 40.37% | 39.87% |
| High school reading proficiency gap | 40.03% | 44.65% | 44.65% | 44.15% | 43.65% | 43.15% | 42.65% |

### Option A Rationale – Indicator 3d Reading

* The 2020-2021 performance will be the target for the first two years (2020-2021 and 2021-2022) due to the ongoing impact of the pandemic.
* After holding steady for two years, the targets for indicator 3d will decrease by 0.50% from the prior year through 2025-2026, resulting in a smaller gap between students with disabilities and all students.
* The ideal scenario for decreasing the gap is for the performance of all students to still improve over time, with the rate of improvement for students with disabilities outpacing that of all students in order to decrease the gap. With this goal in mind, gap targets may be harder to meet, especially with the anticipated decline in the 2020-2021 performance of students with disabilities due to interruptions in modes of instruction and services during the pandemic.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option A by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient on statewide reading assessments, assuming no change in the proficiency rate for all students:
	+ **348** more **grade 4** children with disabilities;
	+ **339** more **grade 8** children with disabilities;
	+ **345** more **high school** children with disabilities.

### Option B Target Table – Indicator 3d Reading

Table 44. Proposed Target Table Option B – Indicator 3d Reading

| Indicator 3d Reading | 2018-2019 Data | 2020-2021Baseline | 2021-2022Proposed Target | 2022-2023Proposed Target | 2023-2024Proposed Target | 2024-2025Proposed Target | 2025-2026Proposed Target |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4th grade reading proficiency gap | 32.31% | 34.24% | 33.24% | 32.24% | 31.24% | 30.24% | 29.24% |
| 8th grade reading proficiency gap | 38.65% | 41.87% | 40.87% | 39.87% | 38.87% | 37.87% | 36.87% |
| High school reading proficiency gap | 40.03% | 44.65% | 43.65% | 42.65% | 41.65% | 40.65% | 39.65% |

### Option B Rationale – Indicator 3d Reading

* Option B is a more rigorous option in comparison to Option A.
* The 2020-2021 performance will be the target for the first year (2020-2021).
* After holding steady for one year, the targets for indicator 3d will decrease by 1% from the prior year through 2025-2026, resulting in a smaller gap between students with disabilities and all students.
* The ideal scenario for decreasing the gap is for the performance of all students to still improve over time, with the rate of improvement for students with disabilities outpacing that of all students in order to decrease the gap. With this goal in mind, gap targets may be harder to meet, especially with the anticipated decline in the 2020-2021 performance of students with disabilities due to interruptions in modes of instruction and services during the pandemic.
* In comparison to Ohio's 2020-21 performance, meeting the final targets for option B by 2025-2026 will require the following number of children with disabilities across Ohio to score at or above proficient on statewide reading assessments, assuming no change in the proficiency rate for all students:
	+ **871** more **grade 4** children with disabilities;
	+ **848** more **grade 8** children with disabilities;
	+ **862** more **high school** children with disabilities.