Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

U.S. Department of Education
Issued: March 2017

OHIO SUBMISSION
Submitted: September 15, 2017
Revised: January 16, 2018

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Ohio | Department of Education

John R. Kasich, Governor
Paolo DeMaria, Superintendent of Public Instruction

January 16, 2018

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Madam Secretary:

I am pleased to submit Ohio's consolidated Every Student Succeeds Act (ESSA) plan – *as updated on January 16, 2018*. The plan was developed over 18 months with extensive stakeholder engagement, including input from thousands of Ohioans, the Ohio State Board of Education, the state legislature and the Office of the Governor. This plan shows Ohio's commitment to making sure that all of our children are prepared for success.

Ohio's ESSA plan builds upon a number of reforms put into place over the last few years, which have started to show real results. In the 2017 Ohio School Report Cards, there was academic improvement in nearly every grade and subject area and with all subgroups of students. The state graduation rate continued its upward trajectory, and more students met third grade reading requirements.

Across the state, many low-performing schools and districts are making progress as a result of recent policy reforms and school improvement support efforts. The school improvement structure in this plan reflects a continuum of supports for struggling schools and districts to proactively address challenges, improve performance and avoid more rigorous interventions such as an Academic Distress Commission.

We believe this plan will continue Ohio's current momentum. It maintains the same high academic standards, provides transparency to families and students through the easy-to-understand report card system, increases the focus on the success of traditionally underserved students and emphasizes continually growing the effectiveness of Ohio school leaders and teachers. Perhaps most significantly, by supporting Ohio's lowest-performing schools in developing strong, research-informed improvement plans tailored to their local communities, we expect to see successes and expand on the progress of the past year.

Ohio's ESSA plan charts a road map in key areas for the future of Ohio schools. This work will not be easy nor will it be quick, but Ohio is firmly committed to ensuring that all of Ohio's students are prepared for success in their future. We look forward to working with you throughout the review and approval process. Please email Christopher.Woolard@education.ohio.gov if you have any questions or need additional information.

Sincerely,

Paolo A. DeMaria
Superintendent of Public Instruction

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Columbus, Ohio 43215
education.ohio.gov

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For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If an SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): J. Christopher Woolard, Senior Executive Director, Accountability and Continuous Improvement	Telephone: (614) 387-7574
Mailing Address: 25 South Front Street, Columbus, Ohio 43215	Email Address: Christopher.Woolard@education.ohio.gov

By signing this document, I assure that:
To the best of my knowledge and belief, all information and data included in this plan are true and correct.
The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.
Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

Authorized SEA Representative (Printed Name): Paolo DeMaria, State Superintendent of Public Instruction	Telephone: (614) 995 - 1985
Signature of Authorized SEA Representative	Date: 1/16/18
Governor (Printed Name): John R. Kasich	Date SEA provided plan to the Governor under ESEA section 8540: July 26, 2017
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. **Challenging State Academic Standards and Assessments** ***(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1−200.8.)***[2]

2. **Eighth Grade Math Exception** (***ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)***)**:**
   - **i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?**

     ☒ Yes

     ☐ No
   - **ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:**
     a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
     b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
     c. In high school:
        1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
        2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
        3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

     ☒ Yes

     ☐ No
   - **iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.**

[2] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

As part of Ohio's ESEA flexibility waiver approved in 2015, the state requested and was granted very broad waiver authority that allowed any student in middle school to take a high school end-of-course assessment in any subject, not just mathematics, when the student was enrolled in the corresponding course. This waiver allowed the Department and Ohio's schools and districts to ensure that students were assessed on the curriculum that was fully aligned to their instruction. Ohio's approved waiver addressed all situations where accelerated students were taking high school courses before entering ninth grade.

Ohio understands that the federal statute, as updated in ESSA, only allows for students to test out of grade in cases where a student in the eighth grade is taking algebra I. Ohio plans to take advantage of this option and will require eighth grade students in this situation to take the algebra I test rather than testing with the eighth grade math test. In addition, Ohio submitted a separate waiver requesting to continue with its current practice of testing middle school students in other grades and subjects with the appropriate high school test when they are taking a high school course that includes a test rather than requiring them to take the test that matches their overall grade. This separate waiver was submitted to ensure that districts continue to have incentives to properly serve all students with advanced coursework and to ensure that students will be assessed on the appropriately aligned curriculum. Ohio understands that if the waiver is not approved, the only students who will be allowed to test out of grade are those students in the eighth grade who take algebra I.

(Note: Additional changes may be made from time to time in Ohio's assessment system relative to tests that are not required for federal compliance purposes. Ohio will make appropriate notification if such changes are made and will ensure that testing in high school is conducted at least once in English language arts, mathematics and science.)

Opportunity for All Students: State law requires all districts in Ohio to adopt an acceleration policy that meets state standards and all students are eligible to be evaluated to determine if acceleration is appropriate. Districts have local control to provide any high school courses, including mathematics, English and biology, to their middle school students for high school credit as long as certain conditions are met. The course curriculum used for middle school students must be the same as that used in high school and must be taught by a teacher certified to teach the high school level of content. With these conditions met, each school has the ability to offer its students high school-level courses. All districts can make choices regarding resource allocation priorities in order to support greater access to high school course content by middle school students. Some districts may choose to prioritize the use of Title I funds to support these efforts, including through strategies such as distance learning, online learning, shared teachers, etc.

Course-Assessment Alignment: It is important that when a middle school student takes a high school course, that the assessment taken by the student aligns to the course. Ohio administers high school end-of-course tests in four content areas: English language arts, mathematics (algebra I, geometry, integrated mathematics I, integrated mathematics II), science and social studies. Alignment of coursework and testing across all academic content areas is important because Ohio implemented a new system of graduation requirements that includes seven end-of-course tests at the high school level beginning with the graduating class of 2018. Many districts are offering advanced coursework to middle school students in many academic content areas to support students meeting graduation requirements. Districts have increased their efforts in recent years because Ohio had been granted the waiver from double testing.

It is Ohio's policy intent that all students should have access to a rigorous and relevant curriculum with fully aligned assessments, and that students taking advanced classwork will be required to participate in the aligned assessments. This waiver created incentives to let students take advanced coursework in middle school by relieving students and districts of the burden of preparing for multiple assessments.

Opportunities for Accelerated Students: Ohio's accountability system includes strong incentives for districts to provide all students with the opportunity to be prepared for and to take advanced coursework across all academic content areas in middle school. As is mentioned above and explained below in Section A.4, state law requires all districts to adopt an acceleration plan that meets state standards and creates incentives for districts to identify and serve their top-performing students with formal written acceleration plans. If a student on a written acceleration plan takes an assessment above his or her normal grade level, the student's score counts one performance level higher on the Performance Index score than what the student scores. For example, if a student skips a year of math and takes algebra I as an eighth-grader and scores "accelerated" on the algebra I assessment, the score is counted as "advanced" when calculating the Performance Index score.

Opportunities for Gifted Students: In addition, Ohio is one of the only states in the nation to rate schools and districts on the performance of and opportunities provided to its gifted students. The "gifted indicator," also described more fully in Section A.4, includes gifted inputs as part of the calculation. Ohio has seven different categories of gifted students, and, as part of the gifted indicators, schools and districts earn points based on the percentage of students identified and served in the different categories. Moreover, the calculation provides an incentive to identify and serve traditionally under-represented populations (racial/ethnic minorities and economically disadvantaged students) by awarding bonus points if a certain identification and service threshold is reached.

To ensure that students are not identified in error, or simply to help a district do well on its gifted inputs, Ohio developed an objective definition that must be met as a condition for a student to be identified as gifted. For example, to be labeled superior cognitive or specific academic gifted, a student must either score two standard deviations above the mean on an approved standardized assessment, must perform at the 95th percentile on a nationally normed assessment or must attain an approved score on an above-grade-level assessment. To be deemed creative thinking gifted or gifted in the area of visual or performing arts, a student must demonstrate superior abilities through a combination of standardized assessments and a portfolio of work.

Frequency of High School Courses Taken by Middle School Students: Actual course and test records from the 2014-2015 and 2015-2016 school years indicate that algebra I is the high school course most frequently taken by students below the ninth grade. More than 32,000 middle school students took this course in each of the last two years and nearly 90 percent of those students took the course one year early while in the eighth grade. Other high school courses are much less likely to be taken by students prior to entering the ninth grade, but it does happen. In each of the last two school years, between 1,600 and 1,800 students took a high school English language arts course while in middle school, with nearly 96 percent taking integrated English language arts I as eighth-graders. Fewer than 2,500 middle school students took a high school integrated math course in each of the last two years and between 3,500 and 4,000 students took geometry each of the last two years while in middle school. The data are equally limited when looking at science courses with small numbers of students taking high school-level biology in a grade below 9. In summary, the vast majority of middle school students who take advanced coursework do so one year early as eighth-graders and will be able to meet federal testing requirements. These statistics help to support Ohio's request for a waiver to continue the current practice of testing beyond what is allowed under the federal statute.

Reporting of Data: This data will be reported for relevant federal accountability purposes and will be integrated into Ohio's State Report Card, according to the description in the accountability sections of this plan. Ohio will continue to calculate participation rates for these students. In the case of an eighth-grader enrolled in an algebra I course, that student will be expected to participate in the algebra I assessment and will be reported as part of the middle school's participation rate data. That 'math' assessment also will be included in the middle school's Gap Closing calculation and will count for all other aspects of the report card (indicators, Performance Index and Value-Added). Ohio will comply with all other ESSA reporting

and accountability requirements using the appropriate assessment based on the course taken by each student.

High School Testing in Cases Where Students Take All High School Assessments in Middle School: The state recognizes that a very small number of students may take all end-of-course tests in a particular content area prior to entering high school. Actual test data indicates that fewer than 4,000 students complete end-of-course testing in one or more academic content areas while in middle school. Ohio will address the requirement to test students once during high school in English language arts, math and science as follows: Ohio implemented college and career readiness assessments for all students using the ACT and SAT starting in the 2016-2017 school year. Students are required to participate in these assessments in the spring of their 11th grade year. The results of these assessments (a remediation-free benchmark) will be included in the graded Prepared for Success measure, which is described more fully in Section A.4 and is Ohio's college and career readiness measure on district and school report cards. Additionally, any student who has taken both the algebra I/integrated math I and geometry/integrated math II tests or the English language arts I and English language arts II tests or the biology test in middle school will be required to use the college and career readiness assessment (ACT or SAT) as the federal accountability measure in the year the assessment is given.

Equivalent Proficiency Determination: Similar to other states, such as North Carolina, which previously received federal approval to use the ACT assessment as the high school accountability measure, Ohio will create an equivalent proficiency determination that will be reported for students who have completed any respective set of content area end-of-course tests while in middle school. Such students will be included in the Gap Closing measure participation rate calculation using the English language arts and math sections of the college readiness test. The various sections also will be used to fulfill the requirement to include all students in the high school's Gap Closing calculation, and those scores will count for all other aspects of the report card (indicators met, Performance Index and Value-Added).

Ohio will comply with all other ESSA reporting and accountability requirements using the appropriate assessment based on the courses taken by each student.

3. **Native Language Assessments** ***(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4)*****:**
   i. **Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.**

Ohio defines significant languages other than English as those that include at least 20 percent of the state's English learner (EL) student population. Spanish has been identified as meeting this definition. Somali, Arabic and Chinese currently include approximately 5 percent each of the state's languages other than English present in the EL school population.

   ii. **Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available**.

Ohio attempts to meet the needs of English learner students by making available native language options, as follows:

- Ohio currently offers the state mathematics, science and social studies assessments in Spanish for grades 3-12.

- Districts are required to provide, to the extent practicable, translation accommodations for ELs taking the compulsory state assessments. For example, the Department provides reimbursement to districts for translation services. Information on translators is provided in the Ohio's State Tests Rules Book and Ohio's Accessibility Manual.
- Ohio does not permit the English language arts tests to be administered in any language other than English, except in very specific situations for students with disabilities. Along with the state's computer-embedded accessibility features, English learners are allowed extra time and the use of an approved bilingual, word-to-word dictionary to demonstrate what they know and can do, as described in Ohio's Accessibility Manual.

iii. **Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.**

Yearly student academic assessments are available for all languages (Spanish) identified in question 3(i) above, which are present to a significant extent in the participating student population. Assessments are not available for languages other than English and Spanish; a full list of native languages can be found in Appendix B. However, Ohio makes available translation services for students speaking these other languages.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

c. **As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.**

Plan and Timeline: For languages other than English present to a significant degree in the student population (Spanish), the Department has contracted with the American Institutes for Research (AIR) to provide the state tests in mathematics, science and social studies in Spanish. AIR continues to work with Ohio to determine new technologies to provide the tests in Spanish as Ohio transitions to fully online testing. The state plans to be fully online, except for paper-accommodated forms for students unable to test online, by 2018-2019. The Department is working to utilize technology to provide needed translations in Spanish and in other languages.

In previous years, the Department has provided the state graduation assessment in multiple languages other than English and Spanish (at times, nine languages other than English). The tests were translated and provided on CDs to standardize the translation. The Department determined that this was not cost-efficient, as many of the CDs were returned unopened or the test was translated into a language variation not understandable to the students (e.g., Somali May and Somali Benadir). Based upon feedback from

stakeholders, the Department determined it was more effective to reimburse for translation services provided at the local level by the districts.

Meaningful Input: Gathering meaningful input regarding the need for assessments in languages other than English has taken many forms:

- Districts engage regularly with the Department regarding the need for assessments in languages other than English. The total number of students speaking the 81 languages other than English in Ohio is collected by the Department to assist the districts in locating the translators required for state test translations.
- Ohio gathers input from individuals seeking technical assistance, professionals across the regional educational service centers, and through communications with coordinators, teachers and community members within districts with English learners.
- The Department engages members of community groups that include the Commission on Hispanic/Latino Affairs, Coalition for Parents of Students with Disabilities, English Learner Advisory Group, Ohio Education Association and Ohio Federation of Teachers to gather meaningful input to determine the needs of the English learners.
- The Lau Resource Center participates in sessions during the annual state TESOL conference. The sessions provide opportunities for educators to share resources and provide meaningful feedback regarding the need for accessible testing accommodations and assessments in languages other than English.

Ohio is fully committed to meeting the needs of students for assessments in languages other than English through the Spanish language test forms and the provision of translation services. Discussion is ongoing to determine cost-efficient processes using technology to provide the state assessments in languages other than English that will be acceptable and appropriate for Ohio's students, parents, community, stakeholders and districts.

4. **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.

- Gifted Achievement and Value-Added: A subgroup of gifted students is included in a separate Achievement indicator, as well as a separate graded Value-Added measure but not included in gap measure computations.

- Report-Only Subgroups: The state's report card includes data reported for the subgroups listed below. The data is not part of any graded 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

d. **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. **<u>Minimum N-Size</u> *(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.

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):

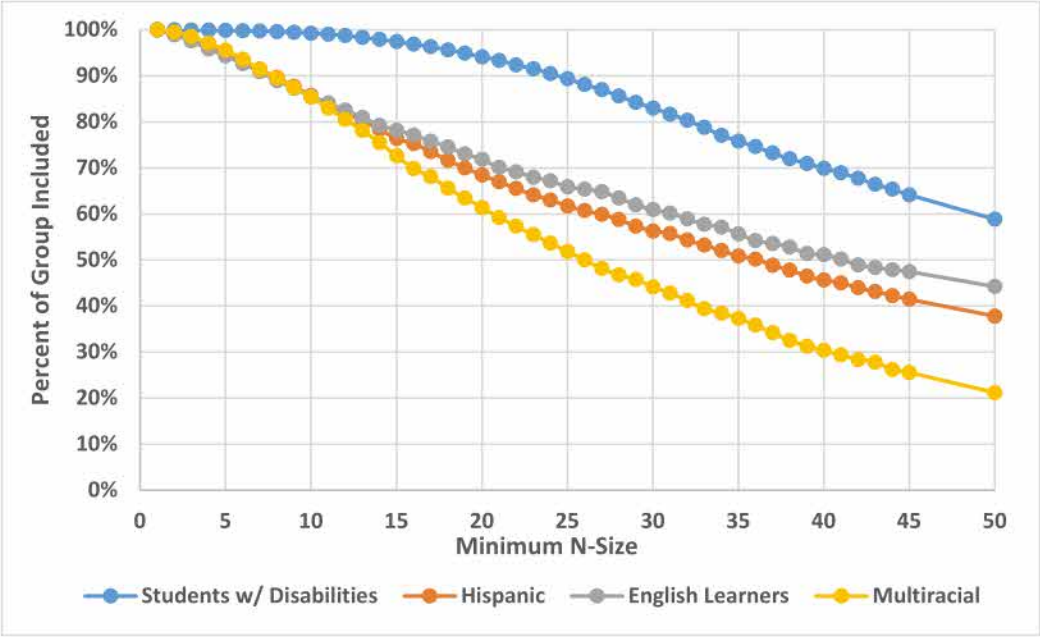
Subgroup	Number of Students Evaluated (% out of 989,000 total students)		Increase N of Students Evaluated	Percent Increase
	Minimum N = 30	Minimum N = 15		
Asian or Pacific Islander	10,200 (1%)	14,400 (1%)	4,200	41%
African American	136,000 (14%)	143,000 (18%)	7,000	5%
Students with Disabilities	119,000 (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.

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.

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

[3] Consistent with ESEA section1111(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.

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. There are two academic achievement measures used to establish Ohio's goals. The first is based on the percentage of students assessed as Proficient or higher on state tests. The second is based on Ohio's Performance Index and composite score that counts each level of performance by each student, thereby providing a more 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 baseline levels for achievement, only about five percent of schools and four percent of districts had high enough achievement to "meet" the long-term goal. Based on the current achievement levels of some schools and districts, these long-term goals represent levels of improvement that are unprecedented.

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.

Timeline: Ohio proposes to set its long-term timeline for improvement goals at 10 years.

Long-term Goals and Interim Progress Targets – All Students: Ohio has identified two measures to use for the establishment of long-term goals of academic achievement. The first measure is based on Ohio's goal of at least 80 percent of students scoring Proficient or higher on each state test as a condition to meet each test indicator included in the state's Indicators Met measure. The second measure is the Performance Index score with a long-term goal for all students 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 for both measures 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 percent - 55.1 percent = 24.9 percent difference. 24.9 percent/10 years = 2.5 percent 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 the two 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 percent by the end of the 2025-2026 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: Currently, 39.3 percent of students in the economic disadvantaged subgroup are proficient in English language arts.
- Compare Baseline to 100 Percent to Compute Gap: To identify the gap between percent proficient and 100 percent, we subtract our current percent proficient (39.3 percent) from 100 percent, leaving a gap of 60.7 percent.
- Compute 50 Percent of Gap: Next, we divide that gap (60.7 percent) in half to identify our growth goal by the end of the 2025-2026 school year. In this case, our growth percentage is 30.4 percent.
- Add 50 Percent of Gap to Baseline: To determine our long-term goal, we add our growth percentage (30.4 percent) to our current percent proficient (39.3 percent). In this case, our long-term goal will be 69.7 percent. In a few cases, the actual proficiency percentage was such that the subgroup would have had a long-term goal higher than 80 percent by cutting the gap in half. For these subgroups, a long-term goal of 80 percent 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.

Timeline: As with other goals, Ohio has defined the long-term timeline for graduation rate improvement and gap closing as 10 years.

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 93 percent for all students for a district or school to earn a letter grade of "A." 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., 93 percent – 83 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 100 percent in half by the end of the 2025-2026 school year (using a similar methodology as described above for the academic

achievement measures). In two cases (Asian and White), the actual percentage of the class of 2015 graduating was such that they would have had a long-term goal higher than 93 percent by cutting the gap in half. For these subgroups, a long-term goal of 93 percent was established. 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. This is a graded measure on the state's report cards.

Baseline Data: The baseline for all students and for each subgroup was set using data from the class of 2014 as reported on the 2015 - 2016 report card. The percentages reported in the baseline column represent the actual statewide five-year graduation rates for each subgroup for the class of 2014.

Long-term Goal and Interim Targets – All Students: The long-term goal for all students is designed to align with state law, which specifies the goal of at least 95 percent of all students graduating within five years of starting high school in order for a school or district to earn a letter grade of "A." This rate is higher than the expectation for the four-year rate, which is 93 percent, as it is expected that schools continue to provide interventions so that additional students can succeed by the end of the fifth year. The short-term benchmarks 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.

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 100 percent in half by the end of the 2025-2026 school year (using a similar methodology as described above for the academic achievement measures). In one case (Asian), the percentage of the class of 2014 graduating was such that it would have had a long-term goal higher than 95 percent by cutting the gap in half. For this subgroup, a long-term goal of 95 percent was established. The interim 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.

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.

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.

Timeline: As with other goals, Ohio proposes to set its long-term timeline for improvement at 10 years.

Long-term Goal and Interim Targets: By 2025-2026, 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))*

In order to facilitate the discussion of indicators, it is important to understand that Ohio's accountability system includes six components, each of which contains one or more measures. See Appendix B for a user guide explaining Ohio's School Report Cards.

As Ohio works to communicate revised report cards based on ESSA requirements, the Department will include feedback from parent focus groups and surveys conducted by The Ohio Standard Coalition and Learning Heroes to make it easier for parents and communities to understand. In addition, based on stakeholder feedback, we will add information regarding School Profiles to allow districts to provide narrative information on their accomplishments and community priorities beyond the reported measures on Ohio's School Report Cards.

Based on stakeholder feedback, the Department also will explore better alignment between the Third Grade Reading Guarantee and the K-3 Literacy component and add clarification to the interpretation of the measure (e.g., the focus on "struggling readers").

Note 1: One of Ohio's measures is *Indicators Met,* which includes a series of indicators. The term *indicator* in Ohio's School Report Cards is used differently than in the ESSA requirements.

Note 2: 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 recently 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 prepared for success in college and careers. 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:
I. Academic Achievement (reading/language arts and mathematics) (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.	Ohio's system specifically measures academic achievement in English language arts and mathematics. Ohio's measures are based on the long-term goals in Appendix A. 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. 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.
II. (Other Academic Indicator) Indicator for Public Elementary and Secondary Schools that are Not High Schools 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.	Ohio's Progress component includes an indicator (Value-Added) for public elementary and secondary schools that are not high schools. Ohio's Value-Added measures will measure growth for all subgroups, which will inform identification criteria. The Other Academic indicator is a measure of student growth. For K-3 only, the Other Academic indicator is the Gap Closing component that annually measures academic achievement for all students and subgroups of students.

III. Graduation Rate (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; (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).	Ohio utilizes the adjusted cohort graduation rate. Ohio's graduation rates are based on the long-term goals in Appendix A. Ohio's graduation rate is the four-year adjusted cohort graduation rate. Ohio also reports and grades the five-year adjusted cohort graduation rate. The two are combined into the graduation rate component. Ohio does not have a separate diploma for students using an alternate assessment.
IV. Progress in Achieving English Language Proficiency	The Progress in Achieving English Language Proficiency Indicator (referred to as ELP Improvement) status will be reported and measured independently; it then contributes to the Gap Closing component rating.
V. **School Quality or Student Success Indicator(s)** 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.	Chronic Absenteeism, Prepared for Success, the Gap Closing component, and science and social studies achievement are considered additional indicators of student success for ESSA purposes. Each of these indicators will measure performance for all students and separately for each subgroup of students. Ohio's Gap Closing component annually measures the graduation rate for all students and subgroups of students. Prepared for Success applies to high schools and includes the students in the four-year and five-year graduation cohorts (all students, not just graduates). Additionally, Ohio includes performance on state science and social studies tests as additional school quality/student success indicators. These are included in relevant Ohio Achievement and Progress components.

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. **<u>Academic Achievement Indicator</u>. 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.**

<u>Achievement Component:</u> Achievement is one of the six 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 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 is made up of two measures – the Performance Index and the Indicators Met measure.

In Appendix B, Ohio includes examples of its technical documentation outlining the business rules used to calculate the grades for each measure and component. These technical documents are included to provide the U.S. Department of Education and peer reviewers with additional details on each element of Ohio's report card. They specify the calculations that were performed in 2017 and earlier. It is important to note that in some cases, the documents will need to be updated to reflect the new requirements in the federal statute.

An example of this is the paragraph found on page 78 of the appendix that explains how the Performance Index score is calculated. Through 2017, Ohio's calculation aligned to the requirements of the prior Elementary and Secondary Education Act, commonly referred to as "No Child Left Behind." In that calculation, states were subject to a 1 percent cap on the number of Proficient or higher scores that could be included in the accountability calculations using the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). The new federal statute, as enacted in ESSA, allows only 1 percent of a state's students to participate in testing using the AASCD unless the state is granted a waiver to exceed the participation cap. Ohio is in the process of applying for a waiver to exceed the 1 percent participation cap and, depending on the outcome of that waiver request, the Performance Index score technical document will be updated to reflect the change (the document will either report that the state received the waiver or that it will enforce a strict 1 percent requirement on participation).

That same document includes a table on pages 74 and 75 that helps readers understand which students are required to take tests. 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 I and 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. This code would relieve the "sending" district from administering the test since the student left before it was time to test, but it would NOT relieve the "receiving" district (assuming the student transferred to some other Ohio public school) from testing.

Performance Index: Ohio's Performance Index is one of two measures that make up the Achievement component.

The Performance Index is a composite measure that counts 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 I and II, algebra I, integrated math I, geometry and integrated math II. All tests have five performance levels – Advanced, Accelerated, 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; Accelerated=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. These charts will continue to be displayed in future years to ensure transparency in identifying the performance of all students, including the percentage of students who scored proficient or higher.

Additionally, the state law goes beyond what is required in federal statute and provides incentives for students who are on formal acceleration plans taking assessments above their normal grade levels. This encourages districts to identify and serve their highest performing students using formal written acceleration plans. These students' scores count one performance level higher on the Performance Index scale than what they actually score. A student in any grade can be placed on a formal acceleration plan in any subject if the child's teacher believes the plan is appropriate.

An example of this is a fourth grade student who has a formal acceleration plan for math and takes the fifth grade math test because the student is taking the fifth grade math course. In a case like this, the student is reported by the district as being enrolled in *fifth grade* for math, and our reporting system treats him as having "skipped" fourth grade. If the student scores in the Proficient range on the higher grade level test, the student's test would be included at the Accelerated range for the Performance Index calculation (meaning the test would be worth 1.1 for Accelerated versus 1.0 for Proficient). It is Ohio's policy intent that all students should have access to a rigorous and relevant curriculum and that students taking advanced coursework in any grade or subject will be required to participate in the assessment that best aligns to the course being taken.

For the purpose of federal accountability and identification, the academic achievement indicator will not include the additional weighting for gifted acceleration. At the same time, as part of the state's accountability system, these schools will receive credit for formally accelerating students.

Beginning in 2015, an additional weight was created for this calculation to address cases where a student on a formal acceleration plan scores advanced on the higher grade level assessment. In such situations, the test is placed in an advanced-plus category and receives a weighted score of 1.3 in the Performance Index calculation.

Per state law and to comply with the test participation requirements in ESSA, untested students 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 grade is calculated by dividing the number of points earned by the maximum points possible (120 points represents a perfect Performance Index score). Letter grades are assigned to the Performance Index measure in accordance with the table below. These grades provide a transparent method to show meaningful annual differentiation between schools and districts.

Table 4 – Performance Index Letter Grades

Percentage of Possible Points	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
50% - 69.9%	D
<50%	F

For example, Anytown School District had a Performance Index of 90 points. The calculation is (90/120) x 100 percent = 75 percent of the total points possible = C grade.

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: After each measure grade is calculated, the two measures are combined into one Achievement component grade with the Performance Index score comprising 75 percent of the grade and the Indicators Met measure comprising 25 percent of the total grade. See Appendix B for details on this calculation.

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.

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 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. There are four Value-Added measures that comprise the Progress component.

