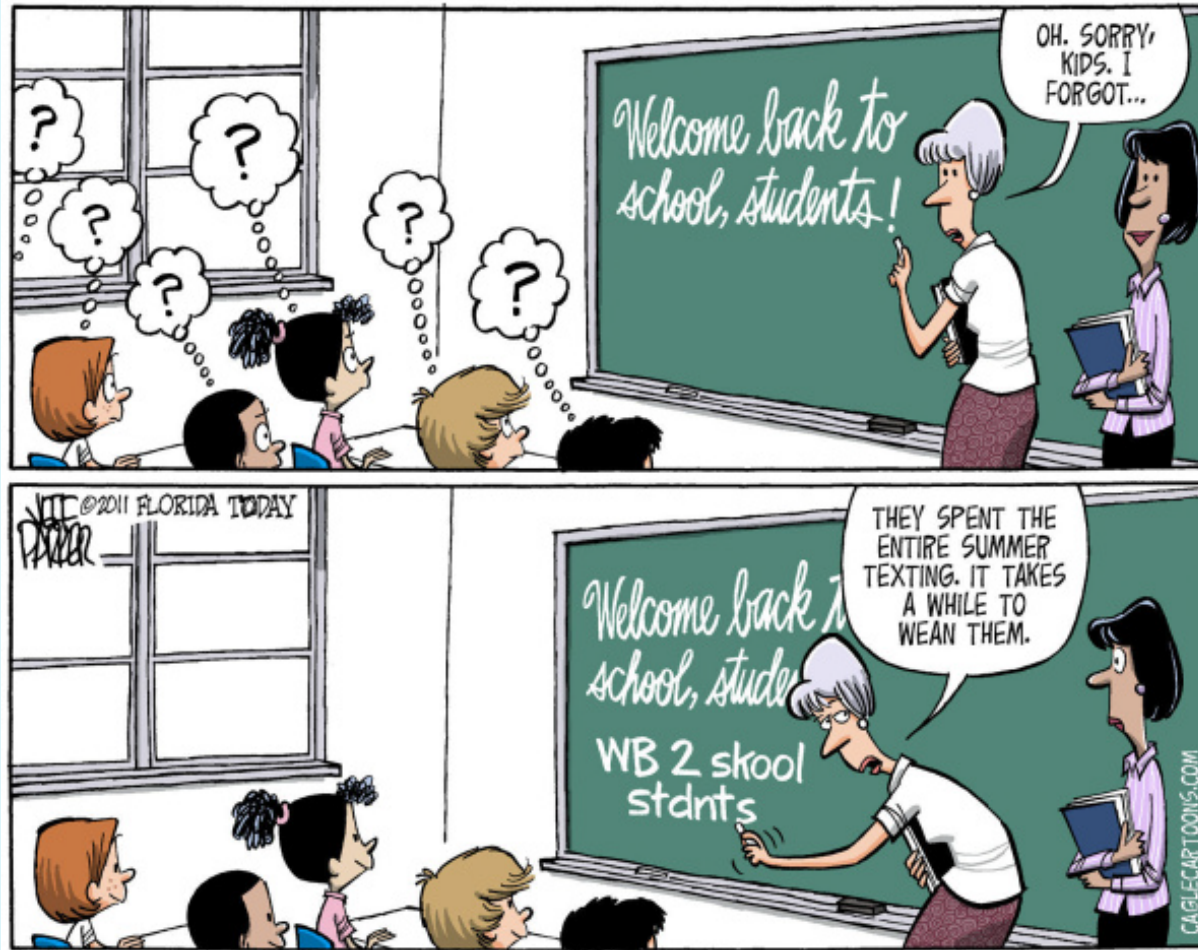


Academic Recovery in Ohio



**AN OVERVIEW OF K-12
ACHIEVEMENT AND LEARNING
ACCELERATION IN OHIO**

Before we begin... (option 1)



Before we begin... (option 2)



Student Proficiency & Chronic Absenteeism: Terms



- Ohio assessment data includes 6 performance levels
 - Limited (lowest level of performance)
 - Basic
 - Proficient
 - Accomplished
 - Advanced
 - Advanced Plus (highest level of performance)
- Chronic absenteeism defined as missing at least 10% of the total school year
 - Moderately absent (10-19% of the year)
 - Severely absent (20-49% of the year)
 - Extremely absent (50% or more of the year)

