

Indicator 3: Reading and Mathematics Assessments

Fact Sheet

WHAT DOES THIS INDICATOR MEASURE?

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

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

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

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

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

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

WHAT ARE THE DATA CONSIDERATIONS?

Data Source

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

How has this indicator changed?

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

Data Notes

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

WHAT ARE THE PROGRAMMATIC CONSIDERATIONS?

Legislation

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

HOW HAS OHIO PERFORMED OVER TIME?

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

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

3a: Grade 4 Math Participation Rate

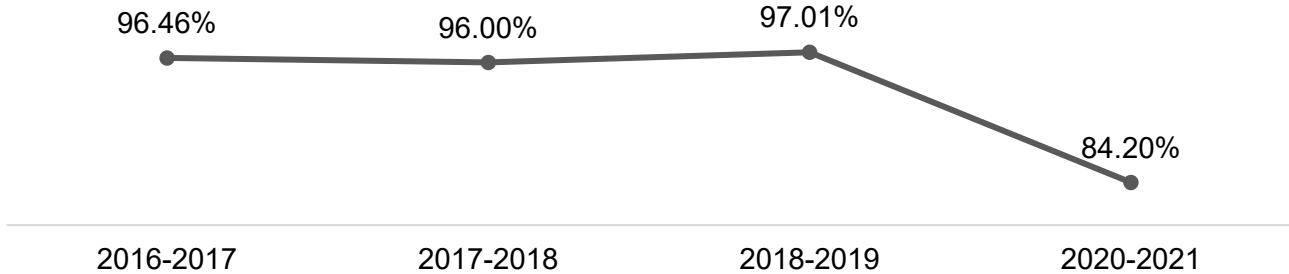


Figure 1. Ohio's grade 4 math participation rate for students with disabilities was 96.46% in 2016-2017. Grade 4 math participation rate for students with disabilities decreased to 84.2% in 2020-2021.

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

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

3a: Grade 8 Math Participation Rate

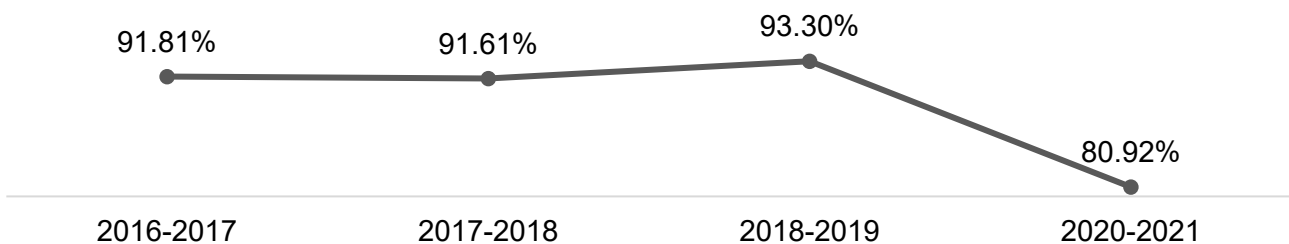


Figure 2. Ohio's grade 8 math participation rate increased from 91.81% in 2016-2017 to 93.30% in 2018-2019, with a decrease in 2020-2021 to 80.92%.

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

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

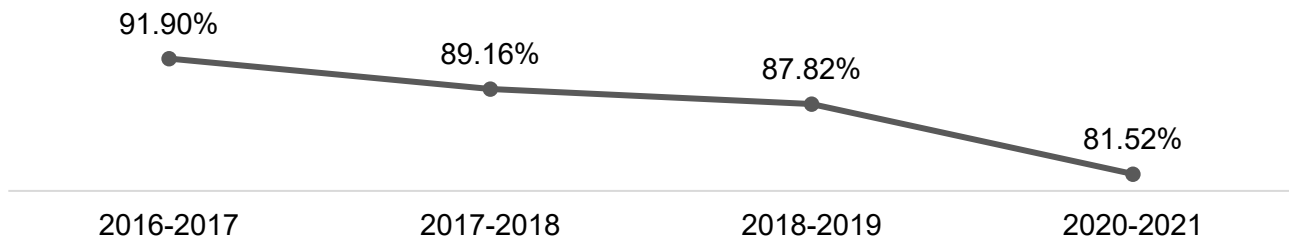
3a: High School Math Participation Rate

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

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

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

PROPOSED TARGETS – INDICATOR 3A MATH

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

Option A Target Table – Indicator 3a Math

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

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

Option A Rationale – Indicator 3a Math

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

Option B Target Table – Indicator 3a Math

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

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

Option B Rationale – Indicator 3a Math

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

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

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

Option C Rationale – Indicator 3a Math

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

HOW HAS OHIO PERFORMED OVER TIME?