Value-Added Measure: 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 English language arts and math scores as disaggregated in 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
English Language Arts – Grades 4 – 8
Science – Grades 5, 8
Algebra I*
Geometry*
Integrated Math I*
Integrated Math II*
English Language Arts I*
English Language Arts II*

*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.

Through 2014, districts and schools were assigned letter grades that represented a composite of up to three years of Value-Added data. (For more information, see Technical Documentation). As Ohio transitioned to new state tests, this changed and only one year of data could be used to generate the grades.

However, as of the 2017-2018 school year, Ohio will once again generate letter grades based on up to three years of data as available for each school and district. This methodology creates a more stable measure of gains because it uses multiple years of combined data (i.e., reduced variance).

Previously, Ohio periodically reset a base year that provided a basis for determining statewide improvement and set a benchmark for all districts. As Ohio transitioned to the new state tests, the state moved to a *within year* approach that calculates whether students maintain the same relative position with respect to the statewide student achievement for that year.

Districts and schools are assigned a grade based on the Value-Added Growth Index score, which is the value, determined in EVAAS, that is computed by taking the Value-Added Gain and dividing it by the Standard Error measure.

The Value-Added Gain is a measure of magnitude of average gain. The Standard Error is a measure of precision of the computation. Thus, the Value-Added Index combines both the magnitude and precision into one value that represents the level of certainty around whether the growth or lack of growth is "real."

The Value-Added Growth Index can be interpreted such that a value of "0" indicates a "normal" or "expected" year's growth for a particular group of students.

It is important to note that the letter grades issued for districts and schools are identical to the calculation and rating levels that Ohio calculates for student growth used for teacher and principal evaluations. These data provide growth information and diagnostic reports at these levels to inform improvement activities.

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.

For each district and building, Ohio also generates composite Value-Added grades for specific subpopulations whenever data are sufficient to make these computations. The subpopulations that have separate measures include:

- Students with disabilities;
- Students identified as gifted;
- Students whose current and prior year's test scores place them in the bottom 20 percent of the state in performance in English language arts, mathematics, science; and
- Beginning with the 2017-2018 school year, Ohio also will generate and report (but not grade), Value-Added measures for all federally required subgroups. The data from these reports will be used in the identification of schools for comprehensive (Priority) and targeted (Focus) support.

The four Value-Added measures are combined to produce one state Progress component grade. The overall or *all students* measure is weighted at 55 percent of the total grade, while each of the three subgroups comprise 15 percent each. In cases where a school or district does not have one or more subgroups, the weight of the missing subgroup is spread proportionally among the remaining groups. See Appendix B for details of this calculation.

Stakeholders did raise questions about the interpretation of the current Value-Added measures, particularly during times when the state experiences multiple test transitions. For example, stakeholders shared feedback regarding the grade scale that determines the A-F letter grade. We also will review the Progress component's grade scale and consider recommendations to simplify and improve understanding of the component.

c. **<u>Graduation Rate</u>. 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: Graduation is the fourth component on Ohio's School Report Cards. 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: Beginning with the 2012-2013 report cards, graduation became a separate component in Ohio's accountability system. 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 includes only those students who graduate with a regular diploma or honors diploma within five years of entering the ninth grade for the first time.

The two measures are combined into one graduation component grade. 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. See Appendix B for calculation details. The graduation rate component uses *only* the data from the two cohorts of students to evaluate schools for this component. It is important to note that another state component called Gap Closing also uses graduation data along with test scores to provide a comprehensive look at the gaps that exist between different student groups. The Gap Closing component is a different calculation from the one described in this section. 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 the virtual documents.

Designation Determination: The A-F grade scale for each graduation rate is shown below. Note that the five-year scale is higher to reflect an additional year of data being included. These scales provide meaningful differentiation between and among schools and districts. It is important to note that graduation also is included in the Gap Closing component (described above).

Table 7 – Graduation Component Letter Grades

Four-Year Rate (60% of Component Grade)	Five-Year Rate (40% of Component Grade)	Letter Grade
93% - 100%	95% - 100%	A
89% - 92.9%	90% - 94.9%	B
84% - 88.9%	85% - 89.9%	C
79% - 83.9%	80% - 84.9%	D
<79%	<80%	F

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).

The ELP indicator (ELP improvement measure) will be awarded points between zero and 100 within the Gap Closing component to schools and districts whose students have met or exceeded the long-term state goal target percentage. (e.g., Anytown School has 100 English learners in 2016-2017 and 60 percent made the expected improvement in learning English which exceeds the state goal for 2016-2017). Schools and districts also will earn partial points in cases where their percent of students making progress did not meet the state target but improved from the prior year.

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 Ohio Achievement and Progress components.*

Indicators Met Measure: Ohio's Indicators Met is the second measure that makes up the Achievement component.

The Indicators Met measure reports how many students have at least a minimum, or proficient, level of knowledge. The measure is currently made up of up to 29 indicators. The indicators are based on a series of state tests that measure the level of achievement for each student in a grade and subject. All state tests in all grades and subjects are included in this measure. All English language arts and mathematics grade/subject tests are evaluated and reported separately. For this measure, no bonus weight is awarded, and each student's natural performance level is used in determining the percent of students scoring Proficient or higher. There are at least three additional indicators in this measure not based directly on a grade and subject-specific state test. Two of the additional indicators, described below, are included in the Indicators Met measure – the Retake Indicator (new) and the Gifted Student Performance Indicator (current). The final indicator, described in Section A.4.iv.e is the Chronic Absenteeism Indicator (new). Additional indicators of school quality and student success may be added in future years.

For each state test indicator in 2016-2017 and beyond, it is required that at least 80 percent of students score Proficient or higher to get credit for the corresponding indicator. Ohio refers to this as *meeting* the indicator.

Once the calculation is done to determine whether each indicator is met or not met, a letter grade is assigned for this measure based on the percent of possible indicators met. The table below outlines the scale.

Table 8 – Indicators Met Letter Grades

Percentage of Possible Indicators Met	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
50% - 69.9%	D
<50%	F

End-of-Course Improvement Indicator: Based on stakeholder feedback, especially from high school principals, Ohio proposes to add a "retake indicator" as part of the Indicators Met measure. Students through the graduating class of 2017 were required to pass Ohio's old, five-subject 10th grade Ohio Graduation Tests (OGT) as a condition to graduate. Beginning with the graduating class of 2018, students earn points on a series of seven end-of-course exams as a path to graduation. Points are earned based on the range of scores as follows in the table below.

Table 9 – End-of-Course Range of Scores and Graduation Points

Score	Graduation Points
Advanced	5 graduation points
Accelerated	4 graduation points
Proficient	3 graduation points
Basic	2 graduation points
Limited	1 graduation point

Students can retake assessments as needed later in high school to try and earn additional points toward graduation.

The retaken assessments across all subjects are aggregated into one "retake indicator," which reports the percent of students who originally earned one or two points on a test, (i.e., those who did not meet the Proficient benchmark) who then scored one or more levels higher on the retake. To *meet* the retake indicator, a minimum level of the students retaking a test must improve their scores by one or more levels.

For example, a student who had a first-time score of 1 point would be in the numerator if the student scores a 2 or higher on a retake. A student who scored 2 on the first attempt would need a 3 or higher to be in the numerator.

Note: Any changes in state law relative to the number of end-of-course tests would result in commensurate adjustments in the retake indicator.

Gifted Student Performance Indicator: Ohio incorporated a Gifted Indicator into the school report cards in 2014-2015. This indicator reflects the level of services provided to, and the performance of, students identified as gifted. State law requires the indicator to include the performance on state assessments of students identified as gifted. The indicator also includes a Value-Added growth measure disaggregated for students identified as gifted, which is discussed below in the "Academic Progress" section of this plan.

The Gifted Indicator includes three parts that are used to determine whether the indicator is met or not met. These three parts include:

- **Gifted Progress:** The Gifted Value-Added grade from the report card is the progress measure.
- **Gifted Performance:** The Gifted Performance Index, as originally calculated for the Gifted Rankings, is the performance measure.
- **Gifted Inputs:** Gifted inputs will include gifted identification as a percentage of enrollment, defined as Full Time Equivalent (FTE) Enrollment, and gifted service as a percentage of students identified as gifted.

The inputs point system includes the following categories:

- Identification and service for *Superior Cognitive/Academic Subjects* by grade at schools, and by grade bands K-3, 4-8 and 9-12 for districts.
- Identification and services for *Visual & Performing Arts/Creative Thinking* by grade bands K-3, 4-8 and 9-12, for districts only.
- Identification and service provided to students who are in *racial/ethnic minority* categories (federal definition).
- Identification and service provided to students who are *economically disadvantaged*.

The Gifted Indicator was developed by a Gifted Indicator workgroup as directed by the State Board of Education. The workgroup will reconvene in future years to review and revise the Gifted Indicator as necessary.

Gap Closing Component: The Gap Closing component is the second of six components on Ohio's School Report Cards. 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 incorporates the statewide measurement of interim progress for each relevant student subgroup for English language arts, math and graduation.

The Gap Closing component measures the academic performance of specific subgroups of students, such as racial and demographic groups, against the collective performance of all students in Ohio to determine if there are gaps in academic achievement and progress between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to eliminate achievement gaps and bring all students up to the same high level of achievement.

Current Gap Closing Computation: Ohio's current gap closing component establishes state-level annual measurable objectives (AMOs) that all subgroups are expected to meet for English language arts, math and graduation. Each subgroup is evaluated individually for each part of the calculation. Actual proficiency and graduation rates are measured against the targets and up to 100 points are awarded for each subgroup based on whether the subgroup meets the target or not. In cases where the subgroup does not meet the target, points can still be earned if the subgroup made progress (i.e., the subgroup gap is reduced) between the prior year and current year.

Proposed Revised Gap Closing Computation: Beginning in 2017-2018, Ohio will revise its Gap Closing calculation to align more fully with the Performance Index score (described above), which is being used to fulfill the federal requirement on academic achievement. Ohio established 100 points out of a possible 120 points as the statewide long-term goal for all students on the Performance Index score. A Performance Index score will be computed for each subgroup. The new gap closing calculation will incorporate four elements – English language arts, mathematics, graduation rate and progress in achieving English language proficiency:

- English Language Arts: The new Gap Closing computation will use all English language arts tests in grades 3-8 and the English language arts I and II end-of-course tests to calculate a Performance Index score for each subgroup and award weighted points for English language arts based on the percent of tested students who fall into each of the six performance levels from Limited to Advanced Plus.
- Mathematics: An identical Performance Index score calculation will use all math tests in grades 3-8 and the algebra I, geometry, integrated math I and integrated math II end-of-course tests and award weighted points for math based on the percent of tested students who fall into each of the six performance levels from Limited to Advanced Plus.
- Graduation: High schools and districts will be evaluated for closing graduation gaps using the four-year graduation rate.
- English Language Proficiency: Ohio will include a new measure of progress in achieving English language proficiency into the Gap Closing component (details below).

It is important to note that this revised calculation evaluates not only whether each student group meets the established goals in reading, math, graduation rate and progress in achieving English language proficiency, but in cases where the goal is not met, the calculation takes into account the extent to which the gaps are increasing or decreasing. Changing from a straight proficiency calculation to one that weights points based on proficiency level for English language arts and math will make the calculation more sensitive to improvement and will capture the work districts do to help students achieve beyond the minimum level needed to reach the Proficient range.

The ELP indicator (ELP Improvement measure) is one of four subcomponents that are reported and measured independently and then contribute to a rating in the state Gap Closing component. The other three subcomponents are English language arts performance, math performance and graduation performance. Points are awarded for each subcomponent based on meeting, or making progress toward meeting, the annual state goal established in the interim and long-term goals as outlined in Appendix A and illustrated below. Once each subcomponent's points are calculated based on meeting or making progress toward state goals, the points will be averaged to determine a rating for the Gap Closing component. Each subcomponent has a total of 100 possible points, and the Gap Closing component rating is based on the average number of points earned. The table below shows an example of a district that had all four subcomponents. Each subcomponent contributes 25 percent to the Gap Closing component rating (provided all four apply to the school or district). When schools don't have all measures, the weights are adjusted proportionately.

Preliminary Score Computation: Once the points earned by each subgroup are calculated, the points for all subgroups are totaled and a *preliminary* score is assigned based on the percentage of points earned by the school or district with each subcomponent of English language arts, math, graduation (if applicable) and English learner progress being weighted equally in the calculation. See Appendix B for details on this calculation.

Table 10 – Example of Gap Closing Subcomponents and Points Earned

Subcomponent	Points Earned (out of a possible 100 points)
ELA Performance	72.6
Math Performance	84.8
Graduation Performance	93.7
ELP Improvement	65.4
Total Points Earned	**316.5**
Average Points Earned	**79.1**

A preliminary grade is assigned based on the following scale so this school would receive a preliminary grade of C.

95 Percent Test Participation Consideration: Test participation remains a priority in the revised calculation. 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. Once the preliminary letter grade is issued, each of the 10 federally recognized subgroups with sufficient size is evaluated for participation in English language arts and in mathematics to determine the subgroup participation rate. If even one subgroup fails to meet the 95 percent participation requirement, the final letter grade is reduced by one level.

Designation Demotion: Additionally, a district or school cannot earn a final letter grade of A on the Gap Closing component if any of their evaluated subgroups have a math or English language arts Performance Index score that is lower than 60 points in the current year or if any of their evaluated subgroups have a graduation rate that is lower than 70 percent. This provision is both a reward and a consequence. Only those districts where the educational needs of all subgroups are being addressed and where all subgroups are working to reach the annual graduation rate target will be recognized with the letter grade A. Ohio is sending a clear message that *all* achievement and graduation rate gaps must be addressed, even if the gap is "only one small subgroup."

Districts or schools can be demoted due to participation, subgroup academic performance *or* graduation performance below the acceptable threshold only once. There are not multiple demotions. For example, Anytown School District has a subgroup test participation rate of 94 percent and its students with disabilities subgroup's reading percent proficient is 68 percent. Even though Anytown School District has met two criteria for which a demotion can be made, the final Gap Closure grade is demoted by just one letter grade.

Designation Determination: The table below shows how the grades are assigned today. As this new calculation is implemented, Ohio's State Board of Education will review the grade scale to determine if modifications are needed.

Table 11 – Gap Closing Component Letter Grades

Gap Closing	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
<60%	F

Based on stakeholder feedback, Ohio also will explore the use of a predicted growth model to inform Ohio's revised Gap Closing measure.

Chronic Absenteeism 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). For the chronic absenteeism indicator, a school or district will be deemed to "meet" the indicator if it either:

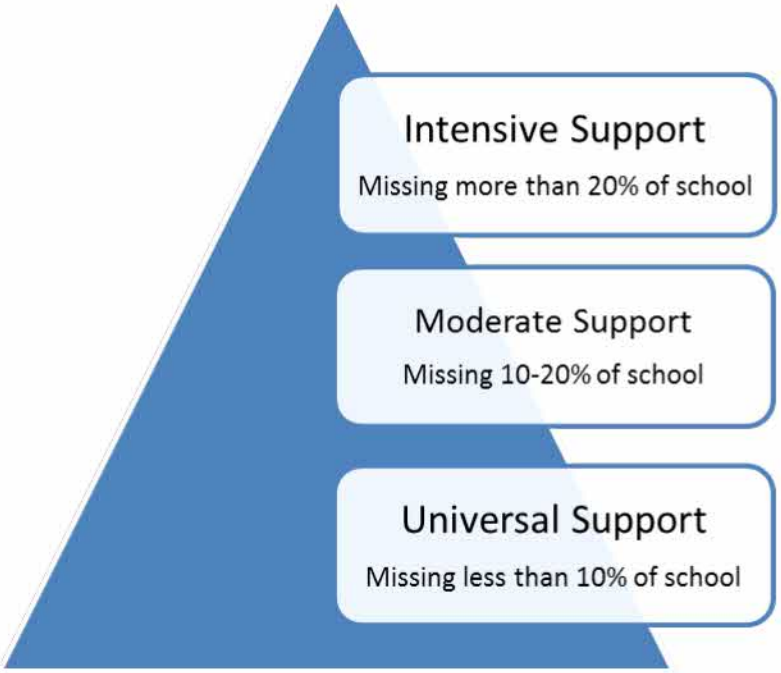
1. Meets the benchmark outlined in the table in Appendix A; or,
2. Meets an improvement standard such as reducing the percent of students who are chronically absent by at least 3.0 percentage points from one year to the next (e.g., moving from 20 percent to 17 percent between 2018 and 2019).

For the purposes of calculating chronic absenteeism for this indicator, Ohio will review data once the indicator begins being evaluated to determine if the state needs to incorporate a "discipline check" into the calculation to ensure that districts are not using suspension and expulsion to mask the impact of students who are excessively absent and truant on their chronic absenteeism rate. Twenty-nine Ohio districts reported expelling at least one student for truancy during the 2015-2016 school year. During that school year, a total of 180 students were expelled across the state for truancy and they missed a total of 10,003 school days. The business rules of the measure should ensure that the metric does not create the unintended consequence of increases in suspensions and expulsions. If Ohio determines that significant changes to the measure are needed, it will seek to amend the state plan as necessary.

To ensure that districts do not suspend and expel truant students as a way to reduce their chronic absenteeism rates, the calculation may include a review of each school's or district's suspension and expulsion data. Districts or schools that otherwise would meet the indicator, but show a significant increase in their suspension and expulsion rates with the discipline reason listed as "truancy," will have their "met" demoted to "not met" for this indictor.

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).

Figure 1 – Chronic Absenteeism Tiered Support Approach



- **Universal 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 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.

Ohio's data for the 2015-2016 school year shows that statewide, 15.8 percent of the students met the definition to be deemed chronically absent. In the primary grades, chronic absenteeism was highest among the youngest students with 15.6 percent of Ohio's kindergarten students labeled as being chronically absent in the 2015-2016 school year. When looking at longitudinal data, the percentages decline through elementary school but begin to climb again as students approach middle school. At the high school level, more than 20 percent of all students in grades 9-12 were chronically absent in the most recent school year. Some of Ohio's districts have at least one out of every four students being chronically absent.

Data show the percentages vary among the state's racial subgroups with the African American, American Indian, Hispanic, and Multi-Racial subgroups having much higher percentages of chronically absent students than the White and Asian subgroups. Among other demographic subgroups, economically disadvantaged students have a chronic absenteeism rate that is more than two and a half times the rate of their non-disadvantaged peers, and disabled students have a rate that is 1.6 times the rate for nondisabled students.

Prepared for Success Component*:* Prepared for Success is the fifth component on the report card. It looks at how well prepared Ohio's students are for all future opportunities. Whether training in a technical field or preparing for work or college, the ultimate measure of a school's quality is the preparedness of its students once they leave. The Prepared for Success component uses multiple measures of college and career readiness to allow districts to showcase their unique approaches. For example, some school districts may focus on Advanced Placement courses taught in-house, while others will partner with local colleges and focus on dual enrollment credits as a way to stretch and enrich their course offerings.

Prepared for Success is a unique component. It contains six measures that do not receive grades; they are only reported on the report cards. However, the component is graded based on the percentage of all students from a school's or district's four-year and five-year combined graduation cohort who demonstrate college and career readiness (i.e., students are included in the denominator of this measure regardless of whether they graduate or not). A non-remediation score on the ACT/SAT, with thresholds that are determined by the Ohio Department of Higher Education, means that a student is eligible to enroll in college-level credit-bearing courses without the requirement of remedial classes. Institutions of higher education expect that students who earn remediation-free scores will be able to succeed in their college-level courses – without the need for further assessment or placement into remedial coursework. See Appendix B for details of this calculation.

These six measures include:

1. College Admission Test(s) *(percent of students in the cohort receiving a non-remediation score on all parts of the ACT or SAT).*
2. Dual Enrollment Credits *(percent earning at least three transcripted college credits).*
3. Industry-Recognized Credentials *(percent earning at least 12 points with an industry-recognized credential or bundle of credentials within one of 13 career pathways).*
4. Honors Diplomas Awarded *(percent with an Honors Diploma).*
5. Advanced Placement *(percent scoring three or above on at least one AP test).*
6. International Baccalaureate Program *(percent scoring four or above on at least one IB test).*

When calculating which students are prepared for success, the measures are broken into two tiers. As was mentioned above, all students in the four-year and five-year graduation rate cohorts are included in the denominator of this component regardless of whether they graduate or not. To be counted in the numerator, a student must either:

- Meet the remediation-free score on all parts of the ACT or SAT (as set by Ohio's Department of Higher Education); or
- Earn an honors diploma; or
- Earn an industry-recognized credential.

Once a student meets one of the three conditions outlined above, he or she can earn a "bonus" weight of 0.3 points for the numerator by:

- Earning at least three dual enrollment credits; or
- Scoring 3 or higher on at least one AP test; or
- Scoring 4 or higher on at least one IB test.

Ohio proposes to clarify the calculation of the Prepared for Success component so that it is based on the four-year cohort rather than the combined four- and five-year cohorts. Based on stakeholder feedback, Ohio will conduct a research pilot of the ASVAB as an indicator of military readiness and consider other qualifications that meet the college and career readiness expectation.

Possible Additional Indicators for Future Inclusion: Stakeholders have expressed much interest in exploring other measures of school quality and student success. The Department will convene a workgroup to explore additional measures such as a school culture index and measures of well-rounded

education. Ohio has committed to piloting school climate surveys to encourage their use as a school improvement support and exploring the feasibility of statewide use as an additional accountability indicator.

Other specific measures may be added when technically feasible. These measures are *not* being proposed in the current application. If the state decides to add additional indicators of school quality, it will revise the state plan accordingly. These include, but are not limited to, "access to advanced coursework," which may incorporate advanced middle school students taking high school courses for credit, as well as high school students participating in Advanced Placement, International Baccalaureate and/or taking College Credit Plus courses. This may be operationalized as an improvement measure to recognize schools that are expanding access to advanced coursework.

Another possible indicator includes a "ninth grade persistence" measure, which is a key leading indicator in understanding high school students' progress toward graduation by meeting benchmarks such as satisfactory completion of ninth grade course credits.

Any additional measures are dependent on available data and successful pilots (school climate) and could be added to future report cards when feasible.

v. <u>Annual Meaningful Differentiation</u> *(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 10 measure grades, which are combined into six component grades — Achievement, Academic Progress, Graduation, Gap Closing, K-3 Literacy and Prepared for Success. The six components then are aggregated to produce one overall summative letter grade ranging from A to F. Appendix B includes detailed technical documents showing how each measure grade is calculated and the grade scale that provides meaningful differentiation between schools that earn the top grades of A versus those with other levels of performance. Another technical document in the appendix explains how the measures are combined to get the component grades and how the components are combined to produce the summative grade.

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.**

Each measure and component discussed above (and in Appendix B) is included in the summative rating. Some measures and components are weighted more heavily and thus contribute more to the summative rating calculation.

- Achievement Component – 20 percent: The Achievement component is made up of two measures — the Performance Index and Indicators Met. The Performance Index measure makes up 75 percent of the Achievement component and includes the participation requirement used to comply with the federal accountability performance requirements. The Indicators Met measure accounts for 25 percent of the Achievement component. The additional measure of school quality and student success will be included in the Indicators Met measure.
- Academic Progress Component – 20 percent: State regulations require the Achievement component grade and the Progress component grade to be weighted equally in the amount they contribute to the overall summative grade.
- Graduation Rate Component – 15 percent: Within the Graduation Rate component, the four-year cohort rate is weighted at 60 percent and the five-year cohort rate weighted at 40 percent.
- Gap Closing, K-3 Literacy Improvement and Prepared for Success Components – 15 percent each.

Academic Achievement, Academic Progress, Graduation Rate and Progress in Achievement of English Language Proficiency through the measure grades and component grades contribute to more than half of the weight toward the overall summative rating. The Performance Index measure makes up 75 percent of the Achievement component and includes the participation requirement used to comply with the federal accountability performance requirements. The additional measure of school quality and student success will be included in the Indicators Met measure, which accounts for 25 percent of the Achievement component. The overall or 'all students' Value-Added measure contributes 55 percent toward the Progress component.

In cases where a school or district has all six components, the Achievement and Progress components are weighted to contribute 20 percent each to the summative grade with the other four components: Graduation, Gap Closing, K-3 Literacy and Prepared for Success weighted at 15 percent each. In cases where a school or district has fewer than six components, (e.g., an elementary school that has no Graduation and no Prepared for Success components), the remaining components are weighted so that they contribute to the summative grade in the same proportion as when all six exist.

The table below (and in Appendix B) summarizes the graded components and their relative contribution to the summative grade at the district level.

Table 12 – Summative Letter Grade Weighting*

Graded Component	Summative Weighting
Achievement	20%
Academic Progress	20%
Graduation Rate	15%
Gap Closing	15%
K-3 Literacy Improvement	15%
Prepared for Success	15%

** This weighting structure is conceptual at the district level.*

While Ohio's School Report Card measures and components are grouped into different categories than the terminology used in ESSA, all of Ohio's measures meet federal requirements. The table below provides a crosswalk between the ESSA categories, Ohio's measures and components, and the weights of each.

The Ohio School Report Card Crosswalk, as shown in Table 13, is the system used for school identification determinations. As the table demonstrates, academic achievement, student growth, graduation rate and English language proficiency improvement carry much greater weight (between 59.17 percent and 62.75 percent) than the school quality or student success indicators (between 37.35 percent and 40.83 percent). The weights of the graded components are adjusted proportionally at the school level to include only the measures that apply to the school's population and grade configuration. For example, a 5-8 middle school would not have grade 4 measures. If a school does not have enough students to measure ELP improvement, weights would be adjusted accordingly.

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
Academic Achievement (i)	Achievement	ELA Achievement (PI Only) *	13.75%	10.94%	5.75%
Academic Achievement (i)	Achievement	Math Achievement (PI Only) *	13.75%	10.94%	11.50%
Academic Achievement (i)	Progress	ELA Growth			11.50%
Academic Achievement (i)	Progress	Math Growth			11.50%
Other Academic Indicator (ii)	Gap Closing	ELA and Math	21.11%		
Student Growth (ii)	Progress	ELA Growth		14.58%	
Student Growth (ii)	Progress	Math Growth		14.58%	
Graduation Rate (iii)	Graduation	4-Year Graduation Rate			10.80%
Graduation Rate (iii)	Graduation	5-Year Graduation Rate			7.20%
English Language Proficiency (iv)	Gap Closing	ELP Improvement Measure	10.56%	10%	4.50%
School Quality or Student Success (v)	Prepared for Success				18.00%
School Quality or Student Success (v)	K-3 Literacy	K-3 Literacy Improvement	31.67%		
School Quality or Student Success (v)	Achievement	Science Achievement		5.63%	0.48%
School Quality or Student Success (v)	Achievement	Chronic Absenteeism (Indicators Met)	2.29%	0.63%	0.48%
School Quality or Student Success (v)	Achievement	Social Studies Achievement			0.96%
School Quality or Student Success (v)	Achievement	Gifted Indicator	2.29%	0.63%	0.48%
School Quality or Student Success (v)	Achievement	Improvement Indicator			0.48%
School Quality or Student Success (v)	Achievement	ELA Indicators	2.29%	3.13%	0.95%
School Quality or Student Success (v)	Achievement	Math Indicators	2.29%	3.13%	1.92%
School Quality or Student Success (v)	Gap Closing	ELA and Mathematics		20%	9.00%
School Quality or Student Success (v)	Gap Closing	4-Year Graduation Rate			4.50%
School Quality or Student Success (v)	Progress	Science Growth		5.83%	
		i – iv total	59.17%	61.04%	62.75%
		v total	40.83%	38.98%	37.35%
		Total*	100%	100%	100%

*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.

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.**

Ohio designed its comprehensive accountability system specifically to ensure that no school will have a report card without a final summative letter grade. Ohio has five variations from the meaningful differentiation approach described in Section 4.v.a. above.

