Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency

Background and Process

Waiver Opportunities

- 2019-2020 school year, “blanket waiver”
- 2020-2021 school year, limited flexibilities

ESSA Addendum

- Department memo and addendum draft
- Stakeholder feedback, public comment
- Submission on February 1st

Addendum Template Example

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

Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d)) (corresponds with A.4 in the revised State plan template)*:

a. ☒ Establishment of Long-Term Goals. *(ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template)* Due to the COVID-19 waivers, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one year for:

1. ☒ Academic Achievement. *If a State is proposing to shift the timeline forward by a year, check the box.*
2. ☒ Graduation Rate. *If a State is proposing to shift the timeline forward by a year, check the box.*
3. ☒ Progress in Achieving English Language Proficiency (ELP). *If a State is proposing to shift the timeline forward by a year, check the box.*

b. ☒ Indicators. *(ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template)* Due to COVID-19, the State is revising one or more of its indicators for the 2020-2021 school year to be used in accountability determinations in fall 2021. These revisions are limited to the 2020-2021 school year.

1. ☐ Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2020-2021 school year.

Long term and interim goals used in the Gap Closing Component

- ☑ 1. English Language Arts
- ☑ 2. Mathematics
- ☑ 3. Graduation
- ☑ 4. Progress in Achieving English Language Proficiency

Example of Goals Shift

English Learners Annual Progress Toward Attaining English Language Proficiency											
	As Approved in Ohio's ESSA State Plan					As Proposed in ESSA Addendum					
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Revised)	45%	48%	51%	54%	57%	57%	60%	63%	66%	69%	72%
All Students (Original)	45%	48%	51%	54%	57%	60%	63%	66%	69%	72%	75%

Technical Revisions to Accountability Measures

- [ ] 1. Academic Achievement
- [x] 2. Progress (Growth)
- [ ] 3. Graduation Rate
- [x] 4. Progress in Achieving English Language Proficiency
- [x] 5. Chronic Absenteeism

Impact of Accountability on School Improvement Identification

1. **Annual Meaningful Differentiation**
   a. Letter grades and ratings
2. **Weighting of Indicators**
   a. English Learner Progress Indicator
   b. Chronic Absenteeism Indicator
3. **Methodology**
   a. Gap Closing use of 2018-2019 data for improvement points

Identification of Schools

Timeline

The Department is proposing in its addendum to shift forward by one-year the school identifications as allowed through the federal guidance.

This would shift new identification of schools from the Fall of 2021 to the Fall of 2022.

Continued Support for School and LEA Improvement

Exit from Identification Status

For the purpose of maintaining ongoing supports and implementation of school improvement plans, **Ohio is not proposing including in its addendum changes to the exit criteria.**

Once a new round of identification is completed, and complete data available in future years, schools will again be able to demonstrate improved performance allowing them to exit identification statuses.

Additional Topics

- Building Eligibility Flexibilities
  - US Department of Agriculture Fact Sheet
- ESSER II
  - CCIP Note #459
- Title IV-Waiver
  - CCIP Note #455

Questions & Feedback

Department Memo & Addendum Draft will be posted:
http://education.ohio.gov/Topics/Every-Student-Succeeds-Act-ESSA

Feedback:
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