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

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

3a: Grade 4 Reading Participation Rate

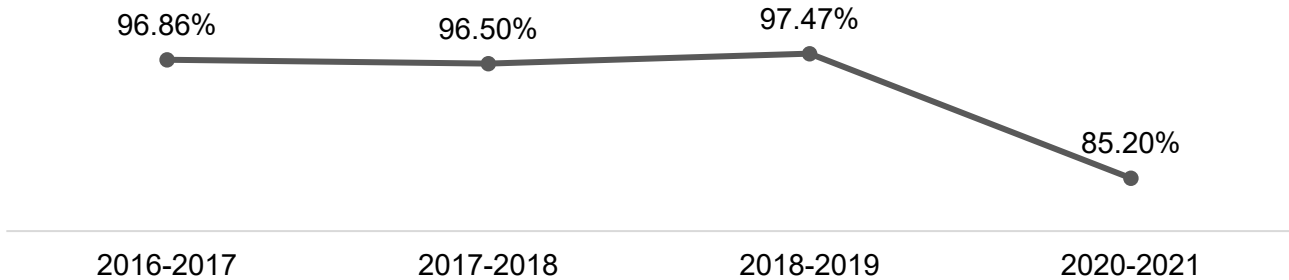


Figure 4. Ohio's grade 4 reading participation rate for students with disabilities decreased from 96.86% in 2016-2017 to 85.2% in 2020-2021.

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

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

3a: Grade 8 Reading Participation Rate

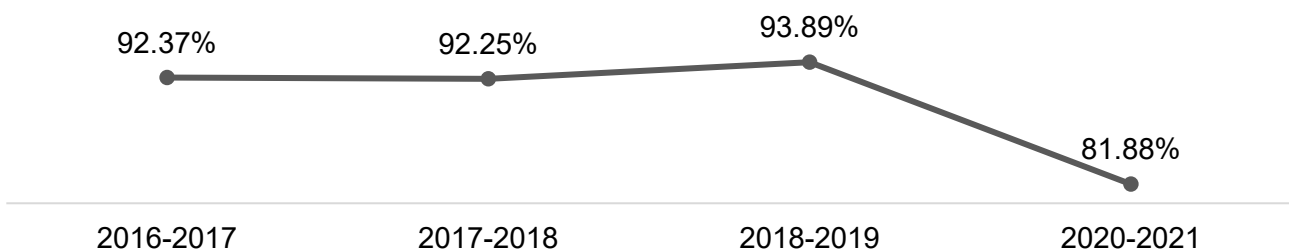


Figure 5. Ohio's grade 8 reading participation rate for students with disabilities decreased from 92.37% in 2016-2017 to 81.88% in 2020-21.

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

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

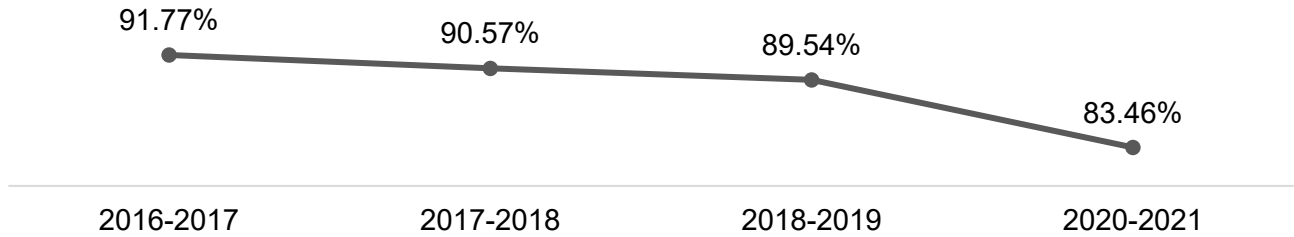
3a: High School Reading Participation Rate

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

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

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

PROPOSED TARGETS – INDICATOR 3A READING

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

Option A Target Table – Indicator 3a Reading

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

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

Option A Rationale – Indicator 3a Reading

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

Option B Target Table – Indicator 3a Reading

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

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

Option B Rationale – Indicator 3a Reading

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

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

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

Option C Rationale – Indicator 3a Reading

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

HOW HAS OHIO PERFORMED OVER TIME?