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;*

Some schools have no grade levels assessed under the state's academic assessment system. These schools are included in the accountability system. Schools that serve at least two grades between kindergarten and second grade (e.g., K-1, K-2 or 1-2) will receive a K-3 Literacy Component grade, which will be used as one piece in the summative rating. Schools with a single grade served (e.g., a single grade kindergarten building or a school that serves only first grade students) can be rated on the gifted indicator (within the Indicators Met measure), as that measure includes gifted identification and service data. Single-grade schools also will have the new chronic absenteeism indicator (as part of the Indicators Met measure), as that element is calculated using any students with a grade of K-12.

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

Some schools have variant grade configurations. Schools with a single grade served (e.g., a single-grade kindergarten building or a school that serves only first grade students) can be rated on the gifted indicator (within the Indicators Met measure), as that measure includes gifted identification and service data. Single-grade schools also will have the new chronic absenteeism indicator (as part of the Indicators Met measure) as that element is calculated using any students with a grade of kindergarten-12. Schools that serve more than one grade may have multiple measures based on the grades they serve.

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 Indicators Met, 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 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.

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 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:

Dropout Prevention and Recovery Community Schools 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 Priority (Comprehensive) or Focus (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 (DOPR) Report Card.

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. Therefore, these schools will also receive Ohio's Dropout Prevention and Recovery (DOPR) Report Card.

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.
- The *Academic Progress* component measures the average annual gain made by the students in reading and math using the NWEA Measures of Academic Progress (MAP) 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, 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 Indicators Met) and Chronic Absenteeism.

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

Stakeholders urged use of accountability measures on Ohio's School Report Card (such as the Value-Added measure) as gauges for continuous improvement — not as punitive labels. Ohio celebrates success by awarding several categories of rewards. Also, Ohio identifies various types of schools as Priority, Focus and Watch as follows:

- Priority schools (equivalent to federal Comprehensive Support and Improvement schools): The lowest-performing 5 percent of Title I served schools.
- Focus schools (equivalent to federal Targeted Support and Improvement schools): Schools that struggle with large achievement gaps in student performance and graduation rates, as required by ESEA.

- Watch schools (an Ohio-specific designation): Schools that struggle with student subgroups and demonstrate low achievement.
  The state also establishes an Academic Distress Commission under certain conditions to support school districts that have a three-year history of low performance on Ohio's School Report Cards.

Going forward, and leveraging ESSA, Ohio will ensure that the criteria for identifying Priority, Focus and Watch schools fully aligns with Ohio's School Report Card measures. These measures are clearly identified and aligned to the entrance and exit criteria so that schools can develop plans to specifically address the performance metrics to exit the identification status. The Decision Framework will be aligned to the report card so that the needs assessment that informs the improvement plan is based on the metrics that establish the entrance and exit criteria.

The Department will ensure identification criteria aligned to report card measures and state requirements for identifying struggling districts and schools (e.g., Academic Distress Commissions and state Watch districts and schools with subgroup gaps). Entrance and exit criteria will be understandable and clearly linked to improvement planning requirements.

a. <u>Comprehensive Support and Improvement Schools</u>. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Ohio will refer to comprehensive support and improvement schools as "Priority Schools" in order to maintain continuity with prior period designations. Ohio will base criteria for identifying not less than the lowest-performing 5 percent of all schools receiving Title I, Part A funds using the report card's overall grade methodology (see Section 4.v.b above). Schools will be identified every three years.

During the transition to ESSA (from NCLB), Ohio will maintain its current Priority school list through the 2017-2018 school year and generate a new Priority list based on ESSA accountability measures at the end of the 2017-2018 school year once the relevant report cards are released in September 2018.

b. <u>Comprehensive Support and Improvement Schools</u>. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Ohio will identify high schools with graduation rates of 67 percent or lower using the state's four-year graduation rate calculation.

The state will first identify these schools as part of the new Priority list based on ESSA accountability measures at the end of the 2017-2018 school year once the relevant report cards are released in September 2018.

c. **<u>Comprehensive Support and Improvement Schools</u>. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.**

As described below in section A.4.vi.f (Additional Targeted Support), Focus (Targeted Support) schools may be identified for additional targeted supports and assistance. Based on the requirements in section A.4.vi.c, those schools may be escalated to Priority (Comprehensive Support) schools if they have not met statewide exit criteria. Schools that have been identified for Additional Targeted Support for three years and have not met the exit criteria will be escalated to Priority (Comprehensive Support) status beginning with identifications after the 2020-2021 school year.

d. **<u>Frequency of Identification</u>. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years**.

The list will be updated every three years (starting with the end of the 2020-2021 school year.) Schools meeting exit criteria will be removed from lists annually. Beginning with the updated list after the 2020-2021 school year, Ohio will identify schools for comprehensive support if they originally were identified for targeted support because one or more student subgroups was performing at a level similar to the lowest 5 percent of schools and the subgroup's performance did not improve in the three years allotted.

e. **<u>Targeted Support and Improvement</u>. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))***

Ohio will refer to targeted support and improvement schools as "Focus" schools in order to maintain continuity with prior period designations. As was described above, each of the 10 federally required subgroups will have a Performance Index score calculated and points will be earned in the Gap Closing component based on how that subgroup performs in English language arts and math. The 10 subgroups also will be evaluated for other indicators of meaningful differentiation used in the accountability system, such as academic progress, graduation (for high schools) and all other required indicators. The state will calculate the average performance for each subgroup using just the data from the schools identified as Priority (comprehensive) schools to obtain a standard against which all other schools' subgroups will be compared. Other schools with subgroups that fall below that average for two or more years will be identified as Focus schools at the end of the 2017-2018 school year. For example, the calculation will

average performance of the economic disadvantaged subgroup using just the economic disadvantaged data from all Priority schools. That average (e.g., 35.2 percent) will be used as the standard against which the economic disadvantaged subgroup from all other schools will be compared. If a school has an economic disadvantaged subgroup with two consecutive years where its performance is below 35.2 percent, it will be deemed to have a "consistently underperforming" subgroup and will enter Focus status. The Department also will identify Focus schools (targeted support) based on other criteria applied to various report card measures, which will be reviewed annually:

- Schools identified for the first time as having one or more student subgroups performing at 30% of schools (based on individual subgroup performance) on all federally required indicators as described in Section A.4 above and scoring a 'D' or 'F' on the Gap Closing component for two consecutive years.

f. **<u>Additional Targeted Support</u>. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools.** ***(ESEA section 1111(d)(2)(C)-(D))***

During the transition to ESSA, Ohio will maintain its current Focus school list through the 2017-2018 school year and generate a new Focus with Additional Targeted Support list based on ESSA accountability measures at the end of the 2017-2018 school year. The list will be updated every three years (at the end of the 2020-2021 school year). Schools meeting exit criteria will be removed from lists annually.

The identification criteria for additional targeted support are schools identified for the first time as having one or more student subgroups performing at a level similar to the lowest 5 percent of schools (based on individual subgroup performance) on all federally required indicators as described in Section A.4 above.

g. **<u>Additional Statewide Categories of Schools</u>. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.**

Ohio has two additional identification mechanisms.

Schools that have one or more student subgroups that fail to meet specific locally determined improvement goals for three consecutive years are considered Focus schools. A school's local goals must be set at a level that ensures it meets the state's long-term goal of cutting each subgroup's gap in half by the end of the 2025-2026 school year.

Schools that are identified as Focus (Targeted support schools) schools in section A.4.vi.e by having one or more student subgroups performing at 30% of schools (based on individual subgroup performance) on all federally required indicators and scoring a 'D' or 'F' on the Gap Closing component for two consecutive years, and don't exit that status after three additional years will be considered Priority schools.

Ohio also includes one additional statewide category of schools.

Watch Schools: Watch schools are those schools that struggle to meet the needs of one or more student subgroups as outlined in state law. Watch schools are identified using the provisions enacted in section

3317.40 of the Ohio Revised Code. These are Title I or non-Title I schools that receive state funding to service one of four specific subgroups (students with disabilities, English learners, gifted and economically disadvantaged) and one or more of those funded subgroups did not show satisfactory progress and achievement. This list is updated annually and the two most recent years of data are used to identify schools as Watch schools.

To identify schools as Watch schools, each subgroup is evaluated separately for achievement and progress. For a school to be identified, a funded subgroup in the school must be failing to make satisfactory achievement AND failing to make satisfactory progress. If the subgroup makes either satisfactory achievement OR satisfactory progress toward improving, the school is no longer identified as a Watch school. Watch school criteria are based on Ohio law and may be updated by the State Board of Education through the administrative rule-making process.

vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Ohio incorporates student participation requirements into multiple measures in its accountability system.

- The Performance Index score is calculated based on the number of tests that should have been taken versus using just the tests that had actual scores reported. Per state law, a school or district earns zero points for every test not taken. Untested students lower the Performance Index score compared to what it would otherwise be with 100 percent participation. Since the letter grade is assigned based on the percent of possible points earned, a school or district with untested students can see its grade drop by one or even two levels if not enough students participate.
- The state's Gap Closing measure includes a participation rate calculation that factors into the final letter grade issued for each school and district. This calculation is done separately for English language arts and math for each of the 10 graded subgroups identified in Section A.4.i of this state plan. If even one subgroup fails to meet the 95 percent participation rate, the final AMO grade is reduced by one level. Even in cases where the initial grade is an F, points are deducted and the school or district falls deeper into the F range.

viii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A))*

a. **Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.**

The exit criteria for the Priority schools (comprehensive support) will be based on the revised report card measures, including the revised Gap Closing measure, which includes achievement, progress and graduation rate data for all required subgroups. The maximum time frame for the improvement requirements is four years. When determining which schools are eligible to exit Priority status, each school's improvement will be measured against its achievement level in the year that it was identified as a Priority school as a way to ensure that the improvement is substantial and sustained. The exit criteria include:

- School performance is higher than the lowest 5 percent of schools as determined by the overall report card grade for two consecutive years;
- The school earns a four-year graduation rate of better than 67 percent for two consecutive school years; and
- No student subgroups are performing at a level similar to the lowest 5 percent of schools (based on individual subgroup performance).

b. **<u>Exit Criteria for Schools Receiving Additional Targeted Support</u>. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.**

The exit criteria for the Focus schools (targeted support) will be based on the revised report card measures, including the revised Gap Closing measure, which includes achievement, progress and graduation rate data of all required subgroups. The maximum time frame for the improvement requirements is four years. The exit criteria include:

- The school or district earns an overall grade of C or better as determined by the report card grade and earns a C or better for Gap Closing; and
- The school meets subgroup performance goals per state requirements.

c. **<u>More Rigorous Interventions</u>. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.**

For those districts that have been identified as needing more rigorous interventions because they fail to meet the state's exit criteria within four years, the state will provide more direct support.

Regional Service Provider Supports: Direct support may come from the educational service center (ESC) in the form of targeted curriculum alignment, instructional strategy supports, assistance with the use of formative assessment or professional development for teachers and leaders. The state support team (SST) also may be required to provide support around early childhood, special education, improvement processes and collaborative support structures. Additional directed support may come from the information technology centers (ITC) in the form of help developing protocols to ensure data quality at the local level. Support from these three entities (ESCs, SSTs and ITCs) will be coordinated to provide the best service to struggling districts. Reporting requirements at this level also would include quarterly expenditure reporting to ensure spending is on target with the identified plan and strategies.

Peer-to-Peer Networks: District leadership and school leadership teams will be purposefully connected to a peer-to-peer network to build opportunities to learn from other districts that have moved through particular struggles and can provide guidance about various approaches to impact implementation around particular identified areas of need.

Comprehensive District Review: These districts also will participate in a comprehensive district review. This deeper analysis of system functions within the district and buildings, together with the State Diagnostic Review (SIDR), is designed to help schools and districts improve student performance by analyzing current practices against effective evidence- and research-based practices. There is a focus on identifying areas of strength and areas needing improvement, as well as aligning evidence and research-based practices. The SIDR is grounded in what is known about high-performing schools, with an emphasis on what has been learned from Ohio's Schools of Promise.

Other Interventions: Ohio's accountability system has other more rigorous interventions built into state law. Districts that have multiple years of poor performance may be subject to an Academic Distress Commission. Community schools may be subject to school closure requirements.

Schools failing to exit Priority and Focus status within four years may be subject to additional Department oversight on federal expenditures.

Schools that do not make significant progress may be subject to more rigorous interventions such as required "on-site review," in-depth resource allocation reviews, more rigorous requirements on tiers of approved evidence-based strategies and required direct student services.

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

At the state level, Ohio will conduct periodic resource reviews. These reviews will be focused on the districts that are most in need of support based on the district continuum of supports. Ohio has been collecting and reporting school-level expenditure data for many years. This information can be found on each district's and school's report card including a specific chart that examines spending and performance. Ohio will develop a review process for resource allocation and identify inequities that affect student access to a well-rounded education, analyze data to determine ranges of acceptable allocations and use this information to inform needs assessments, improvement planning, funding allocations and models of funding, and expenditure patterns.

The state funding formula directs additional funds to districts for students with disabilities, limited English proficient students, economically disadvantaged students, gifted students and K-3 students.

Annually, the state reviews expenditure data from LEAs by fund, function and object of expense. This data can inform school improvement activities and identify areas within an LEA to focus resources.

e. **Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement**.

Ohio has a differentiated system of technical assistance based on the district continuum of supports. This system forms the foundation for the technical assistance the state will provide to each district serving a significant number or percentage of schools identified as Priority or Focus schools.

An Evidence-Based School Improvement System

Stakeholders had a lot to say about Ohio's school improvement system. They want more local control in decision-making as it relates to school improvement planning and see significant opportunity for alignment of initiatives, especially relating to support coming from the state. Stakeholders emphasized the need for a more coherent focus on addressing the needs of students, families and communities in struggling schools. More integrated student supports are needed to help students succeed. Community groups, such as those representing vulnerable student populations, want more of a voice in developing local plans and can serve as a resource in implementation. Supports should fit the context of districts and schools, not one-size-fits-all approaches, to align with ongoing district initiatives that show evidence of success.

Implementation of an aligned, evidence-based system of continuous improvement requires a suite of tools and resources easily accessed by schools and districts. Plans for additional tools and resources include:

- Redesigned online planning tool/consolidated grants application, known as the Comprehensive Continuous Improvement Plan (CCIP);
- District and school reviews, including training for peer reviewers;
- Data analysis tools;
- Resource allocation tool;
- Guidance and support to increase student access to a well-rounded education;
- Equity Index (state Equity Plan);
- Performance database to support peer-to-peer improvement network.

Ohio will develop a local engagement toolkit to assist schools and districts in collaborating with their communities to determine priorities for Title I and Title IV funds and set goals for continuous improvement. The toolkit will include strategies in the following areas:

- How to create a welcoming, inclusive environment for all families;
- Effective communication;
- Collaborating to support student success.

Regional Support Structures: Ohio has a robust system of school improvement supports based on a regional system including the state's educational service centers, state support teams, information technology centers and direct support from the Department and other partners.

Ohio's regional partners and community organizations have close relationships with schools and districts and can build on that expertise and local knowledge when it comes to school improvement. Community organizations are doing significant work in this area and can be valuable partners as the work moves forward. Ohio has pressing concerns that are impacting students and families such as the opioid crisis, homelessness and the needs of students in the juvenile justice system.

Schools and districts will be identified for improvement based on federal and state requirements that focus on overall performance and the performance of all subgroups of students.

Ohio Improvement Process: Ohio will continue to utilize the **Ohio Improvement Process (OIP)** as a framework to establish systemic collaborative structures within schools and districts designed to support development and implementation of a strategic improvement plan and focused goals. An updated and expanded Decision Framework will continue to be utilized as the primary data-based needs assessment; and should lead to a focus on a limited number of strategic goals and objectives.

Additional information about the OIP can be found at this link: http://education.ohio.gov/Topics/School-Improvement/Ohio-Improvement-Process/Ohio-Improvement-Process-OIP-Resources-2012. This website will continue to be updated as Ohio's state plan is implemented.

Stakeholders consistently identified nonacademic factors as key needs in struggling schools and districts. To assist schools and districts in educating the whole child, especially Ohio's most vulnerable students, the Department will develop and share information regarding implementation of community learning center models; reducing chronic absenteeism; integrating trauma sensitive approaches in schools; and reducing nonacademic barriers through integrated student supports.

In order to support a more comprehensive assessment of school needs, the scope of tools, such as the Decision Framework, will expand to add additional focus on nonacademic student supports. To address the integration and coordination of student supports, a site coordinator will be crucial to serve as a nexus for community partners to address integrated student supports. These supports include mental health services, especially in light of the emphasis on chronic absenteeism.

Career Pathways: Priority high schools will have the option of incorporating the Career Pathways Framework into their School Improvement Plans. Schools serving grades 9-12 who are identified as priority schools because their graduation rate is lower than 67 percent will be encouraged to implement and supported through the implementation of high-quality career-technical education programs as part of their school improvement plans.

Online Evidence-Based Clearinghouse: To support school and district planning, Ohio will create an **online evidence-based clearinghouse**, leveraging partnerships with the Ohio Education Research Center (OERC) and selected regional and local education agencies. The clearinghouse will provide schools and districts with a broad menu of proven strategies and programs to support local planning, decision-making and implementation. It is Ohio's intention to provide a clearinghouse of evidence-based strategies and develop a framework for approval of strategies. These evidence-based strategies will include best practices in all subject areas to support a well-rounded education, which is defined in Title VIII 8002 Definitions (52). This approach, however, would not preclude schools and districts that are capable of independently producing their own evidence of effective interventions (within the guidelines of the ESSA) to do so. Districts and schools may seek and identify or adopt practices or strategies from other sources as long as they meet the requirement of the evidence-based framework. As such, if the district has ongoing practices it would like to continue to apply as evidence-based practices, then the district would need to show that the practices meet the evidence-based criteria. Local partners are important to developing innovative practices and populating the clearinghouse based on the framework.

Moving forward, Ohio will build on the strengths of this regional system by developing and implementing an **evidence-based system** of improvement that provides tools and support for schools and districts by leveraging numerous partnerships, including partnerships with educational service centers, state support teams and information technology centers.

According to ESSA, evidence-based means an activity, strategy or intervention that demonstrates a statistically significant effect on student outcomes. ESSA defines four tiers of evidence, as follows:

- Level I – strong evidence from an experimental study;
- Level II – moderate evidence from a quasi-experiment;
- Level III – promising evidence from a correlational study with control for selection bias;
- Level IV – activities, strategies or interventions that demonstrate quality through research or program evaluation; including ongoing efforts to evaluate the study.

SEA Research Capacity: To further support schools and districts with implementing evidence-based strategies, the Department will build its research capacity both internally and with partners to emphasize performance monitoring (rather than just compliance monitoring) and rigorous research to meet the evidence-based requirements. Local action research will be supported by the Department through a variety of partnerships, including working with Proving Ground, a research partnership with the Center for Education Policy Research. This partnership is designed to help schools and districts implement quick turnaround evaluation (Level II: Quasi-Experimental and Level III: Promising) to provide evidence that strategies are meeting evidence-based requirements. This work builds on peer-to-peer networks of schools with similar priority strategies (including addressing Chronic Absenteeism) and is designed to help build long-term capacity for research and evaluation.

Peer-to-Peer Improvement Network: Ohio will create the **Peer-to-Peer Improvement Network** encouraging partnerships and opportunities for educators to collaborate across district boundaries, and across subjects that support a well-rounded education, to fashion solutions to common challenges. Peer-to-peer networks can occur in multiple formats: natural or unstructured connections between educators, guided peer-to-peer discussions facilitated (face-to-face and web-based), as well as structured, facilitated peer-to-peer networks.

District Continuum of Support
As part of the overall school improvement system, the state is responsible for approving district improvement plans and plans for Priority schools identified for comprehensive support. Districts have the responsibility of approving plans for Focus schools identified for targeted support.

Stakeholders recommended the process be less focused on compliance and more focused on quality, evidence-based practices. Partners such as the educational service centers, state support teams and information technology centers have reiterated their willingness and ability to support districts in this work.

Ohio has developed a continuum of supports based on federal and state laws and regulations. This continuum ranges from "Independent" support districts that have no specific, state-mandated improvement requirements to districts under the oversight of an "Academic Distress Commission," which is the most intensive school improvement strategy. Districts also may fall into moderate or intensive supports on that continuum.

This "differentiated accountability" system contains a range of support levels that are based on a district's report card grades and the presence in a district of Priority, Focus or Watch schools. These support levels feature specific interventions, supports and monitoring. They recognize districts that are making progress, raising student achievement and closing performance gaps between student subgroups.

Districts under an Academic Distress Commission: Per Ohio law, districts that meet certain performance criteria over an extended period of time are placed under the oversight of an Academic Distress Commission. This commission, which is appointed by the state superintendent of public instruction, in conjunction with the local board of education and local mayor, is tasked with hiring a chief executive officer. The CEO will have operational control over the district and be tasked with working with the local community to develop and implement a district improvement plan.

Intensive Support Districts: The Department applies a tiered system of support to Intensive Support districts, with districts at risk of being placed under an Academic Distress Commission receiving the most in-depth supports and assistance. These districts may receive a district review in addition to the supports and assistance provided to all Intensive Support districts. Intensive Support districts receive technical assistance and coaching support delivered through the state's regional system with a focus on implementation of the Ohio Improvement Process. Intensive Support districts also may be assigned an improvement liaison.

Moderate Support Districts: A Moderate Support district with a C or better on its Gap Closing measure on the previous year's report card has the flexibility and responsibility to determine its own district improvement plan and its process for improving performance in all buildings except Focus schools. Districts with Focus schools must implement the OIP in those schools. Districts that do not have a C or better on the Gap Closing measure in the previous year will receive supports to implement additional interventions and requirements.

Independent Districts: Independent Districts are defined as having no Priority, Focus or Watch schools, and they have no substantial gaps in performance of any student subgroup compared to the same subgroup statewide. The Department grants Independent Districts the highest level of freedom and a minimum amount of oversight.

Ohio will continue to utilize a continuum of support based on new ESSA requirements and ongoing state law. This continuum will be aligned to Ohio's School Report Card measures and be used by the regional support system to prioritize supports.

Several tools and resources are included on this continuum including district reviews, which are district-level on-site performance reviews by third party experts; School Improvement Diagnostic Reviews (SIDRs), which are school-level performance reviews; and improvement liaisons, which are positions designed to provide focus school improvement supports to districts in or at risk of moving in to academic distress.

The proposed continuum of district support is shown in Figure 2.

Figure 2 – Proposed Continuum of District Supports

Academic Distress Commission	Intensive Support Status	Moderate Support Status	Independent Support Status
Districts that are under the Supervision of an Academic Distress Commission	Overall "F" on district Report Card **or** At least two Priority Schools **or** A four year graduation rate of less than 67% **or** An "F" on Gap Closing for two consecutive years	Overall "D" on district Report Card **or** "D" or "F" on Gap Closing for the two most recent years **or** At least one Priority, Focus or Watch School	All other districts

Access to OIP Quick Start

Option to implement the Career-Pathways model

Create a district improvement plan

Access to Ohio Leadership Advisory Council resources

Access to Technical Assistance

Letter outlining support status and implications

Implement OIP in Focus and Priority schools and districts*

Decision Framework in buildings and districts

School Improvement Diagnostic Review

Peer to Peer network

Target funding based on incentives in competitive process

Improvement Liaison**

District Review**

*if Applicable **Selected by the SEA

f. **<u>Additional Optional Action</u>. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.**

Not applicable.

5. **<u>Disproportionate Rates of Access to Educators</u> (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.[4]**

Plan for Addressing Disproportionate Rates of Access

Ohio continues to work to address gaps that reflect disproportionate access to effective, in-field and experienced teachers by low-income and minority students, especially those in schools assisted under Title I, Part A. (The extent to which such gaps exist are reflected in the data tables below.) Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators (2015 Educator Equity Plan – found in Appendix C), reflects equitable access planning at the state and local education agency levels.

In the 2015 Educator Equity Plan, four root-cause categories were identified as the most likely causes for the disproportionate rates:

- **Educator preparation**, including pre-service teacher exposure to students, schools, policies and cultural competencies, and issue of teacher preparation program variation.
- **Hiring and deployment**, including hiring timelines, transfer and placement policies, compensation, negative perceptions related to working in high-needs schools, teacher assignment practices and shortages of teachers in particular content areas.
- **Teaching and learning conditions**, including access to professional learning opportunities, clear career pathways and school leadership support.
- **Data use**, including the accessibility of data and data-based decision-making capacity.

These four categories drove the identification of strategies and supports to help influence the rates at which low-income and minority students have access to excellent educators. These strategies were in four categories:

- **Strengthen educator preparation**, including through improved accountability, support for pre-service training in data-driven instruction, improved training in cultural competency and improved clinical experiences;
- **Target hiring and deployment barriers**, including through addressing teacher shortage areas, improving recruitment capacity, promoting stronger partnerships between higher education and school districts, and improving principal leadership development;
- **Improve teaching and learning conditions**, including support for beginning principal mentoring, requiring high-quality induction, surveying teaching and learning conditions and promoting teacher leadership strategies,

[4] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

- **Provide data to encourage strategic staffing and educator development**, including developing a data tool to monitor equitable access, expanding access to data reports and establishing a clearinghouse of best practices in alleviating equity gaps.

Details about each of these strategy areas can be found in Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators. Since plan approval by the U.S. Department of Education in 2015, Ohio has worked hard to implement identified strategies at both the state and local levels. Local districts are required to develop plans for addressing equitable access gaps as part of their Comprehensive Continuous Improvement Plan (CCIP) development process. The Department will continue to utilize the equity plan and implementation processes to support this work and update the plan as necessary to meet state and local needs to address state and local equity gaps.

Ohio's plan to use some of its Title II, Part A funds to support elements of the state's educator equity plan can be found in Section D

Measures Used to Evaluate and Report

Ohio has identified seven educator categories and two student categories used in calculating rates of access to excellent educators. Definitions for each category are as follows.

Table 14 – Educator Categories and Definitions

Educator Categories	Definitions
Ineffective Teacher	A teacher receiving a final summative rating of "Ineffective" on the Ohio Teacher Evaluation System.
Highly Effective Teacher	A teacher receiving a final summative rating of "Accomplished" on the Ohio Teacher Evaluation System.
Ineffective Principal	A principal receiving a final summative rating of "Ineffective" or "Developing" on the Ohio Principal Evaluation System.
Highly Effective Principal	A principal receiving a final summative rating of "Accomplished" on the Ohio Principal Evaluation System.
Inexperienced Teacher	A teacher in the first or second year of teaching.
Inexperienced Principal*	A principal in the first or second year of leadership.
Out-of-Field Teacher	A teacher teaching a course for which the teacher is not properly licensed to teach (grade, core academic subject and student population).
Student Categories	**Definitions**
Low-income student	Any student who is known to meet any of the following conditions: either the student is eligible to receive free or reduced-price lunch or a member of a household is eligible; students who themselves or whose guardians are known to be recipients of public assistance; and students whose guardians meet the Title I income guidelines.
Minority student	Any student who is a member of African-American, Multiracial, Hispanic, Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, or Asian ethnic and racial groups.

**New category – cannot yet be calculated; will calculate and integrate into planning in upcoming years.*

Ohio does have disproportionate rates of access to excellent educators. The rates, and the gaps in rates between low-income and non-low-income and minority and non-minority students, are shown in the tables below. Disproportionate rate calculations were done at the student (Table 15) and building (Table 16) levels due to the inability (at this time) to calculate certain measures down to the student level.

Table 15 – Rates, and Gaps in Rates, at Which Low-income and Minority Students are Served by Various Categories of Educators

MEASURES	**Out-of-field teacher**	**Inexperienced teacher**	**Ineffective principal**	**Highly Effective principal**
Rate at which **Low-income students** enrolled in schools receiving funds under Title I, Part A are served by educator type	5.7%	67.2%	9.1%	44.9%
Rate at which **Non-low-income students** enrolled in schools not receiving funds under Title I, Part A are served by educator type	2.1%	55.8%	2.9%	67.9%
Gap (Differences between rates)	**3.6%**	**11.4%**	**6.2%**	**- 23.0%**
Rate at which **minority students** enrolled in schools receiving funds under Title I, Part A are served by educator type	6.1%	64.0%	11.5%	41.0%
Rate at which **Non-minority students** enrolled in schools not receiving funds under Title I, Part A are served by educator type	3.4%	57.9%	3.0%	65.6%
Gap (Differences between rates)	**2.7%**	**6.2%**	**8.5%**	**- 24.6%**

Table Note: Rates are not computed for the categories of ineffective teacher and highly effective teacher since these categories are not reported in a way that can be linked to students. However, these categories are reflected in the building-level data reported in Table 16 below.

