AN ANALYSIS OF OHIO'S ESSA PLAN

This dashboard analyzes Ohio's plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on the indicators most essential for advancing equitable educational opportunities for all students. Ohio submitted its plan on September 18, 2017, and the U.S. Department of Education approved it on January 16, 2018. Full text is available at https://www2.ed.gov/admins/lead/account/stateplan17/ohconsolidatedstateplanfinal.pdf. View ESSA equity dashboards for other states at www.all4ed.org/essa.

ESSA EQUITY DASHBOARD

OHIO

LONG-TERM GOALS

Academic Achievement

🟢 Green — 80% of students proficient in reading and math by 2026

Academic Achievement by Student Subgroup

🟢 Green — Reduce by half the percentage of students in each subgroup not proficient by 2026

4-Year Cohort High School Graduation Rate

🟢 Green — 93% of students graduating by 2026

Extended-Year Cohort High School Graduation Rate

🟢 Green — 5-year cohort graduation rate goal of 95%

English Language Proficiency

🟡 Yellow — Accounts for students' initial grade and proficiency level in setting student goals with maximum of 7 years to attain proficiency

ACCOUNTABILITY

Disaggregation of Student Subgroups

🟢 Green — Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status; also uses super-subgroup (lowest-performing 20%) and gifted students in school ratings

N-Size

🟡 Yellow — 15 students

School Quality and Student Success (SQSS) Indicator

🟢 Green — "Indicators met" (science and social studies assessment results and chronic absenteeism) and "gap closing" for all schools; "prepared for success" (measured by college admission test scores, dual-enrollment and college credits earned in high school, industry-recognized credentials, and honors diplomas awarded) for high schools; "K–3 Literacy" for elementary schools

High School Graduation Rate

🟢 Green — Gives 4-year cohort graduation rate 60% weight and 5-year cohort graduation rate 40% weight

Weighting of Academic Indicators

🟢 Green — 100% weight for all grades

Testing Participation Rates

🟢 Green — No credit for untested students; schools that do not meet 95% participation rate for any student subgroup receive a letter grade for "gap closing" reduced by 1 grade

Inclusion of Student Subgroup Performance

🟢 Green — Subgroup performance affects school ratings (A–F grades) through the "gap closing" and "progress" indicators, which are weighted between 24% and 33%

SUPPORT AND INTERVENTION

Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support

🟡 Yellow — Identifies (1) schools that have student subgroups achieving at or below average for that subgroup in schools identified for comprehensive support for 2 or more years and (2) schools that have student subgroups performing below bottom 30% on all federally required indicators and receiving Ds or Fs on "gap closing" indicator for 2 consecutive years

High School Graduation Rate Used to Identify Schools for Comprehensive Support

🟢 Green — 4-year cohort graduation rate

📌 NOTE

Ohio also sets goals for "performance index" that awards points to schools for students at every level of achievement with more points awarded for students at or above proficiency

⭐ BONUS

To ensure schools do not suspend or expel students to reduce their rates of chronic absenteeism, Ohio may review school discipline data and reduce school's score on this indicator from "met" to "not met"

❗ CONCERN

Ohio includes English language proficiency as one component of "gap closing" indicator, rather than as a stand-alone indicator as required by statute

ALLIANCE FOR EXCELLENT EDUCATION

LONG-TERM GOALS

Academic Achievement
- 🟢 **Green:** 75% or more of all students proficient on statewide assessments by 2030 or equivalently rigorous goal
- 🟡 **Yellow:** 60–74.9% of all students proficient by 2030 or 75% or more proficient by 2031–39 or equivalently rigorous goal
- 🔴 **Red:** Less rigorous goals and/or longer timeline than 2040

Academic Achievement by Student Subgroup
- 🟢 **Green:** Same long-term goals for each subgroup or similarly ambitious commitment to closing achievement gaps
- 🟡 **Yellow:** Less ambitious goals but requires higher rates of growth from lower-performing subgroups
- 🔴 **Red:** Same or similar rates of academic growth for all subgroups