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

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

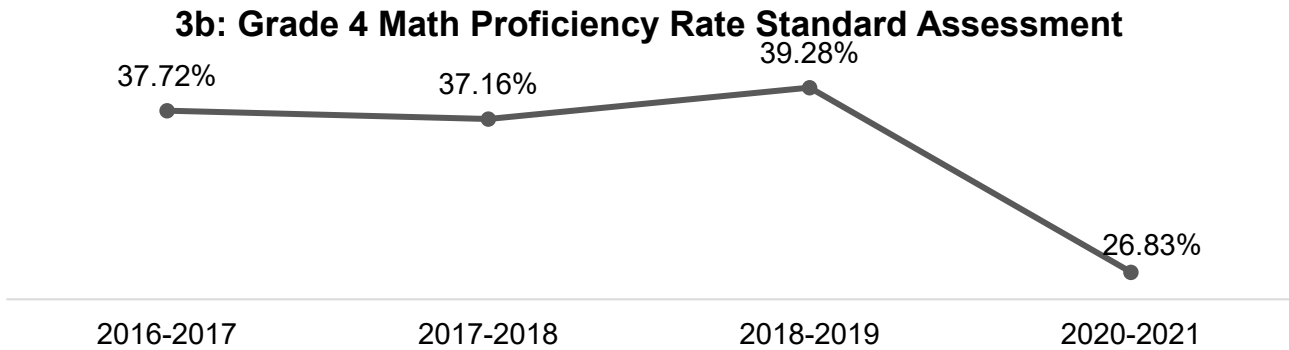


Figure 7. Ohio's grade 4 math proficiency rate for students with disabilities on standard assessments decreased from 37.72% in 2016-2017 to 26.83% in 2020-2021.

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

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

3b: Grade 8 Math Proficiency Rate Standard Assessment

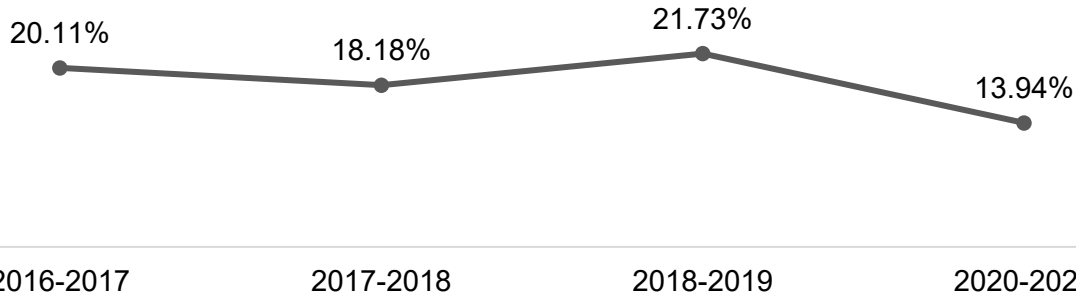


Figure 8. Ohio's grade 8 math proficiency rate for students with disabilities on standard assessments decreased from 20.11% in 2016-2017 to 13.94% in 2020-2021.

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

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

3b: High School Math Proficiency Rate Standard Assessment

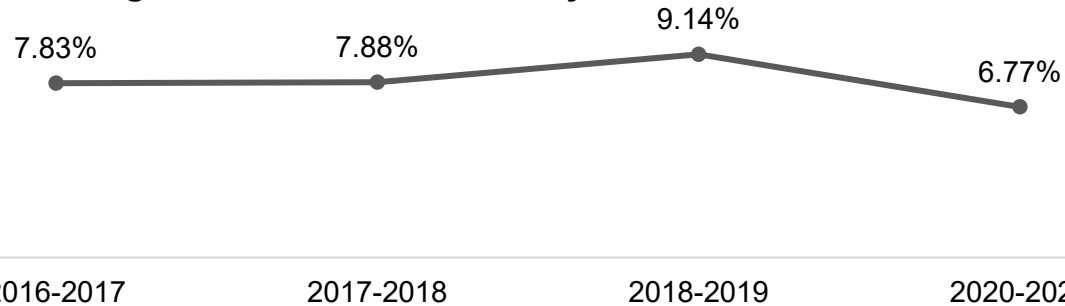


Figure 9. Ohio's high school math proficiency rate for students with disabilities on standard assessments increased steadily from 7.83% in 2016-2017 to 9.14% in 2018-2019, then decreased to 6.77% in 2020-2021.

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

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

PROPOSED TARGETS – INDICATOR 3B MATH

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

Option A Target Table – Indicator 3b Math

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

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

Option A Rationale – Indicator 3b Math

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

Option B Target Table – Indicator 3b Math

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

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

Option B Rationale – Indicator 3b Math

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

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

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

Option C Rationale – Indicator 3b Math

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

HOW HAS OHIO PERFORMED OVER TIME?

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

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

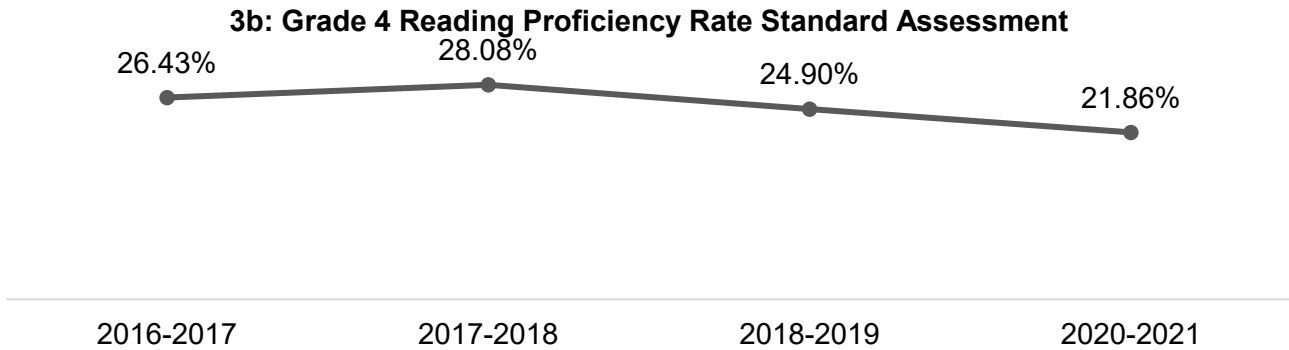


Figure 10. Ohio's grade 4 reading proficiency rate for students with disabilities on standard assessments decreased from 26.43% in 2016-2017 to 21.86% in 2020-2021.