Ohio also utilizes the Educator Workforce Strength Index, designed in the state's 2015 Plan to Ensure Equitable Access to Excellent Educators, as a progress measure. The Educator Workforce Strength Index combines the educator measures (outlined above) to calculate[5] an index value that comprehensively captures the qualities and effectiveness of the educator workforce at varying levels (state, district, school building). The index values range from 0-100, 100 being the strongest educator workforce. Computations showing the Education Workforce Strength Index values for schools in the highest and lowest quartiles based on low-income student population and minority student population are shown below.

[5] The Educator Workforce Strength Index is calculated by adding the percentage point values for each available measure per school or district, dividing by the number of available measures, and subtracting from 100.

Table 16 – Highest and Lowest Quartile Analysis Using Education Workforce Strength Index, Percent Ineffective Teacher and Percent Accomplished Teacher Rates for School Buildings

Low-Income Student Population	Educator Workforce Strength Index	% Ineffective Teachers	% Highly Effective Teachers
Title I Schools in Highest Quartile	88.8	0.25%	42.1%
Non-Title I Schools in Lowest Quartile	95.4	0.02%	70.5%
Gap	**6.6**	**0.23%**	**- 28.4%**

Minority Student Population	Educator Workforce Strength Index	% Ineffective Teachers	% Highly Effective Teachers
Title I Schools in Highest Quartile	88.3	0.25%	38.5%
Non-Title I Schools in Lowest Quartile	94.7	0.00%	57.4%
Gap	**6.4**	**0.25%**	**- 18.9%**

The Department will evaluate and publicly report progress on the above measures on our website: http://education.ohio.gov/Topics/Teaching/Educator-Equity/Educator-Equity-in-Ohio. Annual updates regarding state equity gaps and target goals will be found on the website. The data also will be shared with various stakeholders, as appropriate, to develop and sustain the partnerships and supports necessary to address the equitable access issue. Ohio also will look at data by differing typology, including a comparison of community schools, to better understand and address equity gaps. Continual review of measures also will help the Department determine if the appropriate measures are being addressed in planning and will use local plans to help inform continuous improvement of equity planning measures and strategies.

6. **School Conditions** (*ESEA section 1111(g)(1)(C)*): **Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.**

To provide well-rounded and supportive education for all students, school districts and buildings need to incorporate or expand improvement processes to address topics beyond academic supports alone. This requires a systemic approach to address all conditions for learning, including measures of school quality and student success such as safe and supportive school climate, positive behavioral interventions and supports, social and emotional learning, and family, school, and community partnerships. The intended outcome of Ohio's efforts is to actively support the social and emotional well-being and improve learning outcomes for all students. Decreasing incidents of bullying, harassment and intimidation; reductions in the use of discipline practices that remove students from classrooms; and reducing the use of aversive behavioral interventions that compromise the health and safety of children will serve as benchmarks, along with measures of student learning and school climate.

As the foundation for this work, the State Board of Education has adopted the Ohio School Climate Guidelines to encourage and promote the creation of school conditions that further continuous improvement and student success. The nine guidelines are as follows:

1. Operational principles for local schools that are grounded in best practices for academic achievement and are espoused by the community produce system effectiveness.
2. School-community partnerships enable the provision of comprehensive services for students and staff.
3. Regular, thorough assessment and evaluation (of school conditions) result in continuous improvement.
4. High-quality staff development and administrative support leads to effective program implementation.
5. Addressing real and perceived threats to safety and security enables students to focus on learning and teachers to focus on instruction.
6. A student's sense of "belonging" in the classroom encourages classroom participation, positive interactions and good study habits.
7. Engagement of parents and families in school-home learning partnerships maximizes the potential for effective instruction and student learning.
8. Youth engagement in forming school policy and procedures integrates an essential perspective into proposed solutions.
9. High-quality food service supports improvements in academic performance and behavior.

Each guideline is further defined by key benchmarks and suggested strategies for schools and districts. The Department uses the guidelines as a framework supporting various technical assistance activities, professional development and information dissemination.

These guidelines will be updated as part of Ohio's participation in the Collaborating States Initiative (see discussion below). To support the continuing implementation of the climate guidelines, a portion of state, Title IV, Part A funds will be used to pilot school climate surveys. These surveys will be used to inform school improvement initiatives and may be included in future additional measures of school quality and student success. The Committee of Practitioners will be consulted in developing plans for the use of Title IV, Part A funds. See the discussion in Section F of this application.

As part of this update of the state's School Climate Guidelines, Ohio will collaborate with stakeholders to identify and share evidence-based resources and best practices that can contribute to a positive environment and improve academic and social behavioral outcomes for students. Resources may address such practices as restorative justice discipline strategies and strategies to improve cultural competence and promote culturally relevant curricula, trauma-informed education approaches and other similar methods as deemed appropriate.

i) Reducing Incidences of Bullying and Harassment

Ohio has enacted laws that require each district to have anti-harassment, anti-intimidation and anti-bullying policies. The State Board of Education has defined a model policy to guide the development of district policies. Each district policy must include the following:

- A statement prohibiting harassment, intimidation or bullying of any student on school property, on a school bus or at school-sponsored events and expressly providing for the possibility of suspension of a student found responsible for harassment, intimidation or bullying by an electronic act;
- A definition of harassment, intimidation or bullying;
- A procedure for students, parents or guardians to report prohibited incidents to teachers and school administrators;
- A requirement that school personnel report prohibited incidents they witness and/or receive reports on from students to the school principal or other administrator designated by the principal;
- A procedure for documenting any prohibited incident that is reported;

- A procedure for responding to and investigating any reported incident including providing intervention strategies for protecting a victim or other person from additional harassment, intimidation or bullying and from retaliation following a report, including a means by which a person may report an incident anonymously;
- A disciplinary procedure for any student guilty of harassment, intimidation or bullying, which shall not infringe on any student's rights under the first amendment of the Constitution of the United States;
- A requirement that school administrators notify the custodial parent or guardian of any student involved in a prohibited incident and provide access to any written reports pertaining to the prohibited incident;
- A requirement that the district administrators semiannually provide the president of the district board a written summary of all reported incidents and post the summary on the district website;
- Include the policy in any student handbooks and in any publications that set forth the comprehensive rules, procedures and standards of conduct for schools and students in the district. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the school district and to their custodial parents or guardians. Information regarding the policy shall be incorporated into employee training materials; and
- A school district employee, student or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy if that person reports an incident of harassment, intimidation or bullying promptly, in good faith, and in compliance with the procedures specified in the policy.

In support of this policy and to encourage effective practices, Ohio publishes Anti-Bullying Guidance. The document provides guidance for the identification, investigation and intervention in bullying behaviors and provides direction to principals, parents and professionals when implementing Ohio's Anti-Harassment, Intimidation and Bullying Policy. The guidance explains the role of the state department of education and the local school district when addressing bullying behavior. Ohio provides a wide range of training and technical assistance around the state's policy and guidance.

Ohio law requires training every five years in the areas of behavioral health and substance abuse; suicide ideation; anti-harassment, intimidation, bullying and teen dating violence; and child abuse and human trafficking. The Department also provides technical assistance to parents and schools, on a case-by-case basis, to assist them in addressing reports of harassment, intimidation and bullying.

Ohio uses a variety of data sources to monitor outcomes and inform policy. Schools are required to report to the Ohio Department of Education when a student is removed from the teaching environment as a result of bullying behavior. This reporting requirement allows Ohio to track the most significant instances of bullying. Additionally, two survey tools are used to monitor the broad impact of harassment, intimidation and bullying within schools – the Center for Disease Control's Youth Risk Behavior Survey and the Ohio Healthy Youth Environments Survey (OH Yes!). The most recent Youth Risk Behavior Survey data shows that approximately 20 percent of students report being bullied in school in the last 12 months. OH Yes! data shows comparable levels.

ii) Reducing the Overuse of Discipline Practices that Remove Students from the Classroom

In December 2016, the Ohio General Assembly passed House Bill 410 to encourage and support a preventative approach to excessive absences and truancy. Beginning with the 2017-2018 school year, several requirements became effective and a variety of tools and resources will be available.

The Department released a model policy and implementation guidance to assist districts in using discipline strategies ranging from preventative approaches to supportive interventions to address student misbehavior and excessive absences. Ohio's guidance will emphasize that suspension and expulsion

should only be used when other options have been exhausted, unless the student's behavior poses a threat to the safety of him/herself or others. Further, students will not be expelled or suspended out of school due to excessive absences or truancy.

If a student's suspension would extend beyond the end of the school year, the student cannot be required to complete the suspension at the beginning of the next school year. However, the student may be required to complete community service or receive an alternative consequence assigned by the district superintendent to be completed during the summer. A student may be subject to school disciplinary action, including suspension or expulsion for harassment, vandalism, physical abuse or other harmful or disruptive behavior toward school personnel or school personnel's property during non-school hours.

Ohio will continue to monitor instances of school discipline in the interest of gauging the success of these policies and practices. The Department collects student-level data on discipline type, discipline reason and discipline duration. District and building-level reports are available for public view on the report card section of the Department's website, where the user can choose to disaggregate this discipline data by various categories including by gender, race/ethnicity, disability, poverty, grade level and others.

Discipline data also are included in each district's special education annual reports (special education profiles), which are available to the public on the Department's website. These reports compare discipline rates for students with disabilities to non-disabled students and also examine discrepancies by race and ethnicity.

Pursuant to amendments to the Individuals with Disabilities Education Act (IDEA) regulations related to significant disproportionality, Ohio will continue to review various discipline practices that remove students with disabilities from academic instruction. Ohio's Special Education Profiles currently include data on disproportionality related to out-of-school suspensions and expulsions of students with disabilities. The amended regulations will require the state and school districts to expand this review of special education discipline data to include in-school and out-of-school suspensions, expulsions and removals by school personnel and hearing officers, which will be reflected beginning in the 2017-2018 school year. Beginning in the 2018-2019 school year, districts will be accountable for addressing significant disproportionalities in the new categories. To prepare for these changes, the Department will convene stakeholder focus groups to offer feedback and help design policies, practices, procedures and supports.

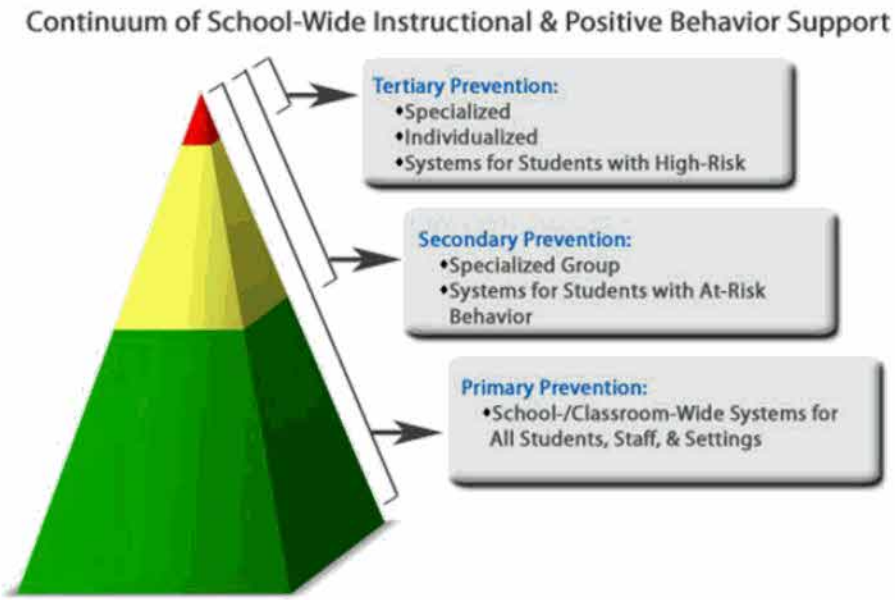
iii) Reducing the use of aversive behavioral interventions that compromise student health and safety

In 2013, the State Board of Education adopted a Policy on Positive Behavioral Interventions and Support, and Restraint and Seclusion. The state policy requires that each school district develop, publish and implement written policies to govern the use of emergency safety interventions (physical restraint and seclusion) in all of its schools. Districts must make their written policies on the use of emergency safety interventions available to parents annually, and school districts must post their policies on their websites.

The goal of the state policy is to promote the use of non-aversive, effective behavioral systems to create learning environments that promote the use of evidence-based interventions, thereby enhancing academic and social behavioral outcomes for students. The Department is supporting the implementation of Positive Behavioral Interventions and Supports (PBIS) as the framework for improvement in the areas of school climate and for reducing the use of aversive behavioral interventions that compromise student health and safety. Applying a tiered model of service delivery, schools are able to efficiently differentiate behavioral instruction and interventions to match student need. The three-tiered delivery model includes: universal prevention that targets the entire school population and is designed to promote and enhance pro-social behaviors, emotional well-being, skill development and positive mental health; secondary

interventions that are designed for a smaller, targeted group of students who need additional supports beyond (yet in combination with) universal-level interventions; and tertiary interventions that are intensive, individualized interventions for students demonstrating severe or persistent behavioral challenges.

Figure 3 – Continuum of School-Wide Instructional & Positive Behavior Support



The PBIS framework capitalizes on existing leadership team structures established through the Ohio Improvement Process (OIP). District, building and teacher teams are supported by the PBIS Network of trainers and facilitators in the strategic process of analyzing data, determining areas of improvement, and developing, implementing and monitoring a plan. Resources to support leadership team decisions are being developed, professional learning is provided to school district staff, information is shared with families and the design is specific to district and school prioritized needs. With a focus on establishing positive school climate, teaching is the focus of the PBIS tiers of support.

The following additional components and activities support Ohio's PBIS implementation activity:

- ***PBIS Network:*** The Ohio PBIS Network was initiated to develop materials, resources and training to support the scaling up of PBIS in Ohio schools. The Ohio PBIS Network is primarily composed of professionals from each of the 16 Ohio state support teams and the Office for Exceptional Children. The PBIS Network is a critical partner in the ongoing development, evaluation of effectiveness and capacity-building within the state.
- ***Interconnected Systems Framework (ISF):*** The Interconnected Systems Framework (ISF) connects PBIS with community behavioral/mental health services. The framework provides a system for developing district and schoolwide behavioral health policies and procedures. This includes policies for teaching staff mental health awareness, trauma-informed school approaches for predictable and emotionally secure environments, as well as the creation of policies that outline clear and consistent procedures for community behavioral health referrals and interventions from community agencies.
- ***Annual Conference:*** An annual conference is convened to showcase exemplar practices by school teams that address the principles of PBIS and recognize school and district efforts to

integrate school climate, discipline practices and social, emotional and behavioral needs of all students.

- ***PBIS Recognition***: The Department has developed a recognition system to identify districts implementing PBIS with fidelity. Schools showing exemplary implementation are recognized with gold, silver and bronze awards at the annual conference.

Other School Conditions Related Activities

Beyond the various policies and initiatives described above, Ohio also has developed, or is participating in, the following in support of creating high-quality school conditions:

Social-Emotional Learning Standards

Ohio is committed to maximizing student success by preparing young children in all areas of school readiness, including social and emotional development. In 2012, the State Board of Education adopted Ohio's Early Learning and Development Standards in all domains of school readiness to reflect the comprehensive development of children birth to kindergarten entry. The standards include social and emotional development (available here: http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand).

In 2014, Ohio expanded these standards up to grade 3 (available here: http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Ohios-Kindergarten-Through-Grade-3-Learning-and-D). The development of these standards represented a collaboration between state agencies serving young children including the Ohio Departments of Education, Job and Family Services, Health, Mental Health and Addiction Services, Developmental Disabilities, and the Governor's Office of Health Transformation.

Ohio created professional development modules about these standards as well as Implementation Guides for the Early Learning and Development Standards (available here: http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand/Birth-Through-Pre_K-Implementation-Guides), which identify activities teachers can use to provide learning opportunities for the specified skills, knowledge and behaviors across the domains of school readiness. These guides provide examples for teachers of infants, younger and older toddlers, as well as for kindergarten-age students.

In 2015, Ohio updated its Ohio Core Knowledge and Competencies for early childhood professionals and administrators to include Social and Emotional Development competencies. The guide describes competencies across entry level, experienced and advanced early childhood professionals for the following areas: child growth and development, family and community relationships, health, safety and nutrition, professionalism, child observation and assessment, and learning environments and experiences.

Collaborating States Initiative with CASEL

Ohio is a member of the Collaborating States Initiative sponsored by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The goals of Ohio's plan are threefold:

1. Promote the integration of Ohio's existing kindergarten-grade 3 standards for social and emotional learning into the regular instructional practices and supports provided by school counselors, social workers, psychologists, educators, principals and administrators through the development and delivery of professional learning and resources to support implementation.
2. Evaluate whether Ohio should develop and implement social and emotional learning standards in grades 4 through high school.
3. Update Ohio's school climate guidelines, resources and professional development.

As a participant in the Collaborating States Initiative, the Department is further developing the resources and tools needed for implementation of the multi-tiered system of support within the PBIS framework.

Student Support Schools – Community Learning Centers
A Student Support School works with community partners to provide comprehensive educational, developmental, family and health services to students, families and community members during and outside of school hours. One model schools can use to become a Student Support School is the community learning center model authorized in Ohio law. Any district school or community (charter) school is eligible to implement the community learning center model to become a Student Support School. Each school can identify the services it wants to provide based on student or community needs, such as school-based health centers, extended educational opportunities, early childhood development, parent resources, and college and career planning.

Healthy Schools Communities Resource Team (HSCRT)
The Ohio Department of Education is partnering together with the Ohio Department of Mental Health and Addiction Services on three grant initiatives that specifically focus on the use of collaborative efforts to create safe and secure schools and promote behavioral and mental wellness among students. These grants are guided through an inter-agency and cross-agency state management team known as the Healthy Schools and Communities Resource Team. The team includes representatives from Ohio's state agencies as well as local stakeholders represented from the six piloting grant communities (Cuyahoga County, Green County, Harrison Hills School District, Warren County, Williams County and Wood County). The three grant initiatives are outlined below:

- *Safe Schools – Healthy Students Federal Grant:* This program is funded by the Substance Abuse and Mental Health Services Administration and a partnership between the Ohio Department of Education and Ohio Mental Health and Addiction Services. The goal of Ohio's Safe Schools – Healthy Students project is to improve access and availability of wellness promotion practices, evidence-based prevention and mental health services with school-based and community-wide strategies that prevent violence and promote the healthy development of children and youth. Ohio's plan coordinates prevention policies and programs within the three levels of prevention and treatment services that are developmentally appropriate across school and behavioral health settings for each of the program elements.
- *Project AWARE Federal Grant:* Funded by the Substance Abuse and Mental Health Services Administration, Project AWARE supports schools and communities in raising awareness of the mental health needs of school-age youth, training adults to detect and respond to mental health challenges and increasing access to mental health supports for children, youth and families. Through this grant, statewide resources and trainings are available to school staff and community partners (http://education.ohio.gov/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/PBIS-Resources/Project-AWARE-Ohio).
- *School Climate Transformation Grant:* Funded by the U.S. Department of Education, the School Climate Transformation Grant is designed to develop, enhance or expand systems of support for, and technical assistance to, schools implementing an evidence-based behavioral framework. Ohio has chosen to focus on Positive Behavioral Interventions and Supports for this grant. PBIS provides the framework needed to address behavioral and mental health and thus serves as an important framework for Safe Schools – Healthy Students and Project AWARE.

7. **<u>School Transitions</u>** ***(ESEA section 1111(g)(1)(D))*****: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out**.

Meeting the Needs of Students at All Levels of Schooling

Ohio is committed to supporting districts and schools in meeting the needs of students at all levels of schooling. To realize this commitment, the state has established a cohesive and aligned set of general strategies and supports that include the following key components:

<u>Cohesive and Aligned Framework of Standards, Assessments, Graduation Requirements and Accountability</u>

<u>Standards and Model Curriculum:</u> The state provides rigorous content learning standards in the areas of English language arts, mathematics, science, social studies, world languages, fine arts, technology, financial literacy and physical education. Ohio's Learning Standards are designed to support deeper content knowledge and promote application in authentic ways at all cognitive levels. The content standards in each area are supported by model curriculum developed to provide additional detail to the learning standards through content elaborations and expectations for learning, as well as instructional strategies to support the teaching and learning of Ohio's Learning Standards. Information and resources related to standards and model curricula can be found at http://education.ohio.gov/Topics/Learning-in-Ohio.

<u>Assessments:</u> Ohio has a system of assessments that measure students' acquisition of the knowledge and skills defined by the state's standards. Ohio's assessment system is compliant with federal requirements, including testing of math and English in grades 3-8 and once in high school, and testing of science in one grade each in elementary, middle and high school. Tests are designed to reflect the standards and performance levels are set to identify "Limited," "Basic," "Proficient," "Accelerated" and "Advanced" levels of learning.

<u>Graduation Requirements:</u> Ohio's graduation requirements include required high school coursework and three pathways for earning a diploma. These are aligned to Ohio's standards and leverage the state's assessments. Students are required to take 20 units of courses in English (4 units), mathematics (4 units, including Algebra II), science (3 units), social studies (3 units), physical education (1/2 unit), for most students, two semesters or the equivalent in the fine arts, completed in any grades 7-12 and electives (5 units). Students may earn a diploma in one of three ways: 1) Earning a minimum threshold of points on seven high school end-of-course exams; 2) Earning an approved in-demand credential or group of credentials combined with a minimum threshold score on the WorkKeys exams; or 3) Scoring college and career ready on the ACT or SAT exam. (Note: A recent graduation requirements workgroup has recommended transitional changes to these requirements for the class of 2018. Additional changes for future classes are being examined.)

<u>Accountability:</u> Ohio has an accountability system that provides essential information measuring the performance of each school and district. Detailed information about the state's accountability system can be found in Section A.4 of this application. The accountability system drives the identification of schools and districts for targeted support and comprehensive support and serves as an important source of data to inform improvement planning.

In all of these areas – standards, assessments, graduation requirements and accountability – Ohio periodically revisits and modifies policies and specifications. Currently, academic standards in science, social studies and financial literacy are under review, an assessment advisory committee is reviewing the state's assessments configuration, and the state's strategic planning process is exploring modifications to the accountability systems and long-term graduation requirements. Any changes made as part of these processes will be communicated to the U.S. Department of Education.

Ohio Improvement Process (OIP), Comprehensive Continuous Improvement Planning (CCIP), and School Climate/Conditions Resources

These resources provide a strategy-neutral approach for districts and schools to use in planning improvement, aligning resources and creating a culture for success. For each district, the OIP involves the creation of a district leadership team, building leadership teams and teacher-based teams. Each of these planning groups use a needs analysis and the Decision Framework to analyze data and develop an integrated and aligned approach to school improvement. Using the CCIP, districts are able to submit an integrated plan for improvement that is supported through aligned and comprehensive allocations of federal and certain state grant funds. Training on the use of these tools is provided through Ohio's state support teams and educational service centers. Effective use of these tools can create strong cultures of improvement implementing focused strategies based on evidence.

A longer discussion of Ohio's support for effective school conditions can be found in Section A.6 of this application.

State-level Supports, Directly and Through Regional State Support Teams

The Department provides a robust set of programmatic supports through its various offices and in support of various initiatives. These supports generally include online resources, webinars and other training events and opportunities for direct technical assistance. The 16 regional state support teams are an important component of the state's technical assistance plan.

The 16 regional state support teams work with districts to improve climate and learning outcomes for all students. In doing so, the state support teams assist districts in the review of their data and facilitate conversations with districts concerning data trends and patterns specific to the performance of various subgroups of students, dropout rates, chronic absenteeism and other areas of identified need. Through review of district data, the state support teams assist districts in the development of needs assessments and identify evidence-based strategies to address those needs, as well as provide professional development and other supports. State support teams also train districts and provide support and coaching in the development of a schoolwide positive behavioral interventions and supports framework, which builds a welcoming, supportive environment. The state support teams provide coordination and support to help districts develop effective parent, teacher and community partnerships to strengthen and support student learning and success.

Educational Service Centers

The state also leverages the 53 regional educational service centers (ESCs). Funded through both state and district contributions and contracts, these organizations are a geographically proximate source of training and resources to support improvement activities. They are frequently involved in the roll-out of state improvement initiatives. Ohio will use the educational service centers to roll out new initiatives and technical assistance related to the state's programming of federal funds.

Career-Focused Instructional Practices and Programs

Ohio believes that a strong focus on careers can help more students succeed in their academic pursuits. Career-focused learning provides relevance that fosters greater engagement among students. Ohio has had

a strong focus on expanding opportunities for students to experience career-focused education opportunities. This work has been informed by a number of strategies being deployed statewide. These include:

Career Pathways: A Career Pathway is a collective look at education and training, wage and outlook information for related occupations. These pathways offer an overview of the various career options along with education and training that can begin as early as grade 7. Whether a student is interested in going to college, getting an industry credential or working right after high school, career pathways can be customized for any ambition or plan. Ohio has developed career pathways for more than 70 occupational clusters. Pathways can be found at http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Pathways.

Career Field Technical Content Standards: Ohio has developed career field technical content standards in 18 career areas. These standards constitute specifications for what students should know and be able to do in each career-technical program. These standards often are accompanied by specially designed examinations (e.g., WebXams) that measure student knowledge and skills at various points during the career-technical program.

Career Connections: The state has developed resources for teachers and educators that facilitate making connections between the core academic standards and competencies required for students to successfully complete technical coursework and industry credentials. These resources are vital to the transformation of Ohio's education system and help students to consider careers in the context of academic pursuits. Ohio is currently involved in an effort to integrate career-focused resources into its academic content standards.

OhioMeansJobs K-12: OhioMeansJobs.com allows students to learn more about their career interests and in-demand jobs, build résumés, search for college and training programs, create budgets based on future expenses, and develop meaningful academic and career plans for high school and beyond. More than 300,000 students in grades 6-12 have created "backpacks" using OhioMeansJobs.com.

Career-Technical Credit Transfer: Ohio has developed Career Technical Articulation Guides (CTAGs) in 35 career-technical fields. These guides allow students who take and complete career-technical programs to earn transcripted credit for the comparable courses at Ohio's community colleges upon admission to the college. This work reflects one of the strongest articulations of courses between high school and college career-technical education programs in the nation.

Beyond these general strategies and supports, the state also is committed to specific strategies to support the needs of certain defined populations of students. Specifically:

- *Students with Disabilities:* Ohio's State Systemic Improvement Plan focuses on early literacy and language, explained in greater detail below. Additional information regarding the State Systemic Improvement Plan can be found at http://education.ohio.gov/Topics/Special-Education/Early-Literacy.
- *Migratory Youth:* See Section B of this application.
- *Neglected and Delinquent Youth*: See Section C of this application.
- *English Learners:* See Section E of this application.
- *Homeless students:* See Section I of this application.

Two other areas of support for LEAs and strategies for students not otherwise addressed elsewhere in this application are as follows:

1) Supports for Children Ages Birth to Eight

Ohio is proud of its emerging system of educational supports for children ages birth to eight. Ohio has expanded its public preschool program during the last four years by tripling its investment and available

slots for high-quality education programs for children from low-income families. Additionally, the state is implementing a birth to grade 3 system of supports to ensure children enter school with the skills they need to be successful and reach third grade with the skills needed to read proficiently.

