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# OHIO LEGISLATIVE SERVICE COMMISSION

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R-134-0537

**To:** The Honorable Don Jones  
Ohio House of Representatives

**From:** Mike Niemi, Research Analyst *MN*

**Date:** March 1, 2021

**Subject:** Analysis of I\_134\_0810-1 (state report card revisions)

## SUMMARY

- Revises the state report card system for school districts, community schools, STEM schools, and college-preparatory boarding schools, beginning with the one issued for the 2021-2022 school year.
- Eliminates the use of “A,” “B,” “C,” “D,” and “F” letter grades on the state report card and creates new performance ratings of “significantly exceeds expectations,” “exceeds expectations,” “meets expectations,” “making substantial progress toward expectations,” “making moderate progress toward expectations,” and “in need of support.”
- Establishes five prescribed student academic performance measures.
- Requires the State Board of Education to adopt rules to establish performance criteria for performance ratings and a method to assign them to performance measures.
- Requires the Department to assign performance ratings for each individual performance measure, but expressly prohibits the issuance of an overall performance rating.
- Requires the Department to include additional data within the state report card without an assigned performance rating.
- Incorporates performance ratings and makes changes to triggers for a series of provisions that are contingent upon letter grades under current law.
- Requires the Department to submit to the U.S. Department of Education data necessary to comply with reporting requirements prescribed under federal law.

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## DETAILED ANALYSIS

### State report card system

The bill revises the state report card system established under current law to measure the academic and fiscal performance of city, local, and exempted village school districts, individual school buildings operated by districts, community schools, STEM schools, and college-preparatory boarding schools.<sup>1</sup> It does not affect the separate state report card systems established under continuing law for joint vocational school districts and dropout prevention and recovery community schools.<sup>2</sup>

Beginning with the state report card issued for the 2021-2022 school year, the bill prohibits the Department of Education from assigning an overall summative performance rating for a district or school and eliminates the use of letter grades of “A,” “B,” “C,” “D,” and “F” in

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<sup>1</sup> R.C. 3302.03 and 3314.012. See also R.C. 3326.17 and 3328.26, neither in the bill.

<sup>2</sup> R.C. 3302.033 and 3314.017, neither in the bill.

rating the performance of a district or school. Rather, the bill requires the Department to assign performance ratings of “significantly exceeds expectations,” “exceeds expectations,” “meets expectations,” “making substantial progress toward expectations,” “making moderate progress toward expectations,” or “in need of support” for a series of student academic performance measures.

The bill further specifies additional data that must be reported within the state report card, but which must not be assigned performance ratings. Finally, the bill modifies several provisions that are contingent on state report card results.<sup>3</sup>

### **Performance ratings**

In lieu of letter grades, the bill requires the Department to assign performance ratings for a series of prescribed performance measures. The State Board of Education must adopt rules to establish performance criteria for each performance rating and to prescribe a method for the Department to assign the ratings. For a school building for which any of the performance measures do not apply to the grade levels served by the school building, the State Board must designate the measures that are applicable to the building.<sup>4</sup>

The bill establishes the following performance ratings:

1. “Significantly exceeds expectations”;
2. “Exceeds expectations”;
3. “Meets expectations”;
4. “Making substantial progress toward expectations”;
5. “Making moderate progress towards expectations”;
6. “In need of support.”<sup>5</sup>

### **Performance measures**

The bill’s report card performance measures are: (1) **Gap Closing**, (2) **Achievement**, (3) **Progress**, (4) **Graduation**, and (5) **Third-Grade Reading Guarantee**. Under the bill, the State Board must adopt rules to establish a method to assign performance ratings to the performance measures. Additionally, the Department must include a line graph representing the most recent three-year trend data for each performance measure. The line graph must indicate if the trend data for the measure is upward, downward, or stagnant. In a printed or electronic version of the report card, each performance measure’s line graph must be presented next to the measure’s performance rating.<sup>6</sup>

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<sup>3</sup> R.C. 3302.03.

<sup>4</sup> R.C. 3302.03, second paragraph.

<sup>5</sup> R.C. 3302.03(F)(2).

<sup>6</sup> R.C. 3302.03(D)(1).