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

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

3b: Grade 8 Reading Proficiency Rate Standard Assessment

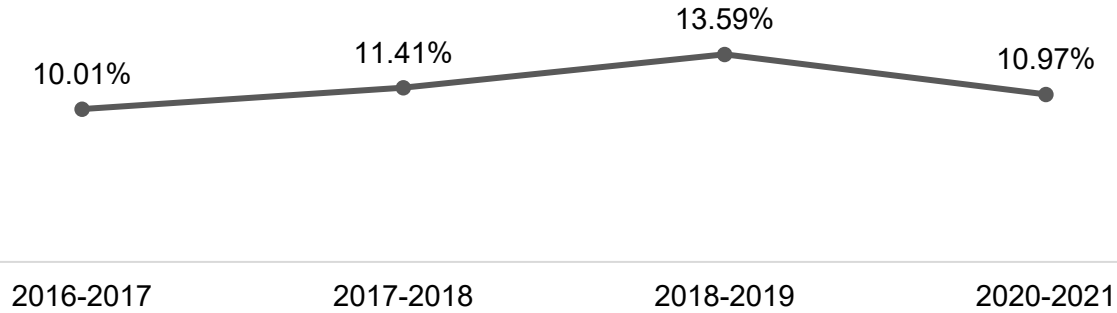


Figure 11. Ohio’s grade 8 reading proficiency rate for students with disabilities on standard assessments increased steadily from 10.01% in 2016-2017 to 10.97% in 2020-2021.

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

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

3b: High School Reading Proficiency Rate Standard Assessment

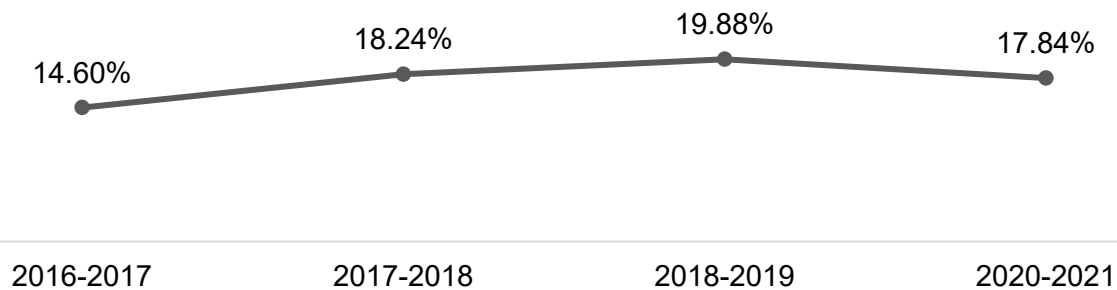


Figure 12. Ohio’s high school reading proficiency rate for students with disabilities on standard assessments increased steadily from 14.6% in 2016-2017 to 19.88% in 2018-2019, then decreased to 17.84% in 2020-2021.

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

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

PROPOSED TARGETS – INDICATOR 3B READING

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

Option A Target Table – Indicator 3b Reading

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

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

Option A Rationale – Indicator 3b Reading

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

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

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

Option B Rationale – Indicator 3b Reading

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

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

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

Option C Rationale – Indicator 3b Reading

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

HOW HAS OHIO PERFORMED OVER TIME?

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

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

3c: Grade 4 Math Proficiency Rate Alternate Assessment

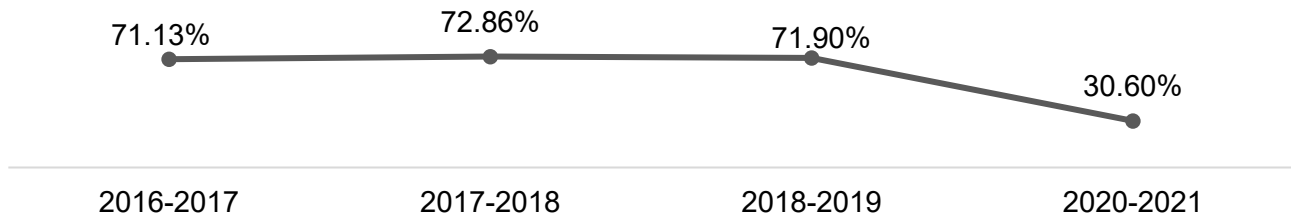


Figure 13. Ohio's grade 4 math proficiency rate for students with disabilities on alternate assessments increased from 71.13% in 2016-2017 to 71.9% in 2018-2019, then decreased to 30.6% in 2020-2021.