Key components of this work include the following:

Early Learning and Development Standards

In 2012, the State Board of Education adopted Ohio's Early Learning and Development Standards in all domains of school readiness to reflect the comprehensive development of children beginning at birth to kindergarten entry. Additionally, Ohio maintains Kindergarten Through Grade 3 Learning and Development Standards. The development of these early childhood education standards represented a collaboration between state agencies serving young children, as well as national experts and writing teams made up of Ohio-based content experts and stakeholders to revise and expand the standards. The standards may be found at http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards.

Common Program Standards and Expectations

Ohio has established common program standards and expectations for licensed settings within a tiered quality rating and improvement system called Step Up To Quality. This work was supported by a federal $70 million Early Learning Challenge Grant awarded to Ohio in 2011. The Step Up To Quality rating system ensures that participating programs are held to the same quality standards no matter the setting (i.e., public districts, child care, community-based programs). Publicly funded early learning and development programs (i.e., child care, preschool special education and public preschool) are required to be rated in Step Up To Quality, and publicly funded preschool programs in districts and other settings must be highly rated in that system to maintain funding. Highly-rated programs must meet particular program standards related to learning and development, staff education and qualifications, administrative and leadership practices, and family engagement. Programs must have comprehensive research-based curricula that are aligned to Ohio's Early Learning and Development Standards in all domains. The state's regional professional development system, provided by the Ohio Departments of Education and Job and Family Services, gives early learning teachers access to quality professional development in these standards at no cost.

Preschool Expulsion Prevention Program

The Ohio Department of Mental Health and Addiction Services has partnered with the Department to provide a preschool expulsion prevention program across the state. Funded using state dollars, early childhood mental health consultants are highly trained and licensed professionals who are available to any educator faced with challenging behavior in his/her classroom between preschool and grade 3. Teachers can call one statewide number to be connected with professionals in their areas who will consult on-site for free with the goal of supporting the teachers in helping to reduce behaviors that can lead to high-needs children being suspended or expelled from early education settings.

Kindergarten Readiness Assessment

Ohio uses a comprehensive Kindergarten Readiness Assessment (KRA), which was implemented beginning in fall 2014. The KRA is administered statewide annually by classroom teachers across the essential domains of school readiness for all kindergarten children entering public and community schools. Recently passed legislation will expand the use of the assessment to private kindergarten programs as well. With three years of statewide assessment data collected, Ohio's districts have access to critical data to inform how best they support our youngest learners as they enter school.

As with other state assessments, Ohio periodically revisits assessment forms and approaches. The state plans to examine the KRA for possible improvements with the goal of refining and improving its functionality and usefulness. To accomplish this, Ohio will engage kindergarten teachers and elementary school administrators during regional focus groups to collect input on improvement recommendations and resource needs. Additionally, Ohio will reconvene the Early Childhood Comprehensive Assessment Advisory group to advise and assist the Department in continuous improvement activities for Ohio's KRA and early learning assessment.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee, which began in 2012, requires districts to annually assess all kindergarten children by Nov. 1, and all children in grades 1 through 3 by Sept. 30, using an approved reading assessment tool to determine if they are on track for reading proficiently by grade 3. If children are not reading on grade level, districts must work with families to create a reading improvement and monitoring plan (RIMP), which establishes instructional reading supports for the child's needs over the course of the year. Children must remain on a RIMP throughout the year and continue to be progress monitored and assessed annually. All children are then assessed in reading and writing at grade 3. If children do not meet a state-approved score on the reading assessment and are not otherwise exempt from retention, they are not promoted to grade 4 and must receive intensive intervention and supports until they achieve grade 3 proficiency.

Ohio's Early Literacy Plan

The goal of the Ohio Early Literacy Plan (the State Systemic Improvement Plan) is to have more students, including students with disabilities, reading proficiently by the third grade in order to increase the likelihood that students, including students with disabilities, will be ready for college, careers and/or independent living. The plan aims to increase student achievement in reading by focusing on five critical components: shared leadership, teacher capacity, multi-tiered systems of support, family partnerships and community collaboration. The plan is guided by a theory of action and comprehensive logic model created in collaboration between the Department and key stakeholders. Ohio's Early Literacy Plan leverages and modifies the state's infrastructure, including increasing regional supports, continues to utilize and enhance the existing Ohio Improvement Process framework and supports local school districts with the implementation of Ohio's Early Literacy Pilot. Ohio's Early Literacy Pilot provides partner districts with professional development, coaching and ongoing support in evidence-based language and literacy practices to ensure teachers in preschool through grade 3 have the capacity and support to provide high-quality, evidence-based literacy instruction and intervention.

The Department assigned an early literacy project manager and hired an early literacy administrator to oversee the early literacy strategy. A Department cross-agency team, including representatives from the Offices for Exceptional Children, Early Learning and School Readiness, Curriculum and Assessment, and Federal Programs works to ensure the state's infrastructure will support local school districts in implementing high-quality early literacy professional development and evidence-based language and literacy instruction with fidelity. To support this work, Ohio has hired 18 early literacy specialists across the 16 regional state support teams to assist pilot districts with implementation of Ohio's Early Literacy Pilot;

Ohio expects to take the following actions related to the use of federal title funds to continue to support early childhood learning, including effective transitions from early childhood to early grades:

- Ohio will provide guidance on the use of district federal title dollars for early childhood through the early grades, including evidence-based research strategies that support student access to and achievement of a well-rounded education.

- Ohio will help districts share evidence-based research strategies used locally and regionally to support the early childhood to elementary transition.
- Early learning and school readiness will be added as an element of the district local needs assessment.
- If a district has fewer than 75 percent of students demonstrating and approaching readiness score bands of the Kindergarten Readiness Assessment (i.e., top two KRA score bands), the district will be asked to include strategies for increasing early learning and school readiness in its local improvement plan.
- Districts with wide achievement gaps in vulnerable populations at kindergarten and grade 3 will be asked to include strategies for reducing the gaps in early learning and school readiness in their local improvement plans.
- If districts fail to meet certain gap-closing thresholds, the Department may ask districts to use their federal title funds (including Title I, Title II, Title III, Titles IVa and IVe) to support early learning and early grades including, but not limited to, support for preschool education, family engagement and professional development for teachers and principals/administrators of the elementary buildings, preschools within the districts and feeder early childhood program staff (i.e., child care or community centers).

2) Supporting Military Families

Military families frequently face unique social-emotional and logistical challenges due to service-related relocation and other realities of military family life. Ohio is committed to addressing the unique educational needs of military families and students. To better serve these families:

- The Department will create the Ohio Network for Military Families to serve as an online hub for a range of resources. The network will work in conjunction with the Ohio Inter-Service Family Assistance Coalition (ISFAC) and will serve as a statewide "safety net" by connecting military families with national, state, regional and community resources, as well as volunteer support services.
- As a member of the Interstate Compact for Educational Opportunities for Military Children (MIC3), Ohio is working to ensure that military children are properly enrolled in school, have eligibility for school activities and have assistance in meeting graduation requirements when they move to new districts. The Ohio MIC3 State Council and Wright-Patterson Air Force Base will partner with the Military Child Education Coalition to host workshops for stakeholders to strengthen support for Ohio's military K-12 students and families.
- Districts will now identify and report military-connected students to monitor academic growth.
- The Purple Star Award is a new Ohio initiative launched in coordination with the Month of the Military Child that recognizes schools for a demonstrated commitment to creating a military-friendly environment and supporting military families and students.

Providing Effective Transitions of Students to Middle Grades and High School

Students are particularly susceptible to transitions from one level of education to the next. If challenging or difficult, these transition points, especially to middle school and high school, can have significant impact on a student's learning and may lead to dropping out.

The Department proposes multiple strategies to begin to close this gap, improve transitions into middle school and high school, reduce the number of dropouts and improve the graduation rate for Ohio students. Initiatives include:

- *High School Courses in Middle School:* As discussed in Section A.2 all Ohio middle school students who are prepared for advanced coursework may take high school courses for credit and take the aligned end-of-course assessment. This supports the student by aligning the assessment

with the instruction the student received during the year. This also supports students in meeting one of Ohio's pathways to graduation linked to high school end-of-course assessments.

- *College Credit Plus:* The College Credit Plus program permits students who are academically ready to earn both high school and articulated college credit simultaneously. This program is available to middle school and high school students who qualify for the program.
- *Middle Grades Career-Technical Education:* Recently, Ohio expanded the reach of its career-technical programming to include middle school grades. All school districts are now required to offer middle grade career-technical education as part of each district's plan to provide comprehensive career-technical education to students, unless the local school board requests a waiver from this requirement.
- *Student Success Dashboard and Student Success Resource Library:* Ohio has developed a Student Success Dashboard designed to provide schools and districts early warning indicators allowing them to identify students who are at-risk of dropping out. Ohio will expand the number of districts participating in the Student Success Dashboard pilot. Additionally, Ohio developed a Student Success Resource Library that provides tools and resources to help schools keep all students engaged and on a clear path to successfully graduate. Resources can help districts meet state policies around identification and intervention for students at risk of dropping out. The resource library includes materials that support the implementation of a strategic and sustainable career advising policy, from middle school through graduation.
- *Alternative Education Challenge Grants:* Ohio will leverage the existing Alternative Education Challenge Grants to improve outcomes for at-risk students, including more aligned coordination with required school improvement plans. The Alternative Education Challenge Grant Program was designed and funded to have a positive impact on the life course of students at risk for school failure and related problems (delinquency, drug and alcohol abuse, unemployment and multiple mental health concerns). Focus areas for these grants include, but are not limited to: improvement in student behavior and school climate, the transition of students into alternative programs, the transition of students as they return to home schools, strengthening collaborations with community-based agencies and organizations, school attendance and truancy rates, and graduation and dropout rates.
- *Dropout Recovery Schools*: Using recommendations from the State Superintendent's Dropout Prevention and Recovery Advisory Committee, Ohio is working to develop a specifically-designed, evidence-based improvement protocol for Ohio dropout recovery charter schools (referred to as "community schools" in Ohio) identified for comprehensive or targeted support. The state will encourage and support the implementation of high-quality career-technical education pathways in in-demand industry sectors in dropout recovery charter schools. Ohio supports schools and districts in exploring ways to prevent students from dropping out of school by providing resources, opportunities and outreach that will ultimately help students stay in school and earn a high school diploma, indicating their readiness for college, careers and life.

B. Title I, Part C: Education of Migratory Children

1. **<u>Supporting Needs of Migratory Children</u> *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:**
   i. **The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;**

Ohio's plan for supporting the education of migrant students is detailed in the state's *2015 Migrant Education Program: Service Delivery Plan* (February 2016). In planning, implementing and evaluating programs assisted under Title I, Part C, Ohio is diligent in ensuring that the unique educational needs of migratory children, including preschool migratory children and those who have dropped out of school, are identified and addressed. Ohio's Migrant Education Program (MEP) is coordinated with other local and federal programs to provide services on a statewide basis to address and support the specific educational needs of migrant students. The full range of services and supports are as follows:

<u>Identification and Recruitment:</u> Ohio supports the identification and recruitment of students in coordination with the Ohio Migrant Education Center (OMEC). OMEC, operated by the Northwest Ohio Educational Service Center, coordinates all statewide identification and recruitment of eligible migratory students, including the identification of migrant housing in each area of the state. OMEC provides services for districts that facilitate students obtaining a certificate of eligibility, which identifies them for access to migrant education program services.

<u>Needs Assessment:</u> Ohio is in the process of revising the Comprehensive Needs Assessment that identifies the unique educational needs of migrant students and helps determine the specific services that will support academic achievement and graduation for migrant students including preschool migratory and migratory children who have dropped out of school.

<u>Summer/Fall Programming</u>: Ohio works collaboratively with districts to offer migrant students summer and fall programs to ensure that the Title I, Part C funds are being spent effectively to meet the unique needs of migratory students residing across the state.

- Course Credit Recovery: Ohio uses Odysseyware, an online program, as a secondary credit recovery tool to support its migrant summer program. Ohio uses Title I, Part C funds to support intrastate coordination through Odysseyware. MEP teaching staff will be trained in Odysseyware, and all sites will offer Odysseyware courses for students who need to gain or recover credits. Students also will be offered the Portable Assisted Student Sequence (PASS) Kit instruction that offers semi-independent study courses designed to help students in grades 7-12 get on track to graduate, in addition to other online curriculum to help students gain credit.
- Increasing Access to Academic Supports: Migrant families who have been identified in parts of the state where access to migrant-related activities does not exist are connected to the Improving Migrant Academic Gain Educationally (IMAGE) program. The IMAGE program coordinator then arranges home-school services through an IMAGE teacher to provide services either remotely or in-person to migrant students, including preschool migratory children and migratory children who have dropped out of school. Ohio currently has four certified teachers and two aides who do home visits to work with students for at least a total of 10 contact hours.
- Expanding Title, I-C migrant services to the spring to better engage high school migrant students and out-of-school youth prior to the July harvest in the summer and exploring alternatives to

extend the academic support for the out-of-school youth who also are working during the summer.

Health and Social Service Needs: Health and social service needs are identified and addressed through the state needs assessment to better support migratory children, including preschool migratory children and migratory children who have dropped out of school, fully and effectively participate in school. In partnership with Synod of the Covenant and other private and nonprofit partners, OMEC facilitates access to community health fairs and services for each migrant education program site that includes dental and vision screening. Migrant education programs also incorporate social support activities into their family nights. Data to support this priority was gathered from surveys of families and their perceptions of their health and social support needs.

Program Evaluation: Ohio evaluates activities to determine whether the migratory children education program is effective, to document its impact on migrant children and to identify the areas in which children may need different services, including preschool migratory children and children who have dropped out of school. Program evaluation tools and services include:

- Parent surveys on student needs and parent post-surveys to evaluate services received.
- Ohio Migrant Education Center (OMEC) teacher surveys.
- Classroom observation tools and strategies coordinated by OMEC. OMEC is currently working on a contract with the National Summer Learning Association to provide staff training and share best practices in summer learning for migrant students, conduct observations and interviews of the migrant sites and submit a follow-up report to the migrant state coordinator sharing program strengths and areas for improvement to determine quality improvements in FY18.
- Student diagnostic assessments, such as the San Diego Quick Assessment for Preschoolers; IDEA Proficiency Test (IPT) Language Assessment; and Language Arts and Mathematics needs assessment forms.

Technical Assistance: Ohio provides technical assistance including site visits, on-site reviews, spring and fall trainings for Title I-C directors, and two-day teacher in-service opportunities each summer. OMEC provides technical assistance to all Title I, Part C Migrant program data reporting to the Migrant Student Information Exchange (MSIX). The Department collaborates with OMEC to collect and review data related to migrant education for the Consolidated State Performance Report (CSPR).

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

Ohio engages in joint planning among local, state and federal educational programs serving migratory children. Joint planning, at the various levels of service, is explained below.

Department of Education: At the state level, Ohio's Title I, Part C program staff continually engage in joint planning with the program staff from other programs through active participation in the Vulnerable Youth Workgroup, which has the task of defining vulnerable youth (i.e., English learners; homeless; foster; migrant, including preschool and out of school; neglected; delinquent; military dependents; and other locally defined vulnerable youth) and connecting resources and best practices to ensure successful student outcomes and coordination of services. Resources, programs and staff from the Department that are included as part of the Vulnerable Youth Workgroup include the Office of Improvement and Innovation staff, Title I-A program staff, Title II-A program staff, Parent Liaison staff, Title I Neglected/Delinquent coordinator, Title III, Part A (English learners) program staff, Ohio's McKinney-Vento Homeless liaison, IDEA program staff, and Ohio's Foster Care liaison. The strategies and recommendations are provided to all districts and community schools to help examine local resources for

vulnerable youth and used to meet the needs of identified students as part of the School Improvement planning process.

Local and State: The primary coordination in Ohio is between the state and local education agencies. Ohio facilitates local coordination through the state's regional system of support (see detailed information on Ohio's School Improvement System in Section A.4).

As the state's primary intermediary, OMEC also works closely with local education agency staff that coordinate reporting in the state's Education Management Information System (EMIS). OMEC staff present at the state's EMIS conferences to explain the benefits of Title I, Part C services and promote awareness of the Migrant Student Information Exchange (MSIX) national migrant data system. These presentations help OMEC establish new LEA contacts and provide leads on migrant families in parts of the state where migrant-related activities do not exist.

Ohio Migrant Head Start: OMEC has a collaborative agreement with the Teaching and Mentoring Communities highlighting the referral process to streamline the needed services to the shared migrant families, including a joint effort to incorporate staff in applicable trainings. This collaborative agreement will be amended in spring 2018 to include Ohio migrant head start in the joint planning of Title I-C migrant education program (MEP) services.

State Support Teams (SSTs): State support teams are local and regional Ohio educators with a history in school improvement, preschool and special education. The Department coordinates 16 regional teams that cover Ohio. The Ohio MEP will meet with area state support team directors for proper coordination of preschool services to preschool-aged migrant students. All Title I-C migrant sites will offer preschool services in summer 2018.

Interstate and Federal Coordination: Ohio is involved in the Interstate Migrant Education Council (IMEC). IMEC is an organization made up of state directors of migrant education who meet quarterly to discuss national policy issues that affect Title I, Part C Migrant Education Programs. Professional development through IMEC enables experienced migrant state directors to support less experienced state directors to assist them in continually improving skills and competencies in support of migrant education.

National Association of State Directors of Migrant Education (NASDME): Ohio is a member of NASDME, which is a professional organization of state officials charged with the effective and productive management of supplemental programs that help migrant children succeed in school. It provides its members ongoing information about policy developments and offers new members professional development, guidance and counsel. NASDME annually sponsors a National Migrant Education Conference to provide professional development/training, leadership and networking opportunities for all persons concerned with the education of migrant children.

Graduation and Outcomes for Success for Out-of-School Youth (GOSOSY): Ohio will be joining the GOSOSY Consortium to better identify and recruit all out-of-school youth within the state, design a well-formulated process for assessing the different needs of out-of-school youth, develop appropriate service delivery models for those youth, share information and resources, and identify and develop curriculum and instructional materials.

iii. The integration of services available under Title I, Part C with services provided by those other programs; and

Migratory children, including preschool children, participate in additional Title I, Part A qualifying services offered for at-risk students, in addition to services for homeless, special education and English

learner students (Title III, Part A), if they qualify for such services and if the services are being offered in the local education agencies.

As part of the alignment planning efforts, the Department currently is enhancing the Decision Framework system to incorporate migrant students' performance data. Districts will be provided additional data-driven support that is aligned with improvement activities. Districts receiving Title I, Part C funds will conduct needs assessments based on state and local data (including academic achievement and progress data) to identify opportunities for development.

As part of Ohio's evidence-based system, districts will choose appropriate interventions based on the state's needs assessment and then align resources appropriately. Ohio's State System of Support and regional partners will assist districts with strategically aligning funding to evidence-based interventions and the implementation of the chosen interventions. In order to provide a more robust and integrated set of supports, interventions will be aligned to goals and strategies identified through Ohio's Multi-Tiered System of Supports, which utilizes an in-depth needs assessment to identify unique challenges and opportunities for districts.

iv. Measurable program objectives and outcomes.

Ohio has identified 13 measurable program outcomes for its Migrant Education Program as follows:

1. One hundred percent of all MEP staff will be trained on how to administer a standardized reading progress monitoring assessment.
2. Eighty percent of MEP teaching staff who are teaching reading or language arts will provide reading curriculum aligned with Ohio's content standards during the on-site evaluation.
3. Eighty-six percent of migrant students in grades K-8 who attended at least 20 days of the summer program will show growth on a reading progress monitoring assessment.
4. One hundred percent of all MEP teaching staff will be trained on how to administer a standardized math progress monitoring assessment.
5. Eighty percent of the MEP teaching staff who are teaching mathematics will provide math curriculum aligned with Ohio's content standards during the on-site evaluation.
6. Migrant students in grades K-8 who attended at least 20 days of the summer program will show a growth of 10 words per minute on a reading progress monitoring assessment.
7. Fifty percent of all students who receive instruction in algebra I will receive secondary credit over the summer MEP program.
8. Eighty-six percent of migrant students in grades K-8 who attended at least 20 days of the summer program will show growth on a reading progress monitoring assessment.
9. One hundred percent of MEP programs will send additional reading and language materials home through *Reading is Fundamental* and other core curriculum.
10. Eighty percent of migrant parents with children served by the summer program will take part in the OMEC Health Fairs.
11. One hundred percent of MEP programs will incorporate social support activities into the MEP family nights.
12. Eighty percent of migrant secondary students who use Odysseyware curriculum will receive secondary credit.
13. Eighty percent of migrant secondary students who use PASS Kits or other online curriculum will receive secondary credit.
14. All Title I-C migrant sites will offer preschool summer services to preschool-aged migrant students who will be assessed using Ohio's Early Learning Assessment, which focuses on seven areas of a child's growth and development: social foundations, mathematics, science, social studies, language and literature, physical well-being, and fine arts by the 2018-2019 school year.

Families with preschool-aged migrant students also will be provided educational materials, supplies and training.

15. All Title I-C migrant sites will prioritize improved data collection and services to increase secondary credit accrual and recovery for migrant students, including migratory youth who have dropped out of school. With improved data collection, a new baseline for services will be set in the spring of 2018 for future improvement targets.

Ohio has six priority performance indicators for all migrant students, including preschool migratory children and migratory children who have dropped out of school. These outcomes were included in Ohio's 2015 Service Delivery Plan. The priorities are as follows:

a. *Schools and districts will meet Ohio's interim and long-term proficiency goals in English language arts.*
b. *Schools and districts will meet Ohio's interim and long-term proficiency goals in math.*
c. *Increase the rate at which migratory students graduate from high school with a regular diploma.*
d. *Increase the English language proficiency of migrant students aligned to Ohio's interim and long-term proficiency goals.*
e. *Support the health and social service needs of migrant families, which affects the ability of migrant students to effectively participate in school and achieve proficiency in core content.*
f. *Increase secondary credit accrual and recovery for migrant students.*

Based on program improvement recommendations from the U.S. Department of Education in 2016, Ohio is conducting a new program evaluation. The evaluation will be conducted through the summer and fall of 2017 and finalized in October 2017. Any revisions made to the measurable program objectives and priority performance indicators will be reflected in the updated Service Delivery Plan.

2. **<u>Promote Coordination of Services</u> (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.**

Ohio uses Title I, Part C funds to promote interstate and intrastate coordination of services for migrant students through multiple activities, including

- Administering Texas assessments as appropriate.
- Sharing records, data and information.
- Participating in national meetings.

<u>Texas STAAR Assessments:</u> Most of Ohio's migrants come from Texas. For these students, it is useful for them to take the Texas state examinations. Ohio offers the Texas STAAR assessment to Texas migrant students when they are in Ohio. The Texas Migrant Interstate Program (TMIP) trains and certifies Ohio's summer teachers in proctoring the Texas STAAR assessments to shared fifth and eighth grade Texas middle school students and the end-of-course exams to Texas high school students.

<u>Migrant Student Information Exchange (MSIX):</u> Ohio uses the Migrant Students Information Exchange (MSIX) as a tool for records exchange allowing Ohio to share educational and health information on migrant children who travel from state to state and who, as a result, have student records in multiple states' information systems. Ohio's transfer records coordinator offers ongoing trainings on the use of the MSIX system for summer transfer records clerks, migrant recruiters and non-migrant regular school personnel. Additionally, transfer records clerks are trained to complete a transfer record or secondary credit form on each student served with migrant educational program funds to document the educational

needs of each migrant student and the MEP services provided to address those needs. This information, including information on health, is a critical part of the data that is uploaded into MSIX. The accuracy and timely submission of this data is essential in the educational continuity of migrant students.

Secondary Credit Recovery Coordination: The Texas Migrant Interstate Program (TMIP) hosts its Secondary Credit Accrual Meeting each year in McAllen, TX. The purpose of the meeting is to bring representatives from out-of-state migrant programs to meet with migrant school counselors from across Texas. This gives Ohio's program directors the opportunity to address any secondary credit recovery issues that our shared migrant students may be experiencing. TMIP also offers the out-of-state representatives the chance to visit some of the school districts in the area to meet face-to-face with students and staff.

Farmworker Agencies Coordination: OMEC partners with the Farmworker Agencies Liaison Communication and Outreach Network (FALCON), which is a coalition of governmental agencies and advocacy groups that works on behalf of the migrant population that travels to Ohio to work in the fields annually. FALCON is committed to serving Ohio's migrant and seasonal farmworkers and agricultural employers by engaging and supporting the dignity of productive work, healthful working and living environments, education, networking, legal assistance and spiritual outreach.

Ohio Partner Agencies: OMEC also attends numerous group meetings throughout the year to learn what services are available in the different counties and regions in the state. Demographic and mobility trends are shared to help target services more effectively to migrant families.

3. **Use of Funds *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.**

In the state's 2015 Comprehensive Needs Assessment, Ohio identified a number of key needs for services to ensure strong educational outcomes for migrant students. These needs were identified through family surveys, teacher surveys and performance data collection. They are:

1. Increase migrant student reading proficiency.
2. Increase migrant student mathematics proficiency.
3. Increase English language proficiency of migrant students.
4. Support health and social service needs of migrant families.
5. Increase secondary credit accrual and recovery for migrant students.

As noted above, Ohio is working in cooperation with the U.S. Department of Education to revise the assessment of the needs of migrant students for the use of Title I, Part C funds through a new program evaluation that is in progress. Upon completion of the program evaluation, Ohio's priorities for funds and measurable objectives will be revised accordingly.

Based on the state's 2015 Comprehensive Needs Assessment, Ohio's priorities for the use of Title I, Part C funds include the following:

a. Ohio will partner with OMEC to coordinate services, including identification and recruitment of students and professional development of providers for the state's MEP.
b. MEP teaching staff will be trained on how to administer a standardized reading progress monitoring assessment and a standardized math progress monitoring assessment.
c. iReady individualized skill-building online modules will be provided in reading and mathematics as supplemental instruction for migrant students in grades K-8.
d. Algebra I instruction with either PASS Kits or online secondary credit accrual curriculum software will be made available to all high school summer MEP students who have not received credit for Algebra I.

e. *Reading is Fundamental* and other core curriculum reading and language arts materials will be provided to send home with participating MEP students.
f. Health fairs will be offered at each MEP site and will include dental and vision screenings.
g. MEP family nights will include social support services and activities.
h. Odysseyware courses, PASS Kit instruction or other online curriculum will be offered to students who need to gain or recover secondary credits.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. **Transitions Between Correctional Facilities and Local Programs** ***(ESEA section 1414(a)(1)(B))*****: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs**.

Ohio's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs includes strategies at the state and local levels. The plan addresses five key issues:

- Improving communication/coordination between districts and correctional facilities;
- Ensuring all districts have formalized policies/procedures for assessing and addressing the needs of children and youth who transition to and from juvenile justice settings,
- Ensuring plans, informed by a needs assessment, incorporate relevant strategies such as trauma-informed practices;
- Ensuring districts provide effective services and supports for children and youth in the program; and
- Improving data collection and use related to children and youth in the program.

Strategies: To address these issues, Ohio is proposing the following strategies:

District Point of Contact and Responsibilities: As required by ESEA 1414(a)(2)(E)(i-ii), the Department will require all districts to identify a single point of contact for youth in the juvenile justice system. (The person designated as the point of contact also can be the point of contact for foster care students and homeless students.) This person will be responsible for:

- Communicating with local detention and other treatment facilities regarding student placement;
- Assisting in the transfer of student records (including IEPs);
- Assisting in the transfer of credits;
- Serving as a liaison between the district and the local juvenile court;
- Developing transition plans for students returning from the juvenile justice system;
- Attending training on supports for students returning from detention or other secure facilities; and
- Coordinating with local state agencies and other districts within Ohio on the educational needs of students in the juvenile justice program.

District Plan: Each district will be required to have a plan (to be submitted with its Title I, Part A application) that will describe the processes/procedures the district will implement to assist students transitioning from correctional facilities and how an individualized transition plan will be developed to assist each student on re-entry. The district plan will outline how students will be provided with opportunities to participate in grade-appropriate coursework. Districts also will outline how they will work with students to obtain regular high school diplomas, participate in career training opportunities and receive non-academic support to keep the students on a pathway to college and/or career readiness.

