UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

October 30, 2026

The Honorable Stephen D. Dackin
Director
Ohio Department of Education and Workforce
25 South Front Street
Columbus, OH 43215

Dear Director Dackin:

I am writing in response to Ohio's request to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA). Ohio submitted its request on July 30, 2026, and submitted a revised version on October 9, 2026.

I have determined that the amendment request meets ESEA requirements. Accordingly, I am approving Ohio's amended State plan. A summary of Ohio's amendment is enclosed. This letter, as well as Ohio's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Ohio's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Ohio's responsibility to comply with these civil rights requirements.

Thank you for the work Ohio has invested in its consolidated State plan under the ESEA. If you need any assistance regarding its implementation, please contact us at: OESE.TitleI-A@ed.gov.

Sincerely,

Kirsten Baesler
Assistant Secretary
Office of Elementary and Secondary Education

Enclosure

cc: Christopher Woolard, Kari Jones, Jeremy Varner, Diane Allen, and Aaron Raush, Ohio Department of Education and Workforce

**Amendment to the Ohio ESEA Consolidated State Plan**
The following is a summary of Ohio's amendment request. Please refer to the Department's website (https://www.ed.gov/about/ed-offices/oese/key-documents) for Ohio's complete consolidated State plan.

**Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies**

- *Graduation Rate Indicator*
  Ohio updated its methodology for calculating the Graduation Rate indicator to use the lagged adjusted cohort graduation rate.

- *Progress in Achieving English Language Proficiency (ELP) Indicator*
  Ohio modified the number of points that will be awarded to the Progress in Achieving ELP indicator from 30 to 5 points.

- *School Quality or Student Success (SQSS) Indicator*
  Ohio clarified the calculation of its gap closing indicator, which focuses on subgroup performance on academic achievement in reading/language arts (R/LA) and mathematics, growth in R/LA and mathematics, graduation rate, progress in achieving ELP, and chronic absenteeism. The school earns points based on how many of its subgroups meet established targets and the school earns between one and five stars based on the percentage of possible points it earns.

  Ohio added a new College, Career, Workforce, and Military Readiness (CCWMR) indicator. Students can demonstrate post-secondary readiness in eleven different ways. A school earns stars on this indicator based on the percentage of students in the four-year adjusted-cohort graduation rate that demonstrate readiness (e.g., if over 85 percent of students demonstrate readiness, the school earns five stars; if less than 53 percent of students demonstrate readiness, the school earns one star).

- *Weighting*
  Ohio updated the weight of its indicators to account for the change in points for the Progress in Achieving ELP indicator and the addition of its CCWMR SQSS indicator.

- *Comprehensive Support and Improvement (CSI) – Lowest Performing Five Percent of Title I Schools*
  Ohio clarified that it will identify at least the lowest performing five percent of schools and may identify more if additional schools meet the criteria.

- *CSI – Low Graduation Rate*
  Ohio clarified that it will use the lagging four-year adjusted cohort graduation rate to identify schools that graduate less than 67 percent of students. That is, beginning with accountability determinations following the 2026-2027 school year, the State will use the graduation rate from the 2025-2026 school year.

- *More Rigorous State-determined Action*
  Ohio proposed new actions for CSI schools that fail to meet the exit criteria. Specifically, the State indicates that increased State oversight, accountability, and monitoring could include actions such as revision of the school's improvement plan or improvement goals; selection and implementation of high-quality instructional materials approved by the State; a comprehensive academic review conducted; or annual approval of expenditure of all Federal funds. In addition, Ohio may implement escalating activities related to school-level operations such as reopening the school under a new principal or management team. conversion to a charter school, or closure of the school. Ohio will also

consider the context of a school when selecting interventions, including if a school predominantly serves students who are significantly off-track to meeting high school graduation requirements.

- *Resource Allocation Review*
  Ohio added to that it may contract with a provider to support the implementation of resource allocation reviews in LEAs serving a significant number or percentage of identified schools.

- *Technical Assistance*
  Ohio made several updates to the technical assistance it offers LEAs with a significant number of identified schools. Ohio added that it will provide targeted professional learning opportunities on needs assessment, development of aligned goals, and evidence-based strategies. The State also described its new integrated Multi-Tiered System of Support (MTSS) framework that guides LEA and school selection and implementation of high-quality instructional materials, evidence-based programs and practices, and research-based practices that align to grade level expectations and standards.

  The State replaced its discussion of its Online Evidence-Based Clearinghouse with a more general description of its instructional material resources and evidence-based teaching strategy supports.

- *Additional Optional Action*
  Ohio indicated that it may take additional action in LEAs with a significant number or percentage of schools that are consistently identified for support and improvement, including assigning a case manager to the LEA, requiring that educators complete additional professional learning approved by the State, or requiring approval of expenditure plans for Federal funds.

**Title IV, Part B: 21st Century Community Learning Centers**

- *Use of Funds*
  Ohio revised its plan to update how it uses State activities funds to provide technical assistance to subgrantees and removed out-of-date references, such as a mention of permitting expanded learning programs or including a set-aside for rural districts.

- *Awarding Subgrants*
  Ohio updated the criteria it will use to identify State-specific priorities and its peer review process. For example, in addition to the required priorities outlined in the ESEA, Ohio added that it will "further give priority in alignment with the State's education priorities involving literacy, accelerated learning, workforce readiness, and student wellness, Ohio's Integrated Multi-Tiered Systems of Supports and the critical role of families." Ohio noted that it may identify additional priorities over time based on a State needs assessment and the results from the State's comprehensive program evaluation.