



# Ohio Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Ohio uses a composite index to calculate an annual summative rating of A, B, C, D or F for all public schools and to identify schools for comprehensive support and improvement (CSI).
- Ohio includes math, English language arts (ELA), science, and social studies statewide test results across various measures including proficiency index, student growth, and percentage of state-determined proficiency targets met ("Indicators met" measure).

## Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

| Annual Meaningful Differentiation   |                            |  |
|---|----------------------------|--|
| <input checked="" type="checkbox"/> <b>Annual summative rating</b> (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools) |                            |  |
| <input type="checkbox"/> <b>Data dashboard only</b> (CSI/TSI schools identification only)   |                            |  |
| Summative Ratings   |                            |  |
| A, B, C, D, F   |                            |  |
| Accountability Measures   | Included in Accountability |  |
| Academic  |                            |  |
| Achievement status  | ✓                          |  |
| Achievement growth  | ✓                          |  |
| <b>GAP</b> Achievement gap  |                            |  |
| <b>ELP</b> English language proficiency/progress  | ✓                          |  |
| 4-year graduation rate  | ✓                          |  |
| <b>EAR</b> Early learning   | ✓                          |  |
| <b>WRE</b> Well-rounded education   |                            |  |
| Persistence   |                            |  |
| <b>EXT</b> Extended-year graduation rate(s)   | ✓                          |  |
| <b>OTG</b> On-track to graduation   |                            |  |
| Dropout rate  |                            |  |
| College and career readiness  |                            |  |
| <b>COL</b> College enrollment   |                            |  |
| <b>ADV</b> Advanced coursework or sequence  | ✓                          |  |
| <b>CPT</b> College placement test(s)  | ✓                          |  |
| <b>CTE</b> Career and technical education or work-based learning  | ✓                          |  |
| Readiness to learn  |                            |  |
| <b>CFL</b> Conditions for learning/school climate   |                            |  |
| <b>SEL</b> Social-emotional learning  |                            |  |
| <b>CHR</b> Chronic absenteeism  | ✓                          |  |

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

| Student Groups for Accountability Determinations<br>(N = 15 for accountability, N = 10 for reporting) |  |
|---|--|
| Major racial/ethnic subgroups   |  |
| American Indian/Alaskan Native  |  |
| Asian/Pacific Islander  |  |
| Black, Non-Hispanic   |  |
| Hispanic  |  |
| Multiracial   |  |
| White, Non-Hispanic   |  |
| Other required subgroups  |  |
| Economically disadvantaged  |  |
| Students with disabilities  |  |
| English learners  |  |
| Nonrequired subgroups   |  |
| Gifted students   |  |
| Bottom 20% performers   |  |

| Subjects Used for Accountability    |        |        |  |
|-------------------------------------|--------|--------|--|
| Subject                             | Status | Growth |  |
| Math                                | ✓      | ✓      |  |
| Reading/English language arts (ELA) | ✓      | ✓      |  |
| Writing                             |        |        |  |
| Science                             | ✓      | ✓      |  |
| Social studies                      | ✓      |        |  |
| Other                               |        |        |  |



## Annual Differentiation System

Ohio uses the following composite index to calculate a summative rating of A, B, C, D, or F for all public schools and to identify schools for comprehensive support and improvement (see also “School Improvement Categories”).

### Ohio Composite Index for Determination of Summative Ratings and CSI Schools, 2017–18 Proposed State Plan

| ESSA Indicator  | State Measure  | Measure Weightings |               |                |               |               |               |
|---|--|--------------------|---------------|----------------|---------------|---------------|---------------|
|   |  | Elementary Schools |               | Middle Schools |               | High Schools  |               |
|   |  | EL ≥ N             | EL < N        | EL ≥ N         | EL < N        | EL ≥ N        | EL < N        |
|  Academic achievement                        | Proficiency index (ELA, math)  | 21.43%             | 21.43%        | 27.27%         | 27.27%        | 17.65%        | 17.65%        |
|   | Indicators met (ELA, math, science, and social studies proficiency; chronic absenteeism; gifted students; graduation test retakers)        | 7.14%              | 7.14%         | 9.10%          | 9.10%         | 5.88%         | 5.88%         |
|  Other academic                            | Student growth (VAM for ELA, math, science)<br><i>All students, students with disabilities, gifted students, and bottom 20% performers</i> | 28.57%             | 28.57%        | 36.36%         | 36.36%        | 23.53%        | 23.53%        |
|  Graduation rate                           | 4-year graduation rate   | --                 | --            | --             | --            | 10.59%        | 10.59%        |
|   | 5-year graduation rate   | --                 | --            | --             | --            | 7.06%         | 7.06%         |
|  ELP English language proficiency progress | Gap closing (on-track to ELP)  | 5.36%              | --            | 6.82%          | --            | 4.41%         | --            |
| <b>Academic indicators subtotal</b>   |  | <b>62.5%</b>       | <b>57.14%</b> | <b>79.55%</b>  | <b>72.73%</b> | <b>69.12%</b> | <b>64.71%</b> |
|  SQSS School quality or student success    | Prepared for success   | --                 | --            | --             | --            | 17.65%        | 17.65%        |
|   | K–3 literacy   | 21.43%             | 21.43%        | --             | --            | --            | --            |
|   | Gap closing (subgroup proficiency index for ELA, math and graduation gaps)   | 16.07%             | 21.43%        | 20.45%         | 27.27%        | 13.24%        | 17.65%        |
| <b>SQSS indicator subtotal</b>  |  | <b>37.50%</b>      | <b>42.86%</b> | <b>20.45%</b>  | <b>27.27%</b> | <b>30.89%</b> | <b>35.30%</b> |
| <b>Total</b>  |  | <b>100%</b>        | <b>100%</b>   | <b>100%</b>    | <b>100%</b>   | <b>101%</b>   | <b>101%</b>   |

Note 1: ELA=English/language arts; VAM=valued-added model of student growth from year to year

Note 2: Not all columns add to 100% due to rounding.