Ohio Department of Education Coordinator and Technical Assistance: To assist districts with meeting plan requirements under Section 1111 regarding neglected or delinquent youth, the Department

will create the position of correctional education consultant. The correctional education consultant will develop monitoring protocols to ensure districts comply with state law, IDEA and ESSA-related requirements for youth in correctional facilities. These protocols will be used by various Department program offices and integrated, as appropriate, into other program monitoring functions. The correctional education consultant will be responsible for identifying and disseminating resources and research related to meeting the educational needs of justice-involved or neglected youth and developing best practices for districts and schools. The Department will work with awarded state agencies and districts for Title I, Part D Subparts 1 and 2 on program objectives and how Title I, Part D funds can be used to improve outcomes for served students. The Department will explore reserving a portion of the Title I, Part D, Subpart 2 funding for delinquent youth to create a competitive grant for eligible districts. The new competitive grant will serve as a resource to help all identified district personnel with the development and implementation of transition plans and help close communication gaps between correctional facilities and districts.

Improved Data Collection and Analysis: Ohio will implement improved data collection and analysis procedures to allow for better identification of neglected, delinquent or at-risk students within Ohio's student information system. Improved data collection will allow the state to better establish baseline service and outcome data and track improvements in key indicators year to year.

2. **Program Objectives and Outcomes** ***(ESEA section 1414(a)(2)(A))*****: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program**.

The plan described above will support the following program objectives and outcomes for Title I, Part D:

Objective 1: By the start of the 2018-2019 school year, all districts within the state of Ohio will have policies and procedures in place to ensure all students who come in contact with the juvenile justice system have access to quality educational programs and are provided the necessary support to succeed in a secure setting as they transition back to the academic classroom or career training, employment and beyond.

Objective 2: Ohio will successfully provide technical assistance and information about evidence-based practices to inform school district plans for serving children in the program.

Objective 3: Ohio will establish a valid baseline of data for children in the program by the beginning of the 2019-2020 academic year and establish improvement targets through the 2025-2026 academic year.

Outcome 1: Ohio will be able to demonstrate increases in academic performance measures and the attainment of regular high school diplomas and/or career-recognized credentials by children and youth enrolled in the program.

By developing consistent policies/procedures across the state for all districts, creating and hiring a correctional education consultant and providing more training to all districts on effective strategies and supports for neglected and delinquent youth, Ohio will be in a better place to track and determine student growth/graduation rates for students in the juvenile justice system across the state, not limited only to the Title I, Part D-funded districts.

D. Title II, Part A: Supporting Effective Instruction

1. **<u>Use of Funds</u> *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement**.

<u>Three Percent Set-Aside – Principals or Other School Leaders</u>

Ohio will use the three percent set-aside to develop and improve supports for principals and other school leaders. Proposed, phased-in projects include:

- **Update Principal Standards:** Principal standards help outline the essential skills and traits that shape the development and support of principals over the continuum of their careers. The current Ohio Standards for Principals were adopted in 2005. Revision to these standards is needed to reflect the current and future skills, traits and roles of principals needed in Ohio's schools. Stakeholders will be involved in the process to ensure the standards address the current role of principals across Ohio's diverse local education agencies.
- **School Leader Mentoring and Coaching:** Stakeholders noted school leaders need opportunities for mentoring (novices) and coaching (experienced school leaders). The Department will use a portion of this set-aside to help design, pilot and implement mentoring and coaching models (in collaboration with appropriate stakeholders) for school leaders to continually improve their leadership capacity and effectiveness. This includes addressing topics such as (but not limited to): criteria for coach and mentor selection, establishing learning communities and professional development.
- **Professional Development for Principal/Teacher Evaluators:** To improve instruction and leadership through educator (both principal and teacher) evaluation systems, it is necessary that evaluators have the ability to recognize and use various types of evidence, accurately differentiate performance and provide targeted feedback while engaging in educator evaluation. Professional development focused on these specific topics will be designed and extended to our local educational agencies and other supporting entities.
- **Teacher Leadership:** Ohio wants to continue to build systems that leverage teacher expertise and leadership as well as Ohio's four-tier licensure systems. This work will begin with the development of a teacher leadership framework with stakeholders that will set the stage for potential pilot projects of teacher leadership models and inform the improvement and update of teacher leader endorsement standards.

These activities are expected to improve student achievement as they focus on developing and improving novice leaders so they are more prepared to meet the needs of students and teachers in their schools, while expanding the reach of principals and other school leaders who are effective and experienced. Research is clear in showing that, after teachers, effective educational leaders are the most significant contributor to student academic improvement. These improved support structures also are likely to help recruitment and retention efforts and increase job satisfaction. These initiatives will capitalize on resources developed and used throughout the state to ensure alignment of work when possible.

2. **<u>Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools</u> *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.**

Ohio plans to use Title II, Part A funds to support strategies to improve equitable access to effective teachers. The Ohio 2015 Plan to Ensure Equitable Access to Excellent Educators outlines various

strategies to address the most likely causes for Ohio's educator equity gaps. Ohio's plan is described in more detail in Section A.5 of this document. The Department will continue to implement strategies from the plan, when appropriate, alongside the particular strategies identified below.

- **Data:** Ohio will develop and provide a data tool to aid districts in monitoring students' equitable access to excellent educators within and across schools.
- **Professional Development Regarding Human Capital Management Systems:** Ohio will support the development of knowledge and skills related to Human Capital Management Systems and various activities within those systems to ensure equitable access.
- **Equity Labs:** Ohio will convene and support Equity Labs to provide training to district personnel to better understand and improve equity planning practices under ESSA. Labs will provide stakeholder teams from local education agencies across the state, assistance in determining equity gaps using data, identifying root-cause challenges, and determining and planning strategies to address the gaps and root-cause findings.
- **Cultural Competencies:** In partnership with the Ohio Department of Higher Education, institutions of higher education, school districts and other stakeholders, Ohio will develop and share resources and learning opportunities to improve cultural competency of preservice and in-service educators who can then provide culturally responsive curriculum and instruction in classrooms.
- **Teacher Induction:** Quality of implementation influences the success of induction programs. The Department will provide supports to help schools improve the implementation of the teacher induction program.

The Department will continuously revisit strategies for supporting equitable access to effective teachers based on feedback from local planning. The focus of the work will be on supporting the needs of school districts with the greatest equity gaps to ensure that effective educators are in classrooms with students who need them the most and contribute to improving student achievement for low-income and minority students.

3. **System of Certification and Licensing** ***(ESEA section 2101(d)(2)(B))*****: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.**

The Ohio Revised Code and Ohio Administrative Code define Ohio's standards for educator preparation, retention and advancement. The state standards, which are periodically reviewed and revised, seek to achieve excellence in educator performance. Specifically, they:

- Establish specifications for teacher certification programs that prepare teachers to be effective classroom teachers;
- Define residency programs that support beginning teachers through mentorship and successful completion of a summative assessment (a prerequisite for advancing from the initial resident educator license to the professional educator license);
- Drive licensure in categories with specific content and pedagogy requirements; and
- Require professional development for educators renewing their licenses.

Starting in 2009, Ohio restructured its teacher licensure system to provide educators opportunities to advance their professional teaching careers through a four-tiered system (additional details can be found in Appendix C).

- Tier 1: Resident Educator/Alternative Resident Educator License
- Tier 2: Professional Educator License

- Tier 3: Senior Professional Educator License
- Tier 4: Lead Professional Educator License

Through this four-tiered system, Ohio educators may advance from the initial four-year resident educator license to the five-year professional license and on to the senior and/or lead professional educator licenses through successful completion of state requirements. Specific requirements for educator licensure are outlined below.

Professional Educator Licensure Requirements

The following licenses form Ohio's system of professional educator licenses:

Early Childhood (P-3) License: This license requires a bachelor's degree from a regionally accredited institution of higher education; completion of an approved teacher preparation program for early childhood education; completion of a minimum of 12 semester hours in the teaching of reading that includes at least one separate course of at least three semester hours in the teaching of phonics in the context of reading, writing and spelling; passing scores for the professional knowledge and early childhood education content licensure exams; and completion of the Ohio teacher residency program.

Middle Childhood (4-9) License: This license requires a bachelor's degree from a regionally accredited institution of higher education; completion of an approved teacher preparation program for middle childhood education that shall include preparation in the humanities (including the arts) and at least two areas of concentration; completion of a minimum of 12 semester hours in the teaching of reading that includes at least one separate course of at least three semester hours in the teaching of phonics in the context of reading, writing and spelling; passing scores for the professional knowledge and content area licensure exams; and completion of the Ohio teacher residency program.

Adolescence to Young Adult (7-12) License: This license requires a bachelor's degree from a regionally accredited institution of higher education; completion of an approved teacher preparation program consisting of at least an academic major; completion of three semester hours in the teaching of reading in the content area; passing scores for the professional knowledge and content area licensure exams; and completion of the Ohio teacher residency program.

Multi-Age (P-12) License: This license requires a bachelor's degree from a regionally accredited institution of higher education; completion of an approved teacher preparation program consisting of at least an academic major; completion of three semester hours in the teaching of reading in the content area; passing scores for the professional knowledge and content area licensure exams; and completion of the Ohio teacher residency program.

Intervention Specialist (Special Education) Licenses: These licenses require a bachelor's degree from a regionally accredited institution of higher education; completion of an approved teacher preparation program for the specific area of special education; completion of a minimum of 12 semester hours in the teaching of reading that includes at least one separate course of at least three semester hours in the teaching of phonics in the context of reading, writing and spelling; passing scores for the professional knowledge exam and special education content exam (except for gifted special education); and completion of the Ohio teacher residency program.

Licensure for Intervention Specialists is available in the following areas:

- Early Childhood Intervention Specialist (P-3)
- Gifted (K-12)
- Hearing Impaired (P-12)
- Mild/Moderate (K-12)
- Moderate/Intensive (K-12)

- Visually Impaired (P-12)

Endorsements are available for educators who hold valid, standard teaching licenses. All endorsements require a bachelor's degree (except the Teacher Leader endorsement, which requires a master's degree) from an accredited institution of higher education; passing scores for content area licensure exams, where applicable, and completion of an approved teacher preparation program for the endorsement area. The following endorsements are offered in Ohio:

- **Adapted Physical Education** (limited to standard Physical Education license)
- **Bilingual**
- **Career Based Intervention**
  - **Career-Technical Work-Site Teacher/Coordinator** (limited to Career-Technical license)
  - **Computer/Technology**
- **Early Childhood (4-5) Generalist** (limited to standard Early Childhood P-3 license)
- **Gifted Invention Specialist K-12**
- **Literacy Specialist** (limited to a teaching license that is endorsed for the teaching of reading in grades K-12)
- **Math Specialist (P-6)** (limited to a Kindergarten-Primary (K-3), Elementary (1-8 or K-8), or Early Childhood license (P-3), or Middle Childhood (4-9), High School, or Adolescence to Young Adult (7-12) Mathematics teaching license)
- **Middle Childhood Generalist Endorsements (4-6)** (limited to standard Middle Childhood license with two teaching fields)
- **Prekindergarten** (limited to Kindergarten-Primary (K-3), Elementary (1-8 or K-8), Family & Consumer Sciences (Home Economics), or special certificates for Education of the Handicapped)
- **Prekindergarten Special Needs** (limited to a preK certificate or special certificate for Education of the Handicapped, Early Childhood (P-3) or Intervention Specialist license)
- **Reading K-12**
- **Science Specialist (P-9)** (limited to a Kindergarten-Primary (K-3), Elementary (1-8 or K-8), Early Childhood license (P-3), Middle Childhood (4-9), High School, or Adolescence to Young Adult (7-12) Science teaching license)
- **Teacher Leader (**limited to a professional teaching license or professional or permanent teaching certificate)
- **TESOL** (Teaching English to Speakers of Other Languages)
- **Transition to Work** (limited to standard Intervention Specialist or Career-Tech license)

Clinical Requirements

The Ohio Department of Higher Education has established the following clinical requirements for teacher candidates who have completed traditional teacher preparation programs:

- A minimum of 100 hours of supervised fieldwork prior to student teaching internship; and
- A minimum 12-week student teaching internship.

The Ohio Department of Higher Education Standards & Requirements Chart can be found at https://www.ohiohighered.org/content/ohio_educator_licensure_programs_standards_requirements_chart.

Supplemental License Path to Standard Teacher Licensure

Ohio educators who hold valid, standard teaching licenses may obtain supplemental licenses in additional teaching fields at the request of an employing Ohio school or school district. This pathway allows Ohio educators to teach in supplemental teaching areas while completing requirements for standard licensure in those areas. The initial one-year supplemental license requires:

- A currently valid, standard Ohio teaching license; and
- Completion of content area coursework: six semester hours for endorsement areas and intervention specialist areas (initial coursework requirement may be waived for a supplemental intervention specialist licensure candidate at the request of the employing Ohio superintendent if the superintendent determines the candidate's experience and training qualifies the candidate to meet the needs of the students); 12 semester hours for early childhood education; and 20 semester hours in the subject area for middle childhood education, multi-age and adolescence to young adult (except for integrated areas, which require 40 semester hours in the subject area).
- Initial supplemental licensure in a career-technical workforce development teaching field requires five years of work experience in the career field and three semester hours in an approved preservice career-technical program from a college/university approved to prepare career-technical workforce development teachers.

The employing Ohio school district must assign a mentor teacher with teaching experience and licensure in the supplemental area to the supplemental license holder. The supplemental license may be renewed up to two times to allow for completion of coursework and licensure exam requirements. Supplemental license holders must meet coursework and exam requirements for each renewal or continued progress in completing career-technical licensure program requirements.

Eligibility for the standard license requires completion of either an approved licensure program through an accredited college/university and recommendation for licensure by the institution at which the program was completed; or completion of all remaining coursework requirements and a minimum of two years of teaching experience under the supplemental license. Career-technical workforce development candidates must complete an approved program of preparation from a college/university approved to prepare career-technical workforce development teachers.

Alternative Routes to Teacher Certification

Ohio also has alternative pathways that conveniently enable experienced career professionals to achieve licensure and students to benefit from their unique expertise. Alternative pathways to licensure can be accomplished through one of the following:

- Completion of teacher preparation programs through out-of-state regionally accredited institutions;
- Completion of the Teach for America program;
- By approval of the State Board of Education's Credential Review Board, which assesses individuals pursuing alternative routes to educator licensure and out-of-state educators seeking licensure in Ohio; and
- Completion of the Ohio alternative pathway to licensure.

Teacher licensure candidates may seek Ohio's alternative pathway to licensure through the Department. The four-year alternative resident educator license requires a bachelor's degree with a GPA of at least 2.5 out of 4.0 from an accredited institution of higher education; passing score for the required content area licensure exam; and successful completion of the intensive pedagogical training institute or a summer training institute that has been approved by the chancellor of the Ohio Department of Higher Education. Eligibility for the professional license requires a passing score for the professional knowledge licensure exam; four years of successful teaching experience under the alternative resident educator license; successful completion of the four-year Ohio Resident Educator Program; and completion of 12 semester hours of professional education coursework from a college/university approved to prepare teachers. Additional reading coursework may apply, depending on licensure area.

Career-technical workforce development teacher licensure candidates may seek Ohio's alternative pathway to licensure through the Department. The four-year alternative resident educator license requires

a high school diploma; five years of full-time work experience in the career field; and successful completion of a summer training institute from a college/university that is approved to prepare career-technical workforce development teachers. Eligibility for the professional license requires four years of successful teaching experience under the alternative resident educator license; successful completion of a career-technical workforce development teacher preparation program; and a performance-based assessment to be verified by the college/university.

Senior/Lead Professional Licenses

Educators who hold a professional teaching license may advance to the Senior or Lead professional license (valid for five years) upon completion of the following requirements:

- A master's degree from a regionally accredited institution of higher education; nine years of successful teaching experience under a standard teaching certificate/license (at least five of those years must be under a professional teaching license/certificate); and
- For the senior professional license, candidates must hold the designation of master teacher.
- For the lead professional license, candidates must hold a valid certificate issued by the National Board for Professional Teaching Standards OR hold the teacher leader endorsement and hold the designation of master teacher.

Professional Pupil Services Licenses

Professional Pupil Services licensure is available in the following areas:

- Occupational Therapist
- Physical Therapist
- School Audiologist
- School Counselor
- School Nurse
- School Psychologist
- School Social Worker
- School Speech-Language Pathologist

Professional Pupil Services licensure (valid for five years) requires a master's degree (except for school nurse, occupational therapist and physical therapist licenses, which require bachelor's degrees) from an accredited institution of higher education; completion of an approved program of preparation; passing score for the content area licensure exam, where applicable; and valid respective Ohio board license, where applicable.

Professional Administrator Licenses

Professional Administrator licensure is available in the following areas:

- Principal
- Urban Principal (endorsement for educators who hold a standard principal license)
- Administrative Specialist
- Superintendent

Requirements for Professional Administrator licenses (valid for five years) are as follows:

- Master's degree from an accredited institution of higher education; completion of an approved preparation program for the licensure area; passing score for the licensure area exam; and the following additional requirements:
    - For the principal license, two years of successful teaching experience under a standard teaching license or two years of work experience under a pupil services license.

- For the administrative specialist license, two years of successful teaching experience under a professional teaching license (except pupil services administration, which requires two years of experience under a professional pupil services license).
- For the superintendent license, the candidate must hold a principal or administrative specialist license and have three years of experience under that license.

Alternative Routes to Administrator Licensure

Requirements for alternative administrator licensure are as follows:

Alternative Principal License: This license is valid for one year and renewable two times. It requires a minimum of a bachelor's degree from an accredited institution of higher education and GPA of at least 3.0; two years of teaching experience or five years of successful work experience in education, management or administration; and a position as principal or assistant principal in an Ohio school.

An individual holding an alternative principal license is eligible for the professional principal license after three years of successful experience under the alternative principal license; participation in a mentoring program (through the employing Ohio school) that includes: completion of Interstate School Leader's Licensure Consortium (ISLLC) self-assessment and development of a personal learning plan; participation in a planned program for obtaining classroom teaching experience (for non-educators); completion of a master's degree (for those who hold only a bachelor's degree); six semester hours in school law, school supervision, and teacher evaluation and an additional six semester hours from a regionally accredited institution of higher education or 90 clock hours of professional development; and a passing score for the licensure area exam.

Alternative Administrative Specialist License: This license is valid for two years and renewable once. It requires a minimum of a bachelor's degree from an accredited institution of higher education and a GPA of at least 3.0; five years of experience in teaching, administration, education or management; and a position as an administrative specialist in an Ohio school.

An individual holding an alternative administrative specialist license is eligible for the professional administrative specialist license after four years of successful experience under the alternative administrative specialist license; participation in a mentoring program (through the employing Ohio school) that includes: completion of Interstate School Leader's Licensure Consortium (ISLLC) self-assessment; development of a personal learning plan and 70 clock hours for master's degree holders (120 clock hours is required for bachelor's degree holders); completion of a master's degree (for master's degree holders completion of 15 semester hours of coursework from a regionally accredited institution of higher education or 225 clock hours); participation in a planned program for obtaining classroom teaching experience (for non-educators); and a passing score for the licensure area exam.

Alternative Superintendent License: This license is valid for two years and renewable once. It requires a minimum of a master's degree from an accredited institution of higher education and a GPA of at least 3.0; five years of experience in teaching, administration, education or management; and a position as superintendent or assistant superintendent in an Ohio school district.

An individual holding an alternative superintendent license is eligible for the professional superintendent license after four years of successful experience under the alternative superintendent license; participation in a mentoring program (through the employing Ohio school) that includes: completion of Interstate School Leader's Licensure Consortium (ISLLC) self-assessment; development of a personal learning plan and 70 clock hours; completion of 15 semester hours of coursework from an accredited institution of higher education or 225 clock hours; participation in a planned program for obtaining classroom teaching experience (for non-educators); and a passing score for the licensure area exam.

Five-Year Associate Licenses

Requirements for the associate license (valid for five years) are an associate's degree from an accredited institution of higher education; passing score for the content area licensure exam (for prekindergarten associate only); and holding the respective Ohio board license (for occupational therapy assistant and physical therapy assistant only).

Temporary Teaching License for Military Science

The Temporary Teaching License for Military Science may be issued to individuals who have been determined by their employing Ohio schools/districts to have the necessary skills to teach in a junior reserve officer training corps (JROTC) program.

Content Knowledge and Pedagogy Licensure Exams

Content and pedagogy exams, as prescribed by the State Board of Education, are required for educator licensure. The State Board of Education has adopted examinations for licensure that are provided by the evaluation systems group of Pearson, Educational Testing Service (ETS) and the American Council on the Teaching of Foreign Languages (ACTFL). *Note: Effective July 1, 2017, all new educator licenses issued for early childhood (P-3), middle childhood (4-9) and intervention specialist (special education) will require a passing score on a rigorous examination of principles of scientifically research-based reading instruction that is aligned with the reading competencies adopted by the State Board of Education in addition to the aforementioned requirements for licensure.*

See Appendix C for details on the Four-Tiered Teacher Licensure Structure; Licensure Type & Teaching Field Codes; and the following webpage for details on the Ohio Educator Licensure Programs: Standards & Requirements Chart.

Educational Aide Permit

A one-year or four-year educational aide permit may be issued upon the request and recommendation of an employing superintendent of a city, local, exempted village or joint vocational school district; educational service center; or the governing authority of a chartered nonpublic school or community school, provided that the applicant is deemed to be of good moral character and is a graduate of an approved high school equivalence and demonstrates appropriate skills for the position of educational assistant. The four-year educational aide permit may be issued to a candidate who has successfully worked under a one-year educational aide permit for two school years and has completed in-service training.

ESEA-Qualified Designation: An ESEA-Qualified designation can be added to an educational aide permit. To be ESEA qualified, the candidate must successfully complete one of the following:

- The examination for paraprofessionals prescribed by the State Board of Education (ParaPro); OR
- An associate degree (or higher) from an accredited institution of higher education; or at least two years of study at an accredited institution of higher education (defined as 48 semester hours or 72 quarter hours).

Military Fee Waiver

The Department has eliminated licensure fees for military applicants to recognize the contributions of military families. Fees for any educator license, permit or certificate are waived for veterans with honorable discharges or current service members of all branches of the United States Armed Forces, the National Guard or Reserve, and the Ohio Military Reserve or Ohio Naval Militia (under the Ohio Adjutant General). Spouses of active duty service members also may receive licenses free of charge.

4. **<u>Improving Skills of Educators</u>** ***(ESEA section 2101(d)(2)(J))*****: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.**

There are many offices across the Department that directly help teachers, principals and other school leaders with the identification of students with specific learning needs (particularly children with disabilities, English learners, students who are gifted and talented and students with low literacy levels) and with providing instruction based on the needs of such students. These offices work closely with each other and with outside stakeholders to help create policies and standards and provide guidance, training and technical assistance to local educational agencies across the state. Many of these policies and guidance are described in various portions of this ESSA plan.

Some of those supports are the following:

- **Strategies for Diverse Learners:** To ensure that all students – including students with disabilities, students identified as gifted and English Learners – can access Ohio's Learning Standards and demonstrate the mastery of the skills and knowledge embedded in the standards, Ohio's model curricula incorporate the Universal Design for Learning (UDL) framework.[6] If teachers understand the background, needs and strengths of their students and Ohio's Learning Standards, they can implement evidence-based instructional strategies and resources to help students in diverse groups access the standards. Ohio continues to train educators to effectively implement the learning standards and to understand innovative and student-centered learning environments that support the standards. State support team members are trained in evidence-based, culturally-relevant strategies for reaching diverse learners and provide targeted regional professional development to administrators and educators starting in prekindergarten.

- **Lau Resource Center:** The Lau Resource Center for English as a Second Language provides information and support to K-12 educators working with students who are English learners. The Lau Resource Center coordinates professional development to improve educators' abilities to identify, instruct and assess English learners, including co-sponsorship of an annual statewide conference with Ohio Teachers of English to Speakers of Other Languages (OTESOL). To ensure the unique needs of English learners are understood, the center convenes the English Learner Advisory Committee. This diverse group is comprised of teachers, program coordinators, administrators, teacher trainers, parents and other partner representative of the state's multilingual community. The committee and the Lau Resource Center collaborate to improve the quality of teaching and learning for English learners through policy and resource development. Additionally, state support team early childhood consultants are trained in five modules around supporting English learners in the classroom and deliver these trainings upon request.

- **The Ohio Center for Autism and Low Incidence:** The Ohio Center for Autism and Low Incidence (OCALI) functions as a clearinghouse of state, national and international information

[6] **Universal Design for Learning (UDL)** means a scientifically valid framework for guiding educational practice that — (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient. Taken from *Higher Education Opportunity Act of 2008.*

on research, resources and trends to address the needs of administrators, educators and families with students with autism spectrum disorders. The center provides professional development, technical assistance, resources and consultation to build program capacity and individual learning and growth for districts, teachers and parents. The Department also partners with OCALI and the Ohio Department of Developmental Disabilities to provide specific training and professional development to early childhood educators on the education needs of children with disabilities online and throughout the state.

- **The Ohio Center for Sensory Disabilities:** The Center for Sensory Disabilities provides a clearinghouse of information on state and national research, resources and trends to address educational services and resources to support the education of students with vision and/or hearing disabilities. With a focus on evidence-based practices, the center provides professional learning, technical assistance and a resource and equipment lending library. The Accessible Technology and Accessible Educational Materials Center ensures that students with print disabilities are provided timely access to alternate formats of print (e.g., audio, digital, Braille, large print) to access and progress with Ohio's Learning Standards.

- **State Systemic Improvement Plan (Ohio's Early Literacy Plan):** Ohio's Early Literacy Plan aims to increase student achievement in literacy by focusing on five critical components: shared leadership, teacher capacity, multi-tiered systems of support, family partnerships and community collaboration. The plan is guided by a theory of action and comprehensive logic model created through collaboration between the Department and key stakeholders. Ohio's Early Literacy Plan leverages and modifies the state's infrastructure, including increasing regional supports; continues to utilize and enhance the existing Ohio Improvement Process framework; and supports local school districts with the implementation of Ohio's Early Literacy Pilot. Ohio's Early Literacy Pilot provides pilot districts with professional development, coaching and ongoing support in evidence-based language and literacy practices to ensure that teachers and administrators in preschool through grade 3 have the capacity and support needed to provide high-quality, evidence-based literacy instruction and intervention. A cross-agency team, including representatives from the Offices of Exceptional Children, Early Learning and School Readiness, Curriculum and Assessment and Federal Programs work to ensure the state's infrastructure supports local school districts implementing high-quality early literacy professional development and evidence-based language and literacy instruction with fidelity.

- **Strategies for Gifted Learners:** Ohio districts are surveyed annually to collect information on professional development needs along with concerns about addressing gifted student achievement. The newly adopted *Operating Standards for Identifying and Serving Gifted Students* effective July 1, 2017, support the implementation of high-quality professional development that requires teachers in general education settings to receive professional development about teaching gifted students. General education teachers will receive ongoing assistance with curriculum development and instruction from an educator with a gifted intervention specialist license. State gifted staff members will provide leadership to districts by identifying and/or developing high-quality professional development opportunities and addressing the necessary supports for teachers to implement strategies to gifted learners throughout the year.