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

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

3c: Grade 8 Math Proficiency Rate Alternate Assessment

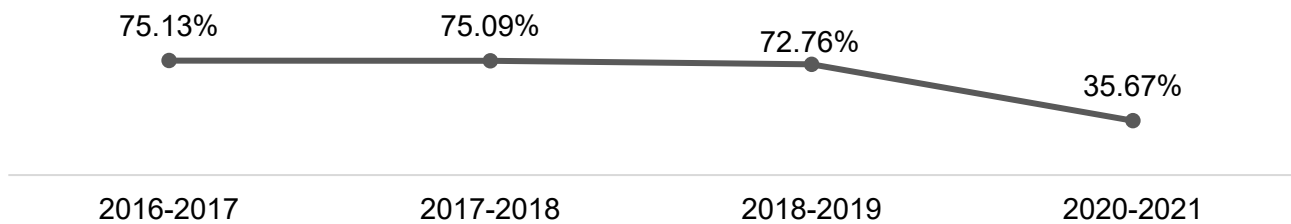


Figure 14. Ohio's grade 8 math proficiency rate for students with disabilities on alternate assessments decreased steadily from 75.13% in 2016-2017 to 35.67% in 2020-2021.

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

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

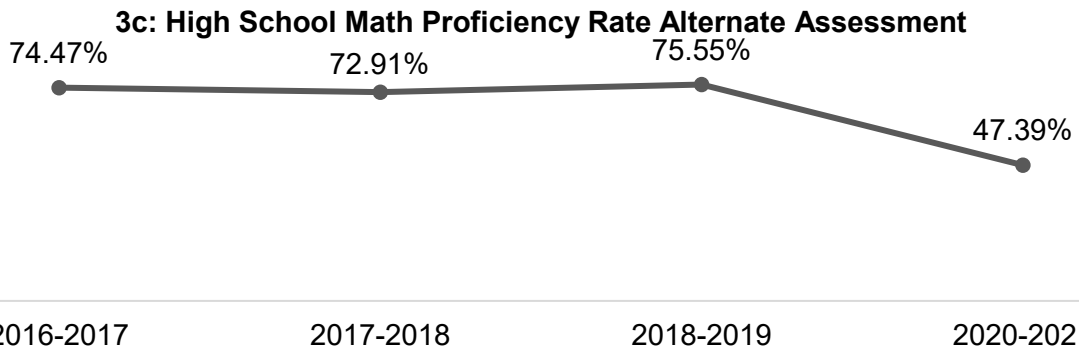


Figure 15. Ohio's high school math proficiency rate for students with disabilities on alternate assessments increased from 74.47% in 2016-2017 to 75.55% in 2018-2019, then decreased to 47.39% in 2020-2021.

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

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

PROPOSED TARGETS – INDICATOR 3C MATH

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

Option A Target Table – Indicator 3c Math

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

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

Option A Rationale – Indicator 3c Math

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

Option B Target Table – Indicator 3c Math

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

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

Option B Rationale – Indicator 3c Math

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

HOW HAS OHIO PERFORMED OVER TIME?

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

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

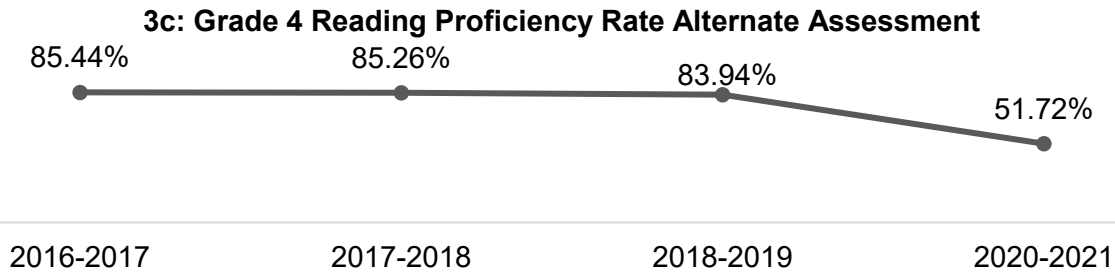


Figure 16. Ohio's grade 4 reading proficiency rate for students with disabilities on alternate assessments decreased steadily from 85.44% in 2016-2017 to 51.72% in 2020-2021.