Student Proficiency & Chronic Absenteeism: Highlights

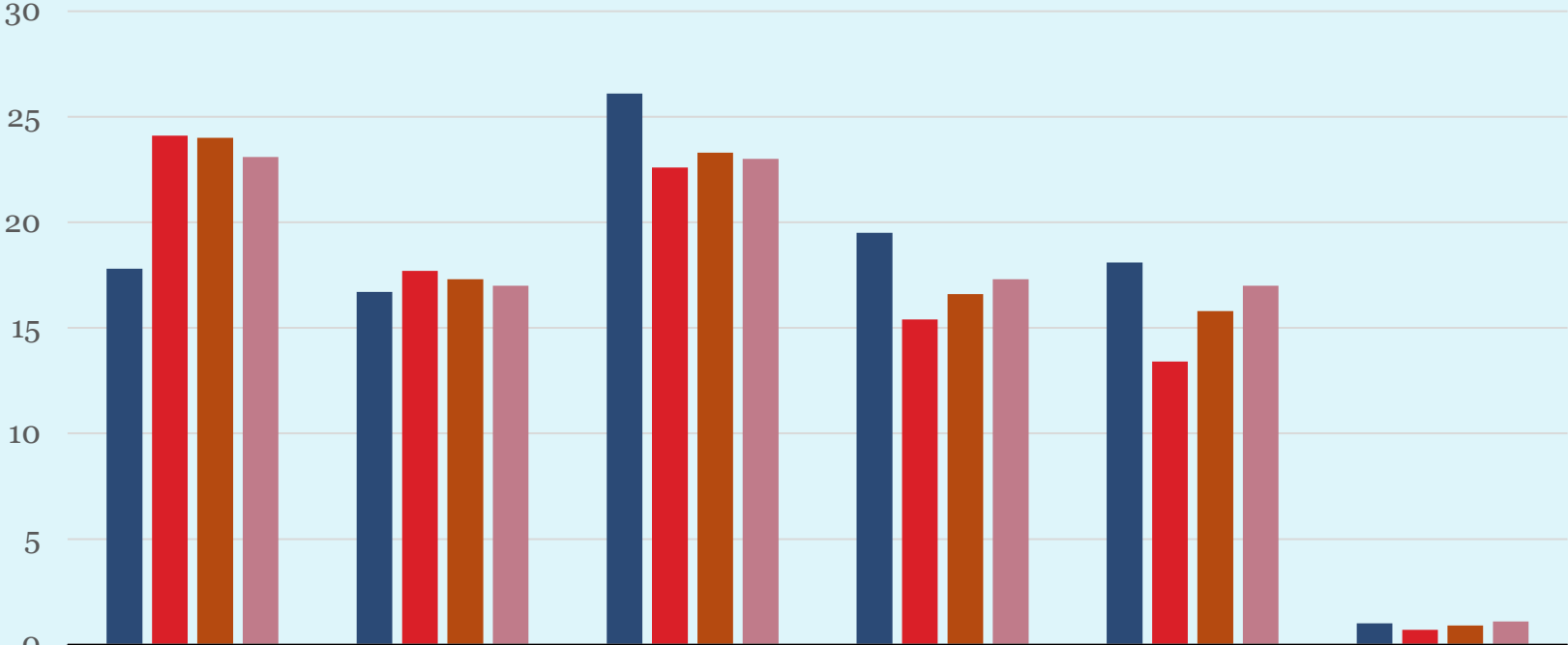


- **2022-23 chronically absent students : 418,383**
 - 281,240 students “moderately” chronically absent
 - 137,143 students “severely” or “extremely” chronically absent
 - Almost 2/3rds of chronically absent students in 2021-22 school year also chronically absent in 2022-23 school year
- **2022-23 limited scoring students: 366,621 students on at least one state test (nearly 1 in 4 students)**
 - 1 in 5 students limited in ELA
 - 1 in 3 students limited in math

Student Proficiency on State Assessments



Student Performance Levels by School Year, by Percent



	Limited	Basic	Proficient	Accomplished	Advanced	Advanced Plus
2018-2019	17.8	16.7	26.1	19.5	18.1	1
2020-2021	24.1	17.7	22.6	15.4	13.4	0.7
2021-2022	24	17.3	23.3	16.6	15.8	0.9
2022-2023	23.1	17	23	17.3	17	1.1

Statewide Chronic Absenteeism



Chronic Absenteeism: Demographic Overview



School Year	2018-2019	2020-2021	2021-2022	2022-2023
All Students	16.7%	24.0%	30.2%	26.8%
Female	16.5%	23.4%	30.4%	27.1%
Male	16.8%	24.6%	30.0%	26.5%
American Indian or Alaskan Native	23.2%	31.7%	38.0%	34.6%
Asian or Pacific Islander	8.2%	11.5%	14.8%	16.4%
Black, Non-Hispanic	31.0%	46.8%	49.8%	45.0%
Hispanic	21.2%	34.8%	39.4%	35.0%
Multiracial	21.5%	30.4%	37.4%	33.2%
White, Non-Hispanic	12.7%	17.1%	24.2%	21.0%
Economic Disadvantaged	25.8%	37.5%	44.4%	39.1%
English Learner	16.4%	32.0%	31.6%	29.2%
Students with Disabilities	25.4%	32.8%	39.9%	35.7%

