



# OHIO

**OHIO ESSA Plan | April 2017**

ESSA COMPONENTS	PRESENT IN OHIO'S PLAN
<p><b>Accountability Measures within School Quality/Success</b></p>	<p>Student Engagement as measured by chronic absenteeism and school discipline for all grades. This measure will be incorporated into the Indicators Met measure, in the Achievement Component, on the Report Card. (pg. 32)</p>
<p><b>School Improvement</b></p>	<p>Ohio will create an online evidence-based clearinghouse, leveraging partnerships with the Ohio Education Research Center (OERC) and selected regional and local education agencies. School improvement plans must be based on evidence-based strategies, and the many supports that go along with ESSA such as 21st Century Community Learning Centers and other Title funds should be aligned to those evidence-based requirements. The clearinghouse will provide schools and districts with a broad menu of proven strategies and programs to support local planning, decision-making and implementation.</p> <p>In order to support a more comprehensive assessment of school needs, the parameters of tools, will expand to add additional focus on nonacademic student supports. These supports include mental health services, especially in light of the emphasis on chronic absenteeism. (pg. 57)</p>
<p><b>Professional Development</b></p>	<p>Ohio will use the Title II 3 percent set aside for state-level principal, teacher and teacher leader support. One or more programs may be designed and piloted in upcoming years focused on training, induction, mentoring, coaching and professional development of principals, teachers and teacher leaders. Program design could include collaboration with various stakeholder workgroups. The programs would help to create a state-wide system of support for principals, teachers and teacher leaders to foster environments that nurture success of all students and ensure continuous professional development based on principal, teacher and teacher leader needs and aspirations. (pg. 78)</p>

## ESSA COMPONENTS

## PRESENT IN OHIO'S PLAN

### Well-Rounded Education



Using flexibility provided by Title IV Ohio proposes to use funds to support access to rigorous coursework by helping to subsidize fees paid by economically disadvantaged students choosing to participate in Advanced Placement and International Baccalaureate examinations, STEM/Technology initiatives and school climate and safety resources.



Partner with schools and districts to pilot the use of climate surveys. The results of these pilots will allow Ohio to explore the climate as an additional indicator of school quality and the use of climate surveys as part of a larger improvement strategy.



Continue to support the Ohio Center for P-20 Safety and Security. The Center focuses on school climate, safety, security and emergency management concerns in the K-12 and higher education environments, providing guidance and direction to promote physically safe and emotionally secure environments for students, educators and staff.



Continue implementation of the system of Positive Behavior Intervention and Supports through direct training and facilitation to districts and schools.

## Reasons to Cheer!



Ohio is proposing to use Title IV funds to explore measurement of school climate as an indicator of school quality and to possibly be used for future improvement strategies.



Due to feedback from stakeholders, Ohio will expand assessment tools (as a part of comprehensive school assessment) to include additional focus on non-academic supports.

## Opportunities for Improvement



Include health indicators(s) within the accountability structure and school improvement monitoring. Schools that incorporate student health and wellness as a priority often see positive benefits in various areas including improved attendance and classroom behavior; improved cognitive performance (i.e., concentration, attention), better educational outcomes including over- all test scores and grades, graduation rates, and fewer behavioral problems.<sup>1</sup>



Consider using YRBS data and assessment tools like Centers for Disease Control and Prevention's School Health Index as a part of broader needs assessment.



Health education and physical education should be included in state accountability systems, school report card indicators, school improvement plans, professional development plans, addressed in needs assessment tools, and/or as a priority for funding under Title IV, Part A.

[Ohio Education Website](#) | Please use [essa@education.ohio.gov](mailto:essa@education.ohio.gov) for questions.

For technical assistance/support contact Dr. Kymm Ballard, a proud partner with Cairn Guidance on this project [ncpe4kids@gmail.com](mailto:ncpe4kids@gmail.com)

<sup>1</sup> Centers for Disease Control and Prevention. (2015). Health and Academic Achievement. Available at: [http://www.cdc.gov/healthyschools/health\\_and\\_academics/pdf/health-academic-achievement.pdf](http://www.cdc.gov/healthyschools/health_and_academics/pdf/health-academic-achievement.pdf).