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

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

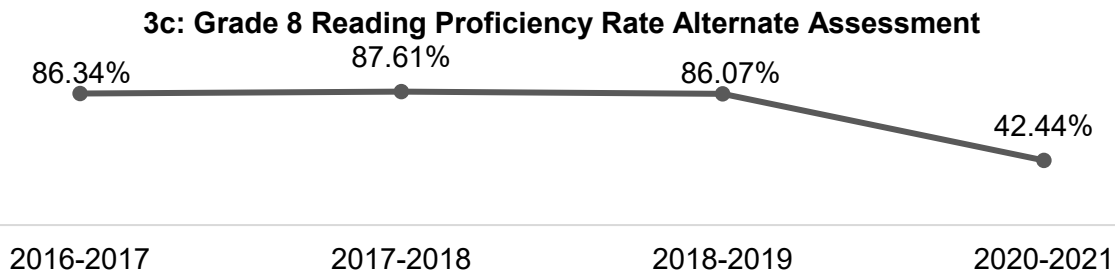


Figure 17. Ohio's grade 8 reading proficiency rate for students with disabilities on alternate assessments decreased from 86.34% in 2016-2017 to 42.44% in 2020-2021.

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

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

3c: High School Reading Proficiency Rate Alternate Assessment

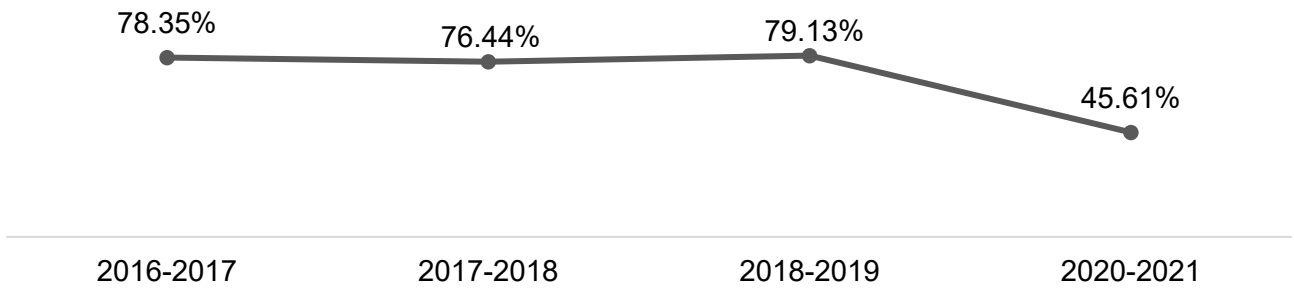


Figure 18. Ohio’s high school reading proficiency rate for students with disabilities on alternate assessments decreased from 78.35% in 2016-2017 to 45.61% in 2020-2021.

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

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

PROPOSED TARGETS – INDICATOR 3C READING

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

Option A Target Table – Indicator 3c Reading

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

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

Option A Rationale – Indicator 3c Reading

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

Option B Target Table – Indicator 3c Reading

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

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

Option B Rationale– Indicator 3c Reading

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

HOW HAS OHIO PERFORMED OVER TIME?

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

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

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

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

To calculate indicator 3d:

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

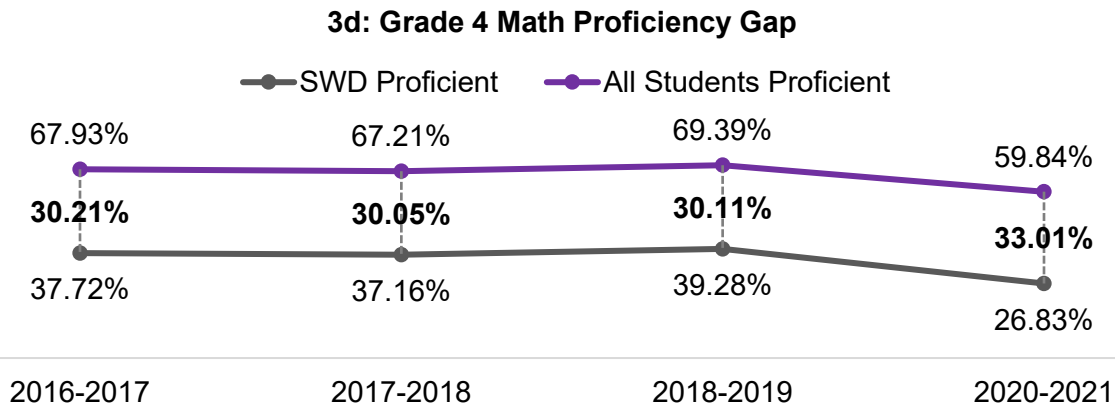


Figure 19. Ohio’s grade 4 math proficiency gap remained relatively steady over three years at 30.21% in 2016-2017, 30.05% in 2017-2018 and 30.11% in 2018-2019, then increased to 33.01% in 2020-2021.