Student Proficiency



- **Some highlights from 2022-23 test results:**
 - Nearly 40% of 3rd graders did not achieve proficiency in reading (28% limited, 9.6% basic)
 - Over half of 8th graders did not achieve proficiency in math (39.1% limited, 13.5% basic)
 - African American students scored below proficiency on over 66% of their state tests (44.7% limited, 21.9% basic)
 - Economically disadvantaged students scored below proficiency on over half of their state tests (35% limited, 21.1% basic)
 - Special education students scored below proficiency on over 75% of their state tests (54.7% limited, 20.5% basic)

Student Proficiency: 2018-19 to 2022-23



Statewide Proficiency by Demographic Group by Year						
Demographic Group	Subject	2018-2019	2021-2022	2022-2023		
All Students	English Language Arts	64.6%	59.5%	60.9%	▲	+1.4
	Mathematics	61.0%	50.5%	53.0%	▲	+2.5
Economic Disadvantaged	English Language Arts	49.5%	43.0%	44.8%	▲	+1.8
	Mathematics	45.5%	32.6%	35.7%	▲	+3.1
Students with Disabilities	English Language Arts	28.9%	20.9%	21.9%	▲	+1.0
	Mathematics	28.2%	17.4%	19.2%	▲	+1.8
English Learners	English Language Arts	43.7%	35.9%	38.4%	▲	+2.5
	Mathematics	45.7%	31.4%	35.9%	▲	+4.5
White, Non-Hispanic	English Language Arts	71.7%	67.6%	69.2%	▲	+1.6
	Mathematics	68.9%	59.8%	62.6%	▲	+2.8
Black, Non-Hispanic	English Language Arts	39.3%	33.2%	35.2%	▲	+2.0
	Mathematics	32.5%	20.4%	23.0%	▲	+2.6
Hispanic	English Language Arts	51.2%	45.1%	45.8%	▲	+0.7
	Mathematics	47.9%	35.4%	37.9%	▲	+2.5
Multiracial	English Language Arts	59.6%	54.6%	55.8%	▲	+1.2
	Mathematics	54.6%	42.8%	45.4%	▲	+2.6
Asian or Pacific Islander	English Language Arts	76.8%	73.7%	73.8%	▲	+0.1
	Mathematics	78.7%	71.4%	72.2%	▲	+0.8
Alaskan Native or American Indian	English Language Arts	60.0%	51.8%	52.9%	▲	+1.1
	Mathematics	54.0%	40.8%	42.7%	▲	+1.9

Student Proficiency: Grades 3-8



- 2022-23 Limited Scores: Grades 3-8

	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade	Total
English Language Arts	23320	29563	18754	27520	20409	32003	151569 (36.51%)
Math	34027	29027	35881	39237	40850	42226	221248 (53.3%)
Science			17421			24898	42319 (10.19%)
Total	57347 (13.81%)	58590 (14.11%)	72056 (17.36%)	66757 (16.08%)	61259 (14.75%)	99127 (23.88%)	415136

- 256,922 unique students scored limited on a 3-8 assessment in 2023
- 164,646 (64%) also scored limited on an assessment in 2022
- 123,867 (48%) also scored limited on an assessment in 2021
- 107,029 (41.7) scored limited on an assessment in all three years

Learning Acceleration Efforts in Ohio



- **Investments in the Science of Reading**
 - \$170 million for teacher professional development, new curriculum and intervention materials, and hiring of literacy coaches to support schools with the greatest need
- **Future Forward Ohio**
 - Targeted investment of Ohio's discretionary COVID aid focused on accelerating learning, overcoming obstacles to student achievement, and improving student college/career readiness
 - Includes high-dosage tutoring, contracts with math and reading vendors, summer and afterschool learning, broadband access, supports for students with disabilities, and Ohio's Afterschool Child Enrichment (ACE) program
- **Strengthened supports for struggling students**
 - Students promoted to 4th grade without achieving reading proficiency receive targeted interventions until they score proficient in their enrolled grade

Proposed Learning Acceleration Efforts



- **Senate Bill 162**
 - Require schools provide academic interventions to students scoring limited in math and/or ELA
 - Type of intervention(s) flexible—can be provided by district, third party, or both—but must be aligned with student’s academic instruction
 - Interventions continue until student no longer scoring “limited” on state test for grade in which they are enrolled
 - ✦ Alternatively, through combination of course grade and diagnostic test results
 - Require development of Math Improvement & Monitoring Plans (MIMPs) for students not showing math proficiency
 - ✦ Similar to Reading Improvement & Monitoring Plans (RIMPs) required in schools today
- **Status: passed by the Senate, pending in the House of Representatives**