4-Year Cohort High School Graduation Rate
- 🟢 **Green:** 90% or more of students graduating by 2030
- 🟡 **Yellow:** 85–89.9% of students graduating by 2030 or 90% or more graduating by 2031–39
- 🔴 **Red:** Less rigorous goals and/or longer timeline than 2040

Extended-Year Cohort High School Graduation Rate
- 🟢 **Green:** At least 3 percentage points higher than 4-year cohort rate goal or 1 percentage point higher if 4-year cohort rate goal is at least 90%
- 🟡 **Yellow:** 1–2 percentage points higher than 4-year cohort rate goal
- 🔴 **Red:** Goals are the same or state does not set goals for each cohort rate

English Language Proficiency
- 🟢 **Green:** Accounts for initial age/grade or proficiency level in setting student targets with maximum timeline of no more than 6 years to achieve proficiency
- 🟡 **Yellow:** Accounts for initial age/grade or proficiency level with maximum timeline of 7 years to achieve proficiency
- 🔴 **Red**: Does not account for initial age/grade or proficiency level and/or sets maximum timeline of 8 or more years to achieve proficiency

ACCOUNTABILITY

Disaggregation of Student Subgroups
- 🟢 **Green:** State does not use super-subgroup or uses it only in addition to disaggregated subgroups for identifying schools for targeted support and improvement (TSI)
- 🔴 **Red:** State uses super-subgroups instead of required subgroups for identifying schools for TSI

N-Size
- 🟢 **Green:** N-size for accountability of 10 or fewer students
- 🟡 **Yellow:** N-size for accountability of 11–25 students
- 🔴 **Red:** N-size for accountability of 26 or more students

School Quality and Student Success (SQSS) Indicator
- 🟢 **Green**: Research-based statewide SQSS measures that can be disaggregated by student subgroup
- 🟡 **Yellow:** Inconclusive research to support SQSS measures or significant SQSS measures are in development but will be statewide and capable of disaggregation by student subgroup
- 🔴 **Red:** SQSS measures lack research and/or are not statewide or capable of disaggregation by student subgroup

High School Graduation Rate Indicator
- 🟢 **Green:** Exclusively uses, or gives more weight to, 4-year cohort graduation rate
- 🟡 **Yellow:** Uses 4- and extended-year cohort graduation rates and weights 4-year rate equally or less than other rates
- 🔴 **Red:** Does not use 4-year cohort graduation rate or uses another unlawful graduation rate calculation

Weighting of Academic Indicators
- 🟢 **Green:** 75% or more weight on academic indicators including measures based on state tests, college and career readiness, and chronic absenteeism
- 🟡 **Yellow:** 50–74% weight on academic indicators
- 🔴 **Red:** Less than 50% weight on academic indicators

Testing Participation Rates
- 🟢 **Green:** No credit for untested students or similarly rigorous consequences
- 🟡 **Yellow:** Less rigorous consequences that have limited implications for accountability
- 🔴 **Red:** Does not specify consequences for untested students

Inclusion of Student Subgroup Performance in School Ratings
- 🟢 **Green:** Includes all ESSA subgroups in all school ratings or uses a decision rule to ensure ratings reflect ESSA student subgroups
- 🟡 **Yellow:** Includes subgroups in all school ratings but does not include all ESSA subgroups or may obscure subgroup performance on school dashboards
- 🔴 **Red:** Does not include all ESSA subgroups in all school ratings

SUPPORT AND INTERVENTION

Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support
- 🟢 **Green:** Definition is meaningfully different from "additional targeted support" (ATS) and triggers identification based on low performance on a *subset* of indicators
- 🟡 **Yellow:** Definition is meaningfully different from ATS and triggers identification based on low performance across *all* indicators
- 🔴 **Red:** Definition is not meaningfully different from, or is narrower than, ATS or does not comply with ESSA

High School Graduation Rate Used to Identify Schools for Comprehensive Support
- 🟢 **Green:** Uses 4-year cohort graduation rate exclusively
- 🟡 **Yellow:** Uses 5-year cohort graduation rate
- 🔴 **Red:** Uses 6-year (or longer) cohort graduation rate