5. **<u>Data and Consultation</u> *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.**

Ohio will use data and ongoing consultation to continually update and improve Title II, Part A activities. This work will happen in the following ways:

- **Stakeholder Groups:** Multiple stakeholder groups advise the work related to Title II, Part A (i.e., principal workgroup, teacher leader workgroup). Some groups are currently working together while others may be developed as the specific activities are funded and planned. This consultation is key to the success of project activities. Various state educator associations (as well as parent, student or other stakeholder representation when appropriate) partner with the Department on participant referrals, ensuring diverse perspectives are at the table to address local educational agency needs.
- **Regional Support Systems:** Ohio has tiered regional support systems for local education agencies. These support systems are often essential when schools and districts seek advice for improvements as they work collaboratively with the Department. Often, they see trends and themes across their regional areas that help inform decisions at the state level. They will continue to be utilized in this way in relation to Title II, Part A projects.
- **Local Plan Review and Analysis:** Schools and districts must develop and be guided by local plans for the use of federal funds. The Department can review information from schools and districts related to Title I and Title II to better understand the problems districts are facing in relation to educators, as well as how they are utilizing funds to address these issues. The data, such as equity plan root-causes, strategies, Title II spending on equity or other educator development, will be used to update and improve state Title II, Part A activities.

Cross-departmental collaboration and coordination will be key in this process as Ohio works to reduce fragmentation and duplication across existing and potential efforts related to Title II, Part A. The Department also will use trend data related to educator measures and these funds to help inform decisions as we work to continually improve Title II, Part A funding and projects.

6. **<u>Teacher Preparation</u> *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.**

Below are actions Ohio may take to improve preparation programs and strengthen support for teachers, principals and other school leaders to develop their abilities to meet the unique needs of diverse learners in schools and classrooms. The institutions of higher educations' educator preparation programs that participate will work alongside their regional P-12 partners when engaging in this improvement work to ensure local education agency needs are being addressed.

<u>Collaborative Partnerships for Improvement</u>

The Department will continue to partner with the Ohio Department of Higher Education and P-16 stakeholders to ensure credentialed and effective educators are available to be employed in Ohio schools. The Department, Ohio Department of Higher Education and P-16 stakeholders will work together collaboratively (may include, but is not limited to, standards revisions, focused workgroups on mutually beneficial institutions of higher education and K-12 relationships and grow your own programs) to create more effective educator preparation programs that reflect the current and future needs of the classroom and schools. This includes better preparation to ensure the unique needs of diverse learners are being met (e.g., trauma-informed instruction, culturally relevant pedagogy, cultural competency, structured classroom management and developing community relations).

Educator Workforce Diversity

Ohio recognizes the critical importance of educator workforce diversity. More than 40 percent of Ohio's students are racially diverse. Only 7 percent of teachers are racially diverse. Ohio is looking to increase the diversity of its educator workforce to employ more educators who look like and have similar experiences as students in our schools. This will require using data, engaging stakeholders in identifying needs, understanding current local and higher education initiatives focused on educator diversity and identifying potential opportunities and partnerships for recruiting and retaining a diverse educator workforce.

Educator Shortages

Ohio needs credentialed and effective educators working with *all* Ohio students to ensure their needs are being met. The Department recognizes that educator shortages impact underserved populations, such as special education. Expanding and diversifying the existing educator pipeline (i.e., paraprofessionals, former military, career changers) to address existing and future shortages alongside preparation programs and K-12 local education agencies will be a focus. Potential pilots to address shortages may be conducted, based upon stakeholder recommendations and findings from a supply and demand study currently underway.

- To address both educator diversity and educator shortages, the Department will partner with the Ohio Department of Higher Education to explore potential opportunities between K-12 LEAs and regional institutions of higher education to increase the educator pipeline – specifically for paraprofessionals. This could include identifying model programs and building out potential pilot programs in conjunction with the Ohio Department of Higher Education.

Principal Preparation Program Improvement

Pilot projects that partner institutions of higher education principal preparation programs with regional K-12 local education agencies to identify and address gaps in the education and preparation of principals are needed to help future principals meet the demands of their positions. This includes addressing areas such as course alignment to standards and field/clinical experiences. Existing projects in the state may be utilized (when appropriate) as guides in design and development of pilots.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. **Entrance and Exit Procedures** ***(ESEA section 3113(b)(2)):*** **Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.**

Ohio is committed to establishing and implementing standardized, statewide entrance and exit procedures for students who may be English learners (ELs). Throughout the development and implementation of these EL entrance and exit criteria, the Department consults its many stakeholders, including LEAs from across the state, in a series of engagement and professional events. Through this series of advisory committee meetings, professional development events, educational conferences, conference calls and public requests for feedback via the Department's website, Ohio ensures ample and meaningful opportunities to contribute to the standardized EL procedures. Furthermore, the provisional guidance put

in place while Ohio's ESSA plan was being submitted and reviewed prominently invited feedback on the new procedures, namely the Home Language Usage Survey. With the feedback the Department received, and pending the final approval of Ohio's plan, the Department is confident it will have the necessary tools to ensure standardized EL entrance and exit procedures.

Ohio engaged in timely and meaningful consultation with LEAs representing the geographic diversity of the state starting in June 2016 and continuing through the submission of the state plan. The Department hosted a webinar on the ESSA requirements specific to ELs and had more than 230 attendees from across the state. Ohio's EL Advisory Committee, described in E.2.ii, includes a diverse group of advisors representing multiple districts and institutions of higher education. This advisory committee met four times between June 2016 and October 2017 to discuss and review entrance and exit criteria. Department staff also presented at the Ohio TESOL Conference on the proposed standardized procedures and other provisions affecting ELs under ESSA in October 2016 and October 2017 to more than 400 educators each year from a diverse set of LEAs from across Ohio. Department staff also met with Ohio Title III consortia leaders in August 2017 to discuss the proposed entrance and exit procedures. This group represented districts and community schools from all corners of Ohio.

Common Policies: Ohio's laws, rules and guidance prescribe a set of common policies for the identification and assessment of ELs. The Department works with stakeholders across the state to increase the reliability and consistent use of these policies and to support improved communications with parents and guardians, as well as the validity and reliability of the assessment tools.

The home language survey, English language screener and summative English language proficiency assessment tools are components of the common policies used to identify, assess and reclassify ELs. The state's EL program entry and exit policies are outlined below.

Entrance and Identification of ELs: Ohio has a two-step process of ensuring proper identification of ELs and assessing each student's status within 30 days of enrollment at the beginning of the school year or within the first two weeks of enrollment if a student starts after the beginning of the school year. This process also allows schools to send timely written notification to parents of their child's identification as an EL and recommended placement in an EL program.

- **Home Language Survey:** The Home Language Survey is specified as the primary tool used to identify language backgrounds other than English of all students. It is required to be administered to students within 30 days of school enrollment. Results of the survey are reported to the Department to indicate students who may potentially need English language accommodations and supports to access the school curriculum.
- **English Language Screener:** The screener is specified as the primary tool for measuring English language proficiency in reading, writing, listening and speaking of students identified with language backgrounds other than English. In the 2018-2019 school year, Ohio will implement a new, state-developed EL screener that is available in online and paper formats. The screener was piloted in spring 2017. Training and pre-implementation will take place throughout the 2017-2018 academic year. The Department will assume the costs for the development and administration of the state screener in support of statewide standardization.

Exit and Reclassification Procedures: Ohio uses the Ohio English Language Proficiency Assessment (OELPA) to determine the extent to which an EL has acquired the necessary English language skills to facilitate learning. 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 score levels, 1-5. The scores on each of the four domains are used to determine the overall performance level. An EL is reclassified, or exited, when the student has attained a performance level of "Proficient" as defined for the

learner's respective grade level. A score of "Proficient" is defined as scoring any combination of 4's and 5's across all four test domains of reading, writing, listening and speaking. ELs who achieve proficiency are classified as former English learners whose academic progress continues to be monitored. Ohio will establish protocols and provide guidance to consider individual circumstances in eligibility determinations for which an exception may be warranted. Former ELs will be included in the Title I reporting and accountability for four years after their reclassification from EL.

The English language proficiency screener and Ohio English Language Proficiency Assessment are aligned with the state's English language proficiency standards adopted in 2014.

2. **<u>SEA Support for English Learner Progress</u> *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:**
    i. **The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and**
    ii. **The challenging State academic standards.**

The state assists eligible entities in meeting the state's long-term goals for English language proficiency and the state's challenging academic standards through the following strategies:

<u>SEA Activities and Technical Assistance:</u> Dedicated state staff members are responsible for supporting Ohio districts in meeting ELs' needs with the goals of developing English language proficiency and achieving success on the state's academic standards. The activities performed by state staff include:

- **Lau Resource Center for English Learners:** The state operates the Lau Resource Center to ensure equal access to standards and school success for ELs in the state of Ohio. The Department provides an array of technical assistance and professional development resources to educators in districts throughout the state regarding ELs through the Lau Resource Center.
- **English Learner Advisory Committee:** The state convenes the English Learner Advisory Committee to review federal and state policies and programs that provide services and supports to Ohio's growing EL population. This committee also provides feedback to the Lau Resource Center and other Department staff on best practices, resources and other recommendations to further the shared goal of improving educational programs for ELs. The group is comprised of EL practitioners of diverse backgrounds and representatives from institutions of higher education, as well as other educational agencies across the state and EL parents. The advisory group meets at least twice a year to share information, advise and provide feedback regarding the educational services provided to ELs throughout the state.
- **Program integration:** The state ensures coordination with other education program offices to ensure programming for EL students is integrated. This includes integration with the Office for Professional Standards, programs for low-income students, migrant students, homeless students and students with disabilities. In this latter category, the state ensures EL students' needs are considered in the State Personnel Development Grant (SPDG) funded by the U.S. Department of Education, Office for Special Education Programs. The state also supports cross-training with the Language Essentials for Teachers of Reading and Spelling (LETRS) literacy initiative.
- **Collaboration with essential partners:** The state will continue strong collaboration with a range of state and national resources including Ohio Teachers of English to Speakers of Other Languages (Ohio TESOL), the Center for Applied Linguistics, the Great Lakes Comprehensive Center, the Midwest Regional Education Laboratory, Ohio institutions of higher education that provide TESOL licensure and endorsement, and the Ohio Commission on Hispanic/Latino Affairs.

- **Technical assistance and resources:** The state provides support and resources for teacher trainers to promote the implementation of sheltered instruction strategies, such as using the Sheltered Instruction Observation Protocol across the curriculum in general education classrooms. The state also promotes regional professional development and inquiry-based learning through the state's system of educational service centers as well as at various conferences and gatherings, including the annual Ohio TESOL Conference, which convenes more than 800 EL professionals from across Ohio. The state also supports Title III consortia of districts and the provision of training and instructional coaching through institutions of higher education for such consortia.

District Planning: Districts are required, as part of their Comprehensive Continuous Improvement Plans (CCIP), to identify how they will use grant resources to better meet the needs of EL students, including evidenced-based instruction that provides appropriate linguistic supports. Additionally, districts will include strategies to address the needs of ELs as part of their participation in the Ohio Improvement Process (OIP) needs analysis and plan development.

3. **Monitoring and Technical Assistance** ***(ESEA section 3113(b)(8))*****: Describe:**
    i. **How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and**
    ii. **The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.**

Ohio collects and reports data on the progress of ELs as part of the state's accountability system. These data are used to monitor subrecipient progress relative to outcomes for ELs. This is part of Ohio's robust subrecipient monitoring approach for all districts and community schools receiving ESEA resources. Any subrecipient of Title III funds must annually complete a self-assessment to ensure all programmatic and fiscal requirements are met. Additionally, all leads of Title III consortia must complete the self-assessment. Subrecipients are selected for intensive monitoring (either a desk or on-site visit) using a risk assessment, which includes academic performance as a key component.

If funded strategies are not effective, assigned state monitoring staff will work with districts to make modifications to their Comprehensive Continuous Improvement Plans (CCIP) and Ohio Improvement Plans (OIP) in the interest of continuous improvement. Districts identified as not making sufficient progress will develop and implement an improvement plan specifically for ELs. The state continually provides resources and technical assistance (listed above) designed to meet the needs of ELs, including evidenced-based instruction that provides appropriate linguistic supports and ensuring meaningful communication with parents and guardians.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. **Use of Funds** ***(ESEA section 4103(c)(2)(A)):*** **Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.**

The Department will use any funds for state-level activities received under Title IV, Part A, Subpart I to support programs and schools in addressing the needs of students as permitted by the requirements of this section. Permitted state-level uses of Title IV, Part A funds support identified priorities throughout the state's ESSA application. For example, various stakeholders suggested the potential usefulness of school climate survey data for educators in understanding the context of student success. Accordingly, a portion

of state Title IV, Part A funds will be used to support the piloting of school climate surveys. Piloting such surveys will help Ohio understand their usefulness for informing school improvement initiatives and may support the development of future additional measures of school quality and student success.

Additionally, state Title IV, Part A funds may be used to support the following activities (subject to funding availability):

- Identifying approved evidence-based strategies on the effective use of technology (see Section A.4 on the evidence-based framework).
- Supporting schools with activities and resources related to curriculum alignment.
- Supporting schools with strategies to increase student access to a well-rounded education.
- Reimbursement for advanced coursework examination fees (e.g., Advanced Placement assessments) for economically disadvantaged students. Stakeholders have communicated much interest in continuing to provide support for this program.
- Other related priority activities to support school improvement initiatives.

2. **<u>Awarding Subgrants</u> *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).**

The following are key features of the manner in which Ohio will ensure that awards made to districts under Title IV, Part A, Subpart 1 are in amounts consistent with ESEA requirements:

- Only Title I-eligible LEAs may apply for consideration to receive Title IV, Part A awards.
- The Department will ensure that each LEA submitting an application for Title IV, Part A funds for the 2017-2018 school year describes the LEA's needs and plans for using such funds in accordance with ESEA.
- Each applicant will be required to demonstrate how proposed uses of funds are integrated with the applicant's improvement plan and in coordination with other federal and state improvement funds.
- Each applicant will be required to satisfy all federally mandated assurances.
- The Department will review and approve applications for award consideration.
- The Department will allocate funding to LEAs using the same data set used for Title I-A awards per ESEA Section 4105(a)(1).
- In accordance with ESEA section 4105(a)(2), the Department will ensure that LEA subgrants are not less than $10,000. Depending on the number and amounts of subawards, the Department may ratably reduce subawards according to 4105(b) to ensure each subaward is at least $10,000.

In the future, if these funds can be distributed competitively and the Department chooses to exercise this option, among other factors, the Department may use the number of economically disadvantaged students in determining the number of subawards and the amounts.

G. Title IV, Part B: 21st Century Community Learning Centers

1. **<u>Use of Funds</u> *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.**

The 21st Century Community Learning Center program provides opportunities for children who come from economically disadvantaged families and attend low-performing schools to receive supplemental academic supports. The Department's Office of Improvement and Innovation and Office of Federal Programs administer the 21st Century Community Learning Center (CCLC) grant. The majority of funds

are used to provide subgrants to local organizations. Each subgrantee is required to provide additional learning time through an expanded learning time option and/or during out-of-school time. 21st CCLC programs are expected to be an extension of learning for the school day that is collaborative, impactful, supports students' unique learning styles, and enriches their academic and social/behavioral skills. Programs focus on engaging students and their families to ensure they are successfully able to access and transition through a well-rounded, safe and supportive education.

Each local applicant must identify federal, state and local programs that also offer after-school services and that will be combined or coordinated with the proposed program to make the most effective use of public resources. Title IV, Part B; Title I, Part A; IDEA; and other funding sources may be used to support community learning center efforts in academic and social emotional learning. 21st CCLC sub-recipients will use funds for programming designed to offer additional support to struggling and at-risk children including students with disabilities, those identified as homeless, students in foster care, English learners and/or migratory students. There will be professional development sessions to assist 21st CCLC program managers and treasurers with coordination of funding to ensure robust programming. This approach will allow Ohio to build sustainable models for school districts and community organizations.

Funds will be awarded through an annual grant competition for eligible school districts, schools and organizations interested in offering learning centers in their communities, with a specific set-aside for rural districts. Grant continuation funding may be available for those that have maintained program activities, demonstrated financial compliance, demonstrated efforts in sustainability and completed evaluations showing impact on performance measures.

State-Level Activities

Funds reserved for state-level activities will be used for the following purposes:

Professional Development. Ohio's 21st CCLC team will offer professional development opportunities designed to enhance program operation performance. Trainings include, but are not limited to, New Grantee Orientation and the Statewide Expanded Learning Summit.

Ohio will conduct stakeholder meetings to provide support for collaborative planning and professional development geared toward desired student outcomes.

Each year, the state will host a meeting in which community members, stakeholders and grantees learn about the state's objectives established for the 21st CCLC grant so that communities and potential providers are able to better align efforts to support Ohio's state plan and ensure that local activities are coordinated and aligned to district and school improvement plans.

Staffing. The Department will ensure sufficient program staff to provide support to 21st CCLC programs. Staff will ensure program implementation, conduct financial monitoring, ensure program evaluation and provide professional development and technical assistance to each grantee funded under the program.

Quality Grant Process. The state will contract for approximately 100 grant readers who will engage in the grant reading and scoring process for each annual competition. The readers will go through an intensive training and calibration process.

Sustainability Focus. Sustainability efforts and results for sub-recipients may impact grant continuation funding. The primary goal is to build strong school-community partnerships and engage families with those partnerships to support positive student academic and behavioral outcomes in all developmental areas. Sustainability efforts will be supported through a regional network structure across the state. A sustainability contractor, at the state level, will support providers and schools in establishing sustainability strategies that best support continuity goals as established by the school and or building.

External evaluation. An external evaluator will be engaged to study implementation, best practices and the impact of the 21st CCLC Program.

2. **<u>Awarding Subgrants</u> *(ESEA section 4203(a)(4))*: Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.**

The previously mentioned external contractor will facilitate the annual grant reading and scoring process. Applicants for funding may choose one of three options for a grant application in the 2017-2018 school year.

Option 1: Expanded Learning Time – *available to elementary, middle and high school students.*

Applicants choosing this option must offer a **minimum of 300** expanded learning program hours by establishing a school schedule that increases the total number of hours ***required for all students*** by a minimum of **300 hours** above the amount offered in either school year 2015-2016 (SY16) or 2016-2017 (SY17) and reflects a total number of learning program hours of a minimum of 1,245 hours (for elementary schools) and 1,305 hours (for secondary schools). Those applicants utilizing the expanded learning time option may calculate hours from the expanded learning time in school and in the summer, only. Hours of before- or after-school programming will not be considered for the expanded learning time option. The focus of expanded learning time programs must be on the components of 21st CCLC (i.e., reading, math, positive youth development and parental engagement).

Option 2: Out-of-school – *elementary school students*

Applicants choosing this option must provide comprehensive out-of-school programming at a school/site during the school year including before school, after school and during the summer for a selected population of elementary school students. The focus of Option 2 programs must focus on the components of 21st CCLC (i.e., reading, math, positive youth development and parental engagement).

Option 3: Out-of-school – *middle and high school students*

Applicants choosing this option must provide comprehensive out-of-school programming at a school/site during the school year including before school, after school and during the summer for a selected population of middle and high school students. These programs must include a focus on college and career readiness and/or dropout prevention strategies as well as additional supports and programming as required under the grant (i.e., reading, math, positive youth development and parental engagement).

Enrolled students are not expected to attend all program hours of out-of-school programming; however, it is required that students will regularly and consistently attend the out-of-school program an average of 80-100 hours per school year. During the summer, students should attend at least 80 percent of the total program hours.

Drop-in programs are not permissible in any funded 21st CCLC programs. Summer programs are expected to have consistency in attendance similar to what is expected during the school year.

Each grant may support no more than three sites. Each grant-awarded site must focus on the expanded learning time or out-of-school time options. In addition, applicants may submit no more than three applications, in any combination of the three options. For instance, a district or community-based

organization may submit one application in each of two options, an applicant may choose to submit two applications in one option or decide to apply for two grants in one option and one in another option.

The Department will continue to fund the various local 21st CCLC programs that have been awarded multiple-year grants through the period of the grant award, contingent upon receipt of federal funds. New and continuing grantees will be required to adhere to all new laws under ESSA.

Eligible applicants may be local education agencies and community-based organizations. These may include faith-based organizations, institutions of higher education, city or county government agencies, for-profit corporations and other public or private entities. A community-based organization is defined as a public or private for-profit or nonprofit organization that is representative of the community and has demonstrated experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of students.

Federal law and U.S. Department of Education non-regulatory guidance requires partnerships between a local education agency and at least one community-based organization. Because of the legal obligation to maintain confidentiality of student data, the Department encourages local education agencies to gather the achievement data necessary to evaluate student progress. The local education agency also should accept responsibility for collaborating on the related aspects of Ohio's Learning Standards and supporting curriculum with its partners.

Awards only will be provided to applicants primarily serving students who attend schools with a high concentration of low-income students and families. For the purpose of Ohio's 21st CCLC grant application, a high concentration of low-income students and families is defined as a poverty percentage (i.e., the percentage of students eligible for free or reduced price meals) of 40 percent or greater as determined by school enrollment or the participating attendance area.

Two major emphases have been highlighted in the FY18 grant requirements: Sustainability and connection to school improvement. The 21st CCLC grant competition is designed to support local programs with an intent of long-term sustainability once the grant ends. Grantees are expected to detail the plan for sustainability and show progress toward that plan throughout the life cycle of the grant. Applicants should bring together community organizations with local education agencies to determine how best to leverage resources within the community for long-term continuation of the program.

Additionally, stakeholders have emphasized the need to ensure that 21st CCLC programs are aligned to the larger improvement plans of the schools and districts in which they operate. These programs should be part of coherent, aligned strategies to provide integrated student supports. To ensure alignment of expanded learning time and/or out-of-school time, an applicant is expected to be a member of the district's support team and/or a building support team. Once awarded, the applicant is responsible for attending, and actively participating in, the district and building support team meetings.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. **<u>Outcomes and Objectives</u> *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards**.

Ohio's Rural Strategy: Ohio is committed to implementing a coherent approach to support rural schools that leverages the opportunities in ESSA. Ohio will support its rural schools through targeted and

coordinated regional efforts to build school and district capacity and align resources. School improvement initiatives will be strengths-based and culturally sensitive to meet the unique needs of each district.

Though Ohio has 231 rural districts (124 with high levels of poverty) serving more than 280,000 students, Ohio's rural strategy will focus specifically on districts in the southeastern region of the state where the majority of high-poverty rural districts are located. Education issues in Southeastern Ohio are embedded in a culture where schools are respected institutions, relationships are highly valued and residents have a desire to remain in the region. At the same time, geographic isolation, high rates of poverty and depressed economies have long presented unique challenges for educators. Southeastern Ohio districts face challenges that are cultural, persistent and systematic.

Southeastern Ohio includes 26 of Ohio's 88 counties, has 11 educational service centers and is served by four state support team regions as follows:

- Region 12 (Guernsey, Muskingum, Belmont, Perry, Monroe, Morgan, Holmes, Coshocton, Harrison, Jefferson, Noble, Tuscarawas and Carroll counties);
- Region 14 (Adams, Brown, Clinton, Fayette and Highland counties);
- Region 15 (Ross, Pike, Scioto, and Lawrence counties); and
- Region 16 (Athens, Gallia, Hocking, Jackson, Meigs, Perry, Vinton and Washington counties).

In the 2016-2017 school year, Region 12 had three Focus Schools, Region 14 had one Focus School, Region 15 had four Focus Schools and Region 16 had two Focus Schools. However, the region had no Priority schools or schools receiving School Improvement Grants (SIG).

Ohio's rural strategy uses a strengths-based approach that is focused on solvable problems. Using this existing infrastructure and developing coordinated partnerships within the region, Ohio's rural strategy will build capacity to effectively align resources, plan and implement improvement activities and increase opportunities for additional funding.

Education infrastructure can be developed and augmented through resource collaboration with universities, educational service centers, teacher partners and district leadership teams. Districts may leverage partnerships to lead community engagement activities, provide instructional support, conduct program evaluation and facilitate professional development — all in a local context. Higher education can play a pivotal role in improvement efforts while engaging the broader community and integrating college and career readiness into a culture that values family, place and common sense and staying close to home presents a challenge to educators.

Activities:

As part of Ohio's continuous improvement structure, districts conduct needs assessments using state and local data to identify opportunities for improvement. Informed by the needs assessment, districts choose evidence-based interventions and identify areas to align and strategically target local, state and federal funding sources. Ohio's State System of Support assists rural districts with strategically aligning funding to evidence-based interventions and the implementation of the chosen strategies.

Specifically, Ohio will support rural education improvement through the following actions and activities:

- Developing partnerships in the Appalachian region of the state and building a peer-to-peer network to connect high-performing districts with similar districts to model and share effective professional development, curriculum, instruction and school improvement activities;
- Designating a rural education liaison in the Office of Improvement to coordinate school improvement initiatives;
- Leveraging Title II for professional development to support the needs of educators in rural schools;

- Targeting 21st Century Learning Center grants to rural schools;
- Providing technical assistance in selecting evidence-based improvement strategies; and
- Focusing on the technology needs of rural schools including coordinated leveraging of federal funding streams (such as Title IV) and collaborative efforts among the partnerships.

Title V, Part B, Subpart 2 Program Objectives and Outcomes:

Ohio has three objectives and two outcomes related to the Rural and Low-Income School Program:

Objective 1: Ohio will increase the capacity of districts to engage in effective school improvement planning and implementation.

Objective 2: Ohio will help rural districts competitively apply for available grant dollars and leverage all funding streams to maximize impact of funds on school improvement and student achievement.

Objective 3: Ohio will provide technical assistance and information about evidence-based effective rural strategies.

***Outcome 1*:** Increase the percentage of rural/low-income districts and schools that reach or exceed a graduation rate of an "A" on Ohio's report card.

***Outcome 2*:** Increase the percentage of rural/low-income districts and schools that reach or exceed a "C," 70 percent level on the state's Performance Index measure on Ohio's report card.

***Outcome 3*:** Increase the percentage of rural/low-income districts and schools that reach or exceed a "C," 34 percent level on the state's Prepared for Success measure on Ohio's report card.

Table 17 – Percentage of Districts by District Typology, Four-year Graduation Rate; Performance Index: and Prepared for Success

	Rural: High Poverty	**Rural: Not High Poverty**	**Suburban**	**State**
Four-year Graduation Rate: 93% or higher	54.5%	63.2%	78.9%	58.5%
Performance Index: 70% or better	49.6%	66.0%	93.5%	62%
Prepared for Success: 34% or better	31.7%	48.1%	90.2%	52.4%

Table 18 – Percentage of Schools by District Typology, Four-year Graduation Rate: Performance Index; and Prepared for Success

	Rural: High Poverty	**Rural: Not High Poverty**	**Suburban**	**State**
Four-year Graduation Rate: 93% or higher	53.9%	63.2%	77.6%	50.3%
Performance Index: 70% or better	46.6%	59.7%	87.8%	50.0%

	Rural: High Poverty	Rural: Not High Poverty	Suburban	State
Prepared for Success: 34% or better	32.8%	48.1%	87.4%	44.0%

2. **<u>Technical Assistance</u> *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.**

Ohio has a multi-tiered system of technical assistance based on a continuum of supports for districts, as described in Section A of this application. Each district is assigned a Federal Programs consultant at the Department who works with districts to coordinate the use of all federal funds through the Comprehensive Continuous Improvement Planning (CCIP) system. Funding coordination will include Rural Education Achievement Program (REAP) funds. State technical assistance also includes assisting districts with improvement plan development including identifying needs, goals, strategies, action steps and resources and choosing appropriate evidence-based strategies; strategically aligning and targeting resources; and identifying and building partnerships in the southeastern region of Ohio.