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

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

3d: Grade 8 Math Proficiency Gap

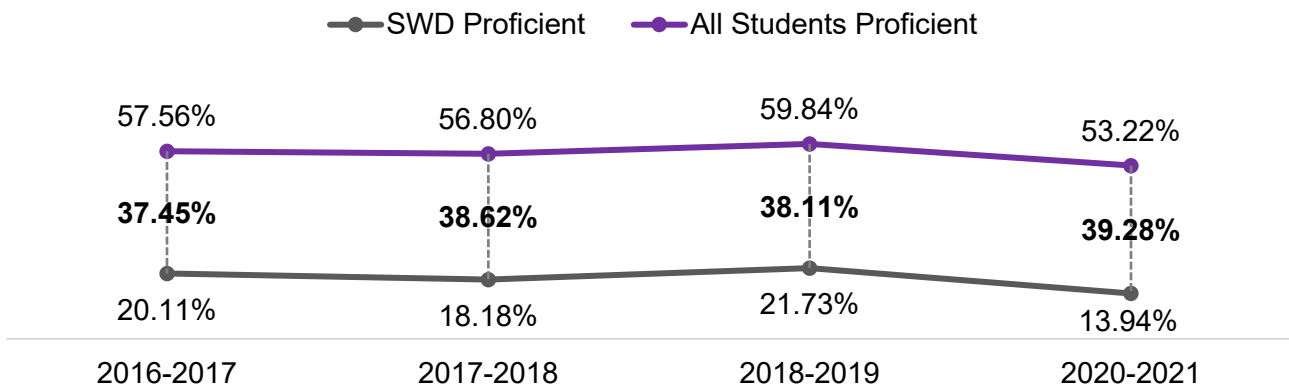


Figure 20. Ohio’s grade 8 math proficiency gap remained relatively steady over three years at 37.45% in 2016-2017, 38.62% in 2017-2018 and 38.11% in 2018-2019, then increased to 39.28% in 2020-2021.

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

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

3d: High School Math Proficiency Gap

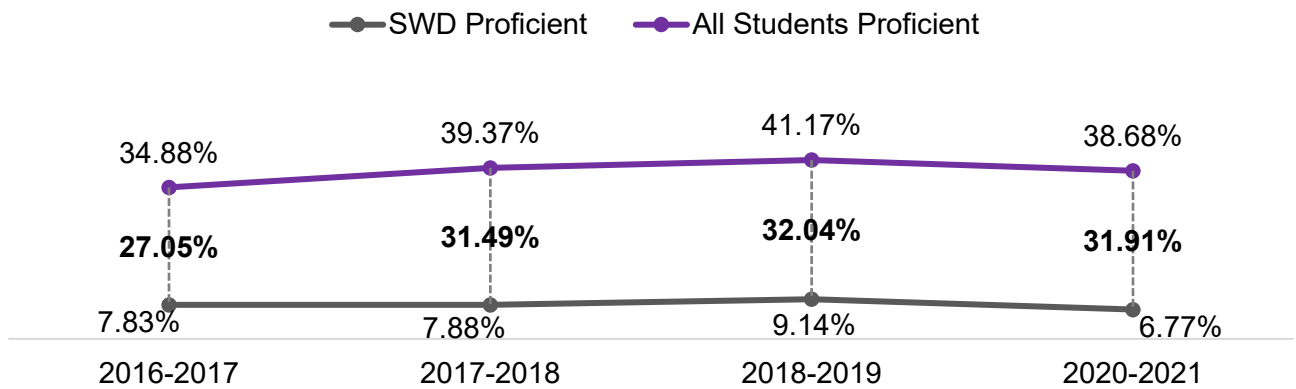


Figure 21. Ohio’s high school math proficiency gap increased steadily from 27.05% in 2016-2017 to 31.91% in 2020-2021.

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

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

PROPOSED TARGETS – INDICATOR 3D MATH

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

Option A Target Table – Indicator 3d Math

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

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

Option A Rationale – Indicator 3d Math

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

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

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

Option B Rationale – Indicator 3d Math

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

HOW HAS OHIO PERFORMED OVER TIME?

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

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

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

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

To calculate indicator 3d:

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

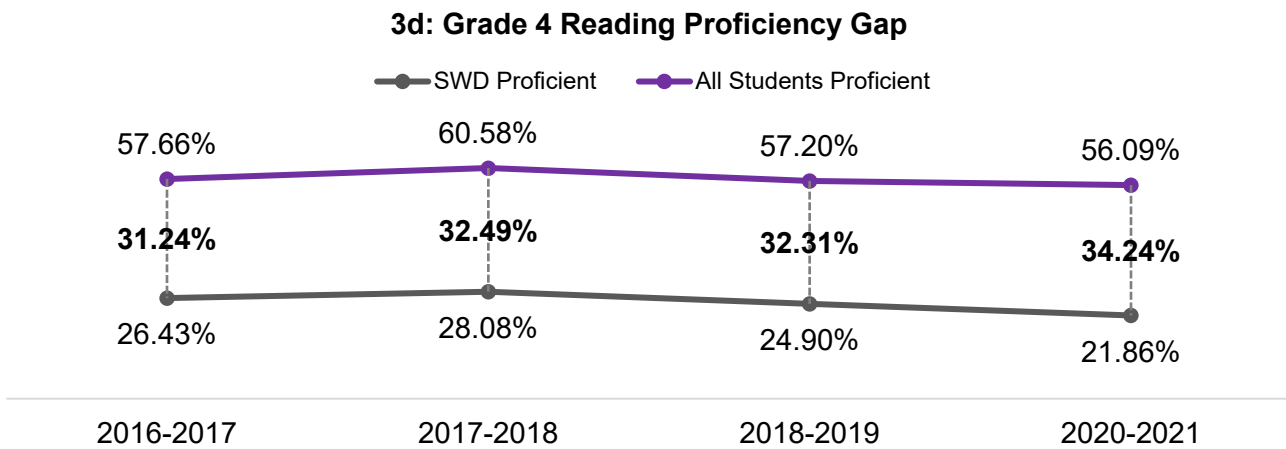


Figure 22. Ohio's grade 4 reading proficiency gap increased from 31.24% in 2016-2017 to 34.24% in 2020-2021.

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

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

3d: Grade 8 Reading Proficiency Gap

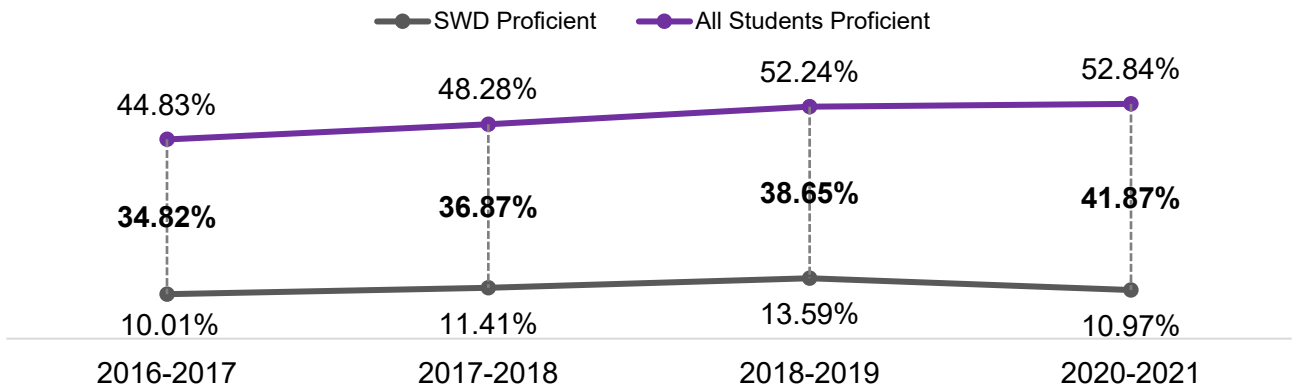


Figure 23. Ohio’s grade 8 reading proficiency gap increased steadily from 34.82% in 2016-2017 to 41.87% in 2020-2021.

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

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

3d: High School Reading Proficiency Gap

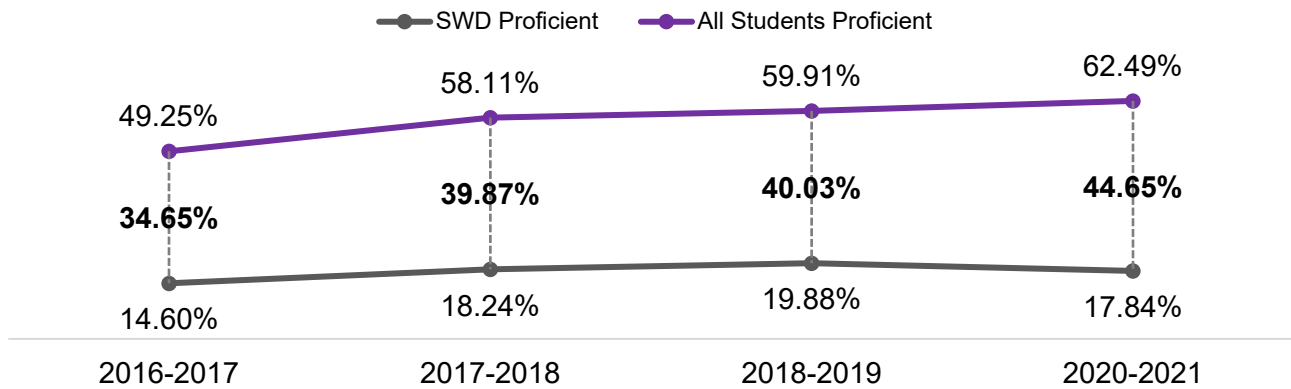


Figure 24. Ohio’s high school reading proficiency gap increased steadily from 34.65% in 2016-2017 to 44.65% in 2020-2021.

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

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

PROPOSED TARGETS – INDICATOR 3D READING

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

Option A Target Table – Indicator 3d Reading

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

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

Option A Rationale – Indicator 3d Reading

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

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

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

Option B Rationale – Indicator 3d Reading

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