Note 3: Ohio provides alternate weighting schemes for schools that meet the minimum N size for English learners and schools that do not.

## Accountability Measure Descriptions

| ESSA Indicator   | State Measure   | Description   |
|--|---|---|
|  Academic achievement | Proficiency index (ELA and math)  | Weighted-average performance level achieved across students on statewide assessments based on the following point values: <ul style="list-style-type: none"> <li>• Nonparticipant: 0 points</li> <li>• Limited: 0.3 points</li> <li>• Basic: 0.6 points</li> <li>• Proficient: 1.0 point</li> <li>• Accelerated (grade-level test) or Proficient (test ahead of grade level): 1.1 points</li> <li>• Advanced (grade-level test): 1.2 points</li> <li>• Advanced (test ahead of grade level): 1.3 points</li> </ul>        |
|  | Indicators met (ELA, math, science, social studies)                           | Percentage of state-determined goals met across 29 indicators. Most indicators are grade- or subject-specific state assessments (with goal of 80% proficiency), but 3 are: <ul style="list-style-type: none"> <li>• Chronic absenteeism (10% absent days or more)</li> <li>• Gifted performance and “input” metrics, including student growth, proficiency index, and credit for identifying and providing services to gifted students</li> <li>• Percentage of students retaking and passing graduation exams</li> </ul> |
|  | <i>Participation rate inclusion</i>   | Enrolled students who do not participate in statewide assessments are assigned a point value of 0 in the proficiency index. Additionally, the measure-level grade (A–F) for the gap closing measure is lowered by 1 rating if any subgroup does not meet 95% participation.   |
|  Other academic     | Student growth (“Academic progress” in ELA, math, science)                    | Value-added student growth model (VAM) that compares actual year-to-year change in annual statewide assessment results with the predicted results for each participating student. Results are calculated and combined for each of the following subgroups: <ul style="list-style-type: none"> <li>• All students</li> <li>• Students with disabilities</li> <li>• Gifted students</li> <li>• Bottom 20% of performers</li> </ul>  |
|  Graduation rate    | 4-year graduation rate  | The percentage of students within an <a href="#">adjusted cohort</a> who graduate within 4 or 5 years, respectively, with a regular high school diploma.  |
|  | 5-year graduation rate  |   |
| ELP English language proficiency progress  | Gap closing (ELs)   | Percentage of students meeting annual individual target for sufficient progress toward ELP within a state-determined number of years, based on state ELP test results.  |
| SQSS School quality or student success   | Prepared for success  | Percentage of high school graduates demonstrating college and career readiness, based on: <ul style="list-style-type: none"> <li>• Attaining remediation-free scores on ACT/SAT</li> <li>• Receiving honors diploma</li> <li>• Receiving industry-recognized credential</li> <li>• Earning dual enrollment credits</li> <li>• Earning Advanced Placement/International Baccalaureate credits</li> </ul>   |
|  | K–3 literacy  | Percentage of students previously “off-track” who improve to being at least “on-track,” based on statewide diagnostic and other literacy assessments.   |
|  | Gap closing (subgroup proficiency index for ELA and math and graduation gaps) | Includes 2 measures: <ul style="list-style-type: none"> <li>• Proficiency index, calculated for and combined across all subgroups (see “Academic Achievement” indicator [not a measure of gap between subgroups])</li> <li>• Graduation gap closure (4-year graduation rate)</li> </ul>   |

## School Improvement Categories

|  | Comprehensive Support and Improvement (CSI) Schools   | Targeted Support and Improvement (TSI) Schools  | Additional Targeted Support (ATS) Schools                            |
|--|---|---|--|
| Identification criteria                    | <ul style="list-style-type: none"> <li>Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score.</li> <li>Low graduation rate school: 4-year graduation rate less than or equal to 67%</li> <li>Chronically underperforming subgroup (i.e., 3 years failure to exit TSI status)</li> </ul> | Any school with consistently underperforming subgroup(s) based on the Gap Closing measure, which includes the proficiency index, graduation rate gap closure and on-track to ELP, for 1–3 consecutive years depending on reasons for identification | Does not describe a meaningfully distinct category of school for ATS |
| First year and frequency of identification | <ul style="list-style-type: none"> <li>2018–19 for low-performing and low graduation rate schools and every 3 years thereafter</li> <li>2021–22 for chronically underperforming subgroup schools and every 3 years thereafter</li> </ul>  | 2018–19 and annually thereafter   | Not applicable   |
| Years of improvement to exit status        | 2 consecutive years of improvement required to exit CSI status  | 1 year of improvement required to exit TSI status   | Not applicable   |

Note: Ohio also identifies and provides supports to “Watch” schools, based on subgroup achievement status and subgroup achievement progress.

## Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

| State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA | Year of Student Enrollment  |   |   |
|--|---|---|---|
|  | Year 1  | Year 2  | Year 3  |
| 1 (for all recent ELs)                               | Exempt all recent ELs from ELA/reading statewide testing                      | Test new ELs and include proficiency scores in accountability for all statewide tests for the first time    | Test ELs and include proficiency and growth in accountability |
| 2 (for all recent ELs)                               | ✓ Test all recent ELs in ELA/reading but exclude from accountability          | Test ELs and include achievement growth scores in accountability for all statewide tests for the first time | Test ELs and include proficiency and growth in accountability |
| 3  | Uniform procedure for assigning individual ELs to either Option 1 or Option 2 |   |   |