In addition, technical assistance for the rural and low-income school program includes the following:

- *<u>Online Resources:</u>* Ohio maintains a variety of online resources of value to rural and low-income districts. These include Ohio's Rural Education Achievement Program (REAP) webpage;
- *<u>Training:</u>* Training focused on the needs of rural and low-income districts is provided during the Ohio Association of Administrators of State and Federal Education Programs (OAASFEP) conferences in the spring and fall, the National Forum conference and various regional meetings;
- *<u>Assistance from Regional Organizations:</u>* The state support teams, educational service centers and informational technology centers in rural parts of the state provide regional supports for the development, alignment and implementation of improvement plans and other technical assistance for the state's rural initiatives.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. **<u>Student Identification</u> *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.**

Accurate identification of homeless children and youth is critical to supporting this vulnerable population of students. The following procedures will be used to ensure the identification of homeless children and youth and to assess their needs:

1. All districts will designate a district homeless education liaison. The liaison's contact information is in the Ohio Educational Directory System (OEDS), updated annually or as needed for public access.
2. The state will designate a state homeless education coordinator for McKinney-Vento implementation.
3. The state coordinator provides professional development opportunities for district liaisons, other school personnel, state and local agencies, and human service providers. These opportunities will provide training on strategies and procedures for identification of homeless children and youth, the rights and services for eligible students granted under McKinney-

Vento, and the duties of the district liaison, district and school in identifying and serving homeless children and youth.

4. The state coordinator collaborates with local organizations, homeless shelters and state organizations including, but not limited to, Head Start and the Coalition on Homelessness and Housing in Ohio (COHHIO) to ensure awareness of available services and identify eligible students.
5. District liaisons and other local district staff assess the needs of students and ensure that appropriate educational services are provided.

Districts are required to report student-level data identifying homeless students, which is then available through the state's data reporting system for use and analysis. Starting in 2018-2019, data related to homeless students will be disaggregated on the state's report card.

Additionally, the Department creates and distributes guidance documents, notices and letters summarizing new and existing requirements related to the Education for Homeless Children and Youth program and shares the McKinney-Vento guidance provided by the U.S. Department of Education through education.ohio.gov (search: McKinney-Vento Resources for Awareness).

2. **Dispute Resolution** ***(722(g)(1)(C) of the McKinney-Vento Act)*****: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.**

The following are the procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The Department encourages all disputes to be addressed on a local, informal level. In some cases, the situation may require a more formal dispute resolution process to ensure that the student is receiving all entitled services. Local determinations regarding eligibility, enrollment or school selection should be made within five school days. However, local decisions may be appealed to the state. The state provides guidance and resources to support this goal.

1. The state coordinator provides professional development on the state-developed procedures for the resolution of disputes between school districts and parents/youth experiencing homelessness. Each district must have a dispute resolution procedure in place as a required component for compliance. Districts may access the state procedure anytime on the Department's website and customize it to best fit their students.
2. The state coordinator provides assistance and guidance throughout the dispute resolution process as may be requested by the district.
3. Disputes that cannot be resolved at the local level will follow the state procedure, which allows for an appeal to the state coordinator and, ultimately, to the state superintendent. Appeals will be responded to promptly and fairly resulting in a decision within 15 school days from the receipt of all necessary materials.
4. Students must remain enrolled in school while disputes are resolved.

3. **Support for School Personnel** ***(722(g)(1)(D) of the McKinney-Vento Act)*****: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.**

The Ohio Department of Education ensures knowledge of the McKinney-Vento law and the ESSA requirements through an annual comprehensive professional development delivery plan to heighten awareness of the specific needs of runaway and homeless children and youth. The plan includes the following:

1. State coordinator for homeless education provides and arranges professional development, regional meetings and training opportunities for district homeless education liaisons. The professional development opportunities are available to all district school personnel, including truancy personnel, teachers, enrollment staff, food service employees and transportation staff, etc. The trainings teach homelessness awareness and identification; the eligibility requirements for McKinney-Vento rights and services; and the duties of districts to identify and serve homeless children and youth.
2. Professional educational organizations and associations related to homeless children and youth partner with the state in increasing awareness, providing statewide training opportunities for school personnel and developing collaborative relationships (i.e., transportation, Ohio School Boards Association, pupil personnel staff, etc.).
3. The state coordinator participates in collaborative presentations with local and state organizations, as well as outside agencies, including, but not limited to, Head Start and the Coalition on Homelessness and Housing in Ohio (COHHIO).
4. The Department's Office of Federal Programs annually monitors all districts for compliance through self, desk and on-site surveys. Districts are encouraged to use professional development portals to ensure that ALL school personnel are trained annually.
5. District liaisons and other school staff are encouraged to participate in the monthly webinars offered by the National Center for Homeless Education, the technical support center through the U.S. Department of Education. Additionally, liaisons and staff are made aware of many state, national and local agencies hosting webinar trainings that provide self-paced learning opportunities that focus on various topics pertinent to the needs of homeless children and youth.
6. The state coordinator provides training and professional development throughout the state to increase the capacity of the Department's training opportunities.
7. The state's McKinney-Vento Resources for Awareness website will be continually updated with resources and information for liaisons, school staff members and the general public.
8. The state coordinator works closely with the state transportation director and presents regularly on the McKinney-Vento transportation requirements at conferences throughout the state to ensure policy, procedures and best practices are in place. The state coordinator provides technical assistance to local liaisons and subgrantees to ensure transportation of students experiencing homelessness to and from school, as well as school activities and extracurricular activities that are school sponsored. This also can include necessary transportation for parents and guardians.

Additionally, the Department, in partnership with the Ohio Balance of State Continuum of Care, was recently awarded a $2.2 million Youth Homelessness Demonstration Program federal grant through the Department of Housing and Urban Development. This grant will help communities analyze their current responses to youth homelessness, assess their commitments to innovation and build new and stronger relationships with local stakeholders.

Ohio encourages innovation and awards competitive McKinney-Vento funds ($2.5 million) to districts that have a desire to create additional programing and supports. Currently, Ohio has 18 funded subgrant programs. There will be a FY18 competition for a one-year grant cycle, followed by a FY19 competition for a projected three-year grant cycle. Ohio will include criteria in the FY19 grant competition to encourage innovative approaches to address critical needs, including, but not limited to, a focus on rural areas, where the need is great and the resources are few.

4. <u>Access to Services</u> *(722(g)(1)(F) of the McKinney-Vento Act)*: **Describe procedures that ensure that:**
    i. **Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;**

A strong start for young children who are experiencing homelessness is critical to their success in kindergarten and beyond. The following procedures ensure these young children are provided with the opportunity to participate in preschool programs administered at the state or district levels. The state supports the role of the district liaison in ensuring program access.

- The state coordinator for homeless education collaborates and coordinates with the Department's Office of Early Learning and federally funded programs, like Head Start, to provide technical assistance and training to support the needs of homeless population;
- District liaisons are trained to work closely with shelter providers in their areas to identify preschool-age homeless children;
- Districts prioritize homeless preschool-age children for enrollment in preschool educational services provided by the district;
- District local liaisons collaborate with their respective school districts' early intervention and special education programs to ensure access to preschool programs;
- Preschool students will be afforded the opportunity to remain in their schools of origin. Transportation services will be provided by the districts.

    ii. **Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and**

To ensure that homeless youth who are separated from public schools are identified and accorded equal access to appropriate secondary education and support services, Ohio has identified the following procedures:

1. Professional development and training opportunities described above include presentation/discussion of key strategies and approaches to address the needs of youth separated from public schools. This includes strategies for ensuring the granting of appropriate credit and the removal of barriers to successful student participation in secondary education.
2. Districts are encouraged to provide supplemental opportunities, including access to online courses, summer school, mentoring programs and tutoring through Title I, Part A as ways to provide the enhanced services, such as credit recovery for students experiencing homelessness.
3. Districts are encouraged to promote participation in after-school programing, such as 21st Century Community Learning programs, if available, for positive youth development, increased focus on academic success and credit recovery.

    iii. **Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.**

Ensuring that the full range of educational opportunities are made available for vulnerable students, particularly those who are homeless, is essential to student success. The following are procedures to ensure that such students have full access to those opportunities:

1. State policies and procedures, outlined above, ensure that students are not segregated or stigmatized on the basis of their homeless status and that there are no barriers to enrollment, attendance and participation in all academic and extracurricular activities, including at magnet schools, summer school, career and technical education programs, advanced placement enrollment, online learning opportunities and community (charter) school programs, if applicable.
2. District and school leadership teams annually review and revise policies and procedures that may create barriers for identified homeless children and youth from enrolling and actively engaging in all school activities and work to ensure full access for this population of children.
3. District liaisons ensure that transportation services are provided throughout the duration of homelessness and for the remainder of the year, even if permanent housing is obtained mid-year.
4. The Department's monitoring of McKinney-Vento compliance includes a review of documentation of district policies and procedures to ensure homeless students have full access to academic and extracurricular activities. This includes access to summer school, career and technical education programs, advanced placement enrollment, online learning opportunities, magnet schools and community (charter) schools, as applicable. The state coordinator collaborates with local athletic programs and the Ohio Athletic Association to ensure that students are able to fully participate in after-school sports and activities.
5. Career-technical schools are required to identify homeless liaisons who work to ensure and coordinate services provided through the student experiencing homelessness' "home" district.
6. When making a determination, a district should consider whether the best interest of a homeless student is to remain in the school the student currently is attending. When it is not possible for a student to stay in the school that he or she presently is attending, the district must consider student-centered factors when identifying options for the student. Options for the student include attending a school in the district where the student currently is living, including magnet schools, as well as exploring options for community (charter) schools that best meet the needs of the student. The Department will work with districts to ensure procedures are in place to remove barriers to homeless children and youth in accessing magnet and community (charter) schools to which they are eligible to apply.

5. <u>Strategies to Address Other Problems</u> *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

- **i. requirements of immunization and other required health records;**
- **ii. residency requirements;**
- **iii. lack of birth certificates, school records, or other documentation;**
- **iv. guardianship issues; or**
- **v. uniform or dress code requirements.**

A variety of problems face students who are homeless that challenge their ability to maintain regular attendance at school. Significant efforts are made by the state and districts to ensure that prompt services and problem resolution are provided to overcome barriers to educational services. The following are strategies used to address these issues:

1. Training and technical assistance is provided to all district McKinney-Vento liaisons and school staff, as well as to early learning programs, regarding the removal of any enrollment or

participation barriers for children and youth experiencing homelessness who lack required immunization or health records, birth certificates or documentation of guardianship or residency.

2. McKinney-Vento subgrant coordinators and district McKinney-Vento liaisons receive training and are encouraged to utilize the National Center for Homeless Education Homeless Liaison Tool Kit for forms that will assist in removing barriers related to the availability of appropriate documentation.
3. All districts will be required to describe strategies to address the needs of homeless students in the FY18 comprehensive plan submitted through the Comprehensive Continuous Improvement Plan (CCIP) tool and funding application. Plans will address needs that are identified through analysis of homeless student data and outcomes. The number of homeless students in each district will be used to assist districts in projecting the amount of Title I homeless set-aside dollars that will be budgeted in order to ensure reasonable and necessary funds are available to meet the needs of the homeless students and youth. The state's program specialist team will review all applications for this component and require revision of budgets if this amount set aside is not appropriately justified by the district.
4. All districts will be required to provide a detailed explanation for Title I set-aside dollars before an application can be submitted for review in FY18.
5. Districts that have uniform requirements will provide needed attire to homeless children and youth.

All districts will be encouraged to use Title II funds to prepare educators to serve homeless populations more effectively or to use Title I to build the capacity of persistently failing, high-poverty schools to engage homeless students in high-quality learning experiences

6. **<u>Policies to Remove Barriers</u> (*722(g)(1)(I) of the McKinney-Vento Act*): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.**

Ohio has developed, and periodically reviews and revises, policies designed to remove barriers to the identification of homeless children and youth and ensure enrollment and retention of these students in schools.

These policies and procedures are as follows:

1. A number of statutory provisions in Ohio law require all school districts to comply with the provisions of the McKinney-Vento Homeless Assistance Act governing the provision of free, appropriate public education, including public preschool to each homeless child.
2. Ohio offers a competitive process for districts to apply for additional funds to support the academic, tangible and intangible needs of homeless students. The applicants are scored according to need and quality of application. Currently, Ohio has 18 subgrantees; three educational service centers (Ohio Valley, Athens Meigs, and Lorain), six large urban districts, and nine rural districts and small suburban towns. These grantees create need-specific programming to support the growing population of homeless children and youth. Because the community supports for homeless families vary greatly throughout the state, the subgrantees programming is very diverse in nature.
3. All districts are monitored through the federal program compliance review process to ensure districts have developed, reviewed and revised policies and procedures to remove barriers to

the identification of homeless children and youth and the enrollment and retention of homeless children and youth in schools in the state, including barriers to enrollment and retention due to outstanding fees or fines or absences.

4. All districts are required to address the needs of the homeless population in the consolidated plan submitted through the CCIP planning tool and funding application. The state's program specialist team will review all applications for this component and require revision of budgets if the amount set aside is not appropriately justified by the district.
5. All districts will be required to provide a detailed explanation for the use of Title I set-aside dollars before an application can be submitted for review in FY18.
6. All district liaisons will be encouraged to seek community support to meet the needs of the homeless population. This includes collaboration and coordination with, but is not limited to, the local Continuum of Care leads and initiatives, faith-based initiatives, and food bank and shelter providers

7. **<u>Assistance from Counselors</u> *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.**

Assistance from counselors often is essential to ensuring that homeless youth are prepared and ready for college. High school counselors are well positioned to engage with these youths early on and consistently throughout their high school experiences to ensure targeted supports are being provided. The following describe how the state ensures that homeless students receive assistance from counselors:

1. All district liaisons and McKinney-Vento subgrant coordinators are trained to coordinate needs and services with counselors at high schools to ensure social-emotional and academic needs are being met. This includes assistance with the FAFSA verification/application process.
2. All district liaisons and subgrant coordinators are made aware of tools provided from the National Association for the Education of Homeless Children and Youth website, including the Unaccompanied Youth Toolkit for High School Counselors and McKinney-Vento Liaisons.
3. All districts will be required to disaggregate data for homeless children in order to analyze and promote continued dialogue and strategic planning to increase attendance and graduation rates.
4. All districts will be encouraged to use Title II funds to prepare educators to serve homeless populations more effectively and/or to use Title I funds to build the capacity of persistently failing, high-poverty schools to engage homeless students in high-quality learning experiences.
5. All counselors will access fee waivers for the ACT and SAT and, if needed, have access to the Title I set-aside funds to support additional testing needs for the homeless youth seeking higher education opportunities.
6. All district liaisons and counselors will be encouraged, as necessary, to work with family courts to create or improve diversion programs or alternative education programs.
7. All local liaisons and counselors will promote participation in after-school programing, such as those funded through 21st Century Community Learning grants, if available, to assist in such skills as positive youth development, increased focus on academic success in reading and language arts as well as credit recovery.
8. Districts will have clear procedures in place to ensure homeless students receive appropriate credit for full or partial coursework satisfactorily completed. This includes procedures for communicating and consulting with a student's prior school, as well as formal and informal evaluation to establish current mastery of coursework.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

English Language Arts Achievement – Includes Grades 3-8 ELA, ELA I and ELA II											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	55.1%	57.6%	60.1%	62.6%	65.1%	67.6%	70.0%	72.5%	75.0%	77.5%	80.0%
Economic-Disadvantaged	39.3%	42.3%	45.4%	48.4%	51.4%	54.5%	57.5%	60.5%	63.6%	66.6%	69.7%
Students with Disabilities	20.6%	24.6%	28.5%	32.5%	36.5%	40.5%	44.4%	48.4%	52.4%	56.3%	60.3%
English Learners	28.2%	31.8%	35.4%	39.0%	42.6%	46.2%	49.7%	53.3%	56.9%	60.5%	64.1%
African-American	28.8%	32.4%	35.9%	39.5%	43.0%	46.6%	50.2%	53.7%	57.3%	60.8%	64.4%
American Indian or Alaskan Native	49.8%	52.3%	54.8%	57.3%	59.8%	62.4%	64.9%	67.4%	69.9%	72.4%	74.9%
Asian or Native Hawaiian/ Other Pacific Islander	69.9%	70.9%	71.9%	72.9%	73.9%	75.0%	76.0%	77.0%	78.0%	79.0%	80.0%
Hispanic or Latino	40.8%	43.8%	46.7%	49.7%	52.6%	55.6%	58.6%	61.5%	64.5%	67.4%	70.4%
Multi-Racial	49.9%	52.4%	54.9%	57.4%	59.9%	62.4%	64.9%	67.4%	69.9%	72.4%	75.0%
White	61.8%	63.6%	65.4%	67.3%	69.1%	70.9%	72.7%	74.5%	76.4%	78.2%	80.0%

Mathematics Achievement – Includes Grades 3-8 Math, Algebra I, Geometry, Integrated Math I and Integrated Math II											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	58.1%	60.3%	62.5%	64.7%	66.9%	69.1%	71.2%	73.4%	75.6%	77.8%	80.0%
Economic-Disadvantaged	42.4%	45.3%	48.2%	51.0%	53.9%	56.8%	59.7%	62.6%	65.4%	68.3%	71.2%
Students with Disabilities	24.5%	28.3%	32.1%	35.8%	39.6%	43.4%	47.2%	50.9%	54.7%	58.5%	62.3%
English Learners	58.1%	60.2%	62.3%	64.4%	66.5%	68.6%	70.7%	72.8%	74.9%	77.0%	79.1%
African-American	28.8%	32.4%	35.9%	39.5%	43.0%	46.6%	50.2%	53.7%	57.3%	60.8%	64.4%
American Indian or Alaskan Native	50.0%	52.5%	55.0%	57.5%	60.0%	62.5%	65.0%	67.5%	70.0%	72.5%	75.0%
Asian or Native Hawaiian/Other Pacific Islander	77.5%	77.8%	78.0%	78.3%	78.5%	78.8%	79.0%	79.3%	79.5%	79.8%	80.0%
Hispanic or Latino	44.1%	46.9%	49.7%	52.5%	55.3%	58.1%	60.9%	63.7%	66.5%	69.3%	72.1%
Multi-Racial	51.5%	53.9%	56.4%	58.8%	61.2%	63.6%	66.1%	68.5%	70.9%	73.3%	75.8%
White	65.5%	67.0%	68.4%	69.9%	71.3%	72.8%	74.2%	75.7%	77.1%	78.6%	80.0%

English Language Arts Performance Index Score– Includes Grades 3-8 ELA, ELA I and ELA II											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	79.7	81.7	83.8	85.8	87.8	89.9	91.9	93.9	95.9	98	100
Economic-Disadvantaged	67.5	69.1	70.8	72.4	74	75.6	77.3	78.9	80.5	82.1	83.8
Students with Disabilities	52.5	54.9	57.3	59.6	62	64.4	66.8	69.1	71.5	73.9	76.3
English Learners	61.8	63.7	65.6	67.5	69.4	71.4	73.3	75.2	77.1	79	80.9
African-American	59.3	61.3	63.4	65.4	67.4	69.5	71.5	73.5	75.6	77.6	79.7
American Indian or Alaskan Native	76.2	77.4	78.6	79.8	81	82.2	83.3	84.5	85.7	86.9	88.1
Asian or Native Hawaiian/Other Pacific Islander	91.5	91.9	92.4	92.8	93.2	93.6	94.1	94.5	94.9	95.3	95.8
Hispanic or Latino	68.7	70.3	71.8	73.4	75	76.5	78.1	79.7	81.2	82.8	84.4
Multi-Racial	75.9	77.1	78.3	79.5	80.7	81.9	83.1	84.3	85.5	86.7	88
White	84.8	85.6	86.3	87.1	87.8	88.6	89.4	90.1	90.9	91.6	92.4

Mathematics Performance Index Score – Includes Grades 3-8 Math, Algebra I, Geometry, Integrated Math I and Integrated Math II											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	80.3	82.3	84.2	86.2	88.2	90.2	92.1	94.1	96.1	98	100
Economic-Disadvantaged	67.9	69.5	71.1	72.7	74.3	75.9	77.5	79.1	80.7	82.3	84
Students with Disabilities	53.5	55.8	58.2	60.5	62.8	65.1	67.5	69.8	72.1	74.4	76.8
English Learners	66.8	68.5	70.1	71.8	73.4	75.1	76.8	78.4	80.1	81.7	83.4
African-American	57	59.2	61.3	63.5	65.6	67.8	69.9	72.1	74.2	76.4	78.5
American Indian or Alaskan Native	74.2	75.5	76.8	78.1	79.4	80.7	81.9	83.2	84.5	85.8	87.1
Asian or Native Hawaiian/Other Pacific Islander	97.5	97.6	97.8	97.9	98	98.1	98.3	98.4	98.5	98.6	98.8
Hispanic or Latino	69.2	70.7	72.3	73.8	75.4	76.9	78.4	80	81.5	83.1	84.6
Multi-Racial	75.2	76.4	77.7	78.9	80.2	81.4	82.6	83.9	85.1	86.4	87.6
White	86.2	86.9	87.6	88.3	89	89.7	90.3	91	91.7	92.4	93.1

B. Graduation Rates

Four-Year Cohort Graduation Rate – Class of 2015											
	2015 - 2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	83.0%	84.0%	85.0%	86.0%	87.0%	88.0%	89.0%	90.0%	91.0%	92.0%	93.0%
Economic-Disadvantaged	71.4%	72.8%	74.3%	75.7%	77.1%	78.6%	80.0%	81.4%	82.8%	84.3%	85.7%
Students with Disabilities	69.2%	70.7%	72.3%	73.8%	75.4%	76.9%	78.4%	80.0%	81.5%	83.1%	84.6%
English Learners	54.4%	56.7%	59.0%	61.2%	63.5%	65.8%	68.1%	70.4%	72.6%	74.9%	77.2%
African-American	65.0%	66.8%	68.5%	70.3%	72.0%	73.8%	75.5%	77.3%	79.0%	80.8%	82.5%
American Indian or Alaskan Native	76.4%	77.6%	78.8%	79.9%	81.1%	82.3%	83.5%	84.7%	85.8%	87.0%	88.2%
Asian or Native Hawaiian/Other Pacific Islander	87.7%	88.2%	88.8%	89.3%	89.8%	90.4%	90.9%	91.4%	91.9%	92.5%	93.0%
Hispanic or Latino	72.0%	73.4%	74.8%	76.2%	77.6%	79.0%	80.4%	81.8%	83.2%	84.6%	86.0%
Multi-Racial	77.7%	78.8%	79.9%	81.0%	82.2%	83.3%	84.4%	85.5%	86.6%	87.7%	88.9%
White	87.4%	88.0%	88.5%	89.1%	89.6%	90.2%	90.8%	91.3%	91.9%	92.4%	93.0%

Five-Year Cohort Graduation Rate – Class of 2014											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	84.9%	85.9%	86.9%	87.9%	88.9%	90.0%	91.0%	92.0%	93.0%	94.0%	95.0%
Economic-Disadvantaged	74.2%	75.5%	76.8%	78.1%	79.4%	80.7%	81.9%	83.2%	84.5%	85.8%	87.1%
Students with Disabilities	75.3%	76.5%	77.8%	79.0%	80.2%	81.5%	82.7%	83.9%	85.2%	86.4%	87.7%
English Learners	75.6%	76.8%	78.0%	79.3%	80.5%	81.7%	82.9%	84.1%	85.4%	86.6%	87.8%
African-American	68.6%	70.2%	71.7%	73.3%	74.9%	76.5%	78.0%	79.6%	81.2%	82.7%	84.3%
American Indian or Alaskan Native	78.3%	79.4%	80.5%	81.6%	82.6%	83.7%	84.8%	85.9%	87.0%	88.1%	89.2%
Asian or Native Hawaiian/Other Pacific Islander	90.9%	91.3%	91.7%	92.1%	92.5%	93.0%	93.4%	93.8%	94.2%	94.6%	95.0%
Hispanic or Latino	74.2%	75.5%	76.8%	78.1%	79.4%	80.7%	81.9%	83.2%	84.5%	85.8%	87.1%
Multi-Racial	78.8%	79.9%	80.9%	82.0%	83.0%	84.1%	85.2%	86.2%	87.3%	88.3%	89.4%
White	88.9%	89.5%	90.0%	90.6%	91.1%	91.7%	92.2%	92.8%	93.3%	93.9%	94.5%

C. Progress in Achieving English Language Proficiency

English Learners Annual Progress Toward Attaining English Language Proficiency											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All English Learners	45%	48%	51%	54%	57%	60%	63%	66%	69%	72%	75%

D. State Measures of School Quality and Student Success

Chronic Absenteeism Percentage											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	15.8%	14.7%	13.6%	12.6%	11.5%	10.4%	9.3%	8.2%	7.2%	6.1%	5.0%
Economic-Disadvantaged	23.7%	22.5%	21.3%	20.1%	19.0%	17.8%	16.6%	15.4%	14.2%	13.0%	11.9%
Students with Disabilities	24.1%	22.9%	21.7%	20.5%	19.3%	18.1%	16.9%	15.7%	14.5%	13.3%	12.1%
English Learners	16.1%	15.3%	14.5%	13.7%	12.9%	12.1%	11.3%	10.5%	9.7%	8.9%	8.1%
African-American	27.1%	25.7%	24.4%	23.0%	21.7%	20.3%	19.0%	17.6%	16.3%	14.9%	13.6%
American Indian or Alaskan Native	26.2%	24.9%	23.6%	22.3%	21.0%	19.7%	18.3%	17.0%	15.7%	14.4%	13.1%
Asian or Native Hawaiian/Other Pacific Islander	8.4%	8.1%	7.7%	7.4%	7.0%	6.7%	6.4%	6.0%	5.7%	5.3%	5.0%
Hispanic or Latino	20.2%	19.2%	18.2%	17.2%	16.2%	15.2%	14.1%	13.1%	12.1%	11.1%	10.1%
Multi-Racial	20.3%	19.3%	18.3%	17.3%	16.2%	15.2%	14.2%	13.2%	12.2%	11.2%	10.2%
White	12.9%	12.3%	11.6%	11.0%	10.3%	9.7%	9.0%	8.4%	7.7%	7.1%	6.5%

Percentage of Graduates Meeting Ohio's "Prepared for Success" Standards (Either Remediation-Free on All Parts of ACT/SAT or with an Honors Diploma or with an Industry-Recognized Credential) Includes Classes of 2014 and 2015											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	34.2%	40.1%	46.0%	51.8%	57.7%	63.6%	69.5%	75.4%	81.2%	87.1%	93.0%
Economic-Disadvantaged	13.9%	18.2%	22.5%	26.8%	31.1%	35.4%	39.7%	44.0%	48.3%	52.6%	57.0%
Students with Disabilities	5.3%	10.0%	14.8%	19.5%	24.2%	29.0%	33.7%	38.4%	43.2%	47.9%	52.7%
English Learners	12.1%	16.5%	20.9%	25.3%	29.7%	34.1%	38.5%	42.9%	47.3%	51.7%	56.1%
African-American	9.1%	13.6%	18.2%	22.7%	27.3%	31.8%	36.4%	40.9%	45.5%	50.0%	54.6%
American Indian or Alaskan Native	22.0%	25.9%	29.8%	33.7%	37.6%	41.5%	45.4%	49.3%	53.2%	57.1%	61.0%
Asian or Native Hawaiian/Other Pacific Islander	67.9%	69.5%	71.1%	72.7%	74.3%	75.9%	77.5%	79.1%	80.7%	82.3%	84.0%
Hispanic or Latino	18.1%	22.2%	26.3%	30.4%	34.5%	38.6%	42.7%	46.8%	50.9%	55.0%	59.1%
Multi-Racial	24.3%	28.1%	31.9%	35.7%	39.4%	43.2%	47.0%	50.8%	54.6%	58.4%	62.2%
White	39.9%	42.9%	45.9%	48.9%	51.9%	54.9%	57.9%	60.9%	63.9%	66.9%	70.0%

Appendix B

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

The Department offers its assurance that it will comply with the requirements of Section 427 of the General Education Provisions Act (GEPA) in carrying out its strategic plan and education mission. Further, the agency will ensure equitable access to, participation in and appropriate educational opportunities for all individuals served. All federally funded programs, services and activities will be accessible to all people regardless of their gender, race, national origin, color, disability or age.

The agency will fully enforce all federal and state laws and regulations relating to equitable access and will work to provide reasonable accommodations to overcome barriers to equitable access and participation. Information is made available through brochures, presentations, publications and the Ohio Department of Education website, which complies with accessibility standards.