## Gap Closing

The Gap Closing measure is based on annual measurable objectives. Under continuing law, annual measurable objectives are a measure of student progress determined in accordance with an agreement between the state and the U.S. Department of Education. The bill prohibits the inclusion any subgroup data in the annual measurable objectives that includes data from fewer than 20 students. It also expressly requires that students who are identified as gifted be included as a subgroup in the measure. Furthermore, it expressly prohibits including students in the lowest quintile for achievement statewide as a subgroup in the measure.

The method the State Board develops to assign a performance rating to the Gap Closing measure must be based on the performance index score or value-added progress dimension score of each subgroup in the measure, whichever would result in a higher rating for the district or building. The method also must not prohibit assigning a particular performance rating for the measure based on whether or not all subgroups included in the measure achieve a prescribed performance level or higher.<sup>7</sup>

## Achievement

The Achievement measure is based on a district's or building's performance index score. The measure must be calculated by dividing a district's or building's performance index score by the maximum performance index score. The maximum score must be an average of the highest 10% performance index scores achieved by a district or building in the 2018-2019 school year, as determined by the Department. The Department must update the maximum score every five years using the score from the most recent school year for which performance index data is available. In addition, the maximum score cannot equal the highest total possible point on the performance index score.<sup>8</sup>

## Progress

The Progress measure is based on the district's or building's overall score under the value-added progress dimension, or another measure of student academic progress if adopted by the State Board, of a school district or building. The bill requires the Department to calculate the Progress measure using, as available, either the most recent three-year average of value-added data or the most recent year of value-added data, whichever would result in a higher rating for the district or building. It also expressly prohibits the use of subgroups in calculating the measure and further states that the State Board's method for assigning a rating to the measure must not prohibit assigning a particular performance rating based on whether or not subgroups achieve a prescribed performance level or higher. As under current law for the overall value-added score measure, the bill permits the State Board to adopt a student academic progress measure to be used instead of the value-added progress dimension.<sup>9</sup>

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<sup>7</sup> R.C. 3302.03(D)(1)(a). See also R.C. 3302.01(l).

<sup>8</sup> R.C. 3302.03(D)(1)(b).

<sup>9</sup> R.C. 3302.03(D)(1)(d).

## **Graduation**

The Graduation measure is based on a district's or building's four- and five-year adjusted cohort graduation rates performance measure.<sup>10</sup>

## **Third-Grade Reading Guarantee**

The Third-Grade Reading Guarantee measure is based on the percentage of students in a district or building who are promoted to fourth grade and are not subject to the retention provisions of the Third-Grade Reading Guarantee established under continuing law. The measure must include *only* students who completed all of the grade levels offered prior to the fourth grade in the district or building.<sup>11</sup>

## **Additional data reporting requirements**

In addition to the prescribed rated performance measures, the bill also requires the Department to include within the state report card additional data without an assigned performance rating. The reported data include performance indicators, the percentage of students in the four- or five-year graduation cohort who satisfy certain conditions, prescribed data regarding progress students are making toward passing the Third-Grade Reading Guarantee, and whether a district or building is PBIS compliant.

## **Performance indicators**

The bill requires the State Board, upon recommendations of the state Superintendent, to establish a performance indicator that measures chronic absenteeism in a district or building. It also requires the State Board to establish a performance indicator that measures the performance and improvement of students who retake the end-of-course exams. Finally, the bill specifies that those two indicators, and the gifted services indicator already established under continuing law, must not be part of the performance indicator unit prescribed under continuing law.<sup>12</sup> Under current law, the performance indicator unit is composed of a series of individual indicators, each of which measures student proficiency on a particular state assessment administered by a district or building and other indicators of student success. A district or building "meets" an indicator for a state assessment if a certain percentage of the district's or building's students attain a proficient score or higher on that assessment (that is, the district or building achieves the proficiency percentage established by the State Board). The Department must assign a letter grade to the district or building based on how many indicators within the performance indicator unit are met.

Under the bill, all of those performance indicators must be reported within the state report card without a performance rating. In addition, beginning with the 2021-2022 school

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<sup>10</sup> R.C. 3302.03(D)(1)(c).

<sup>11</sup> R.C. 3302.03(D)(1)(e).

<sup>12</sup> R.C. 3302.02(A).

year, the bill eliminates the provision of current law that requires the State Board to establish proficiency percentages a district or building must attain to “meet” each indicator.<sup>13</sup>

### **Data regarding four- and five-year graduation cohorts**

The bill requires the Department to report within the state report card data regarding the percentage of students in the four- and five-year adjusted cohort graduation rates of the district or building who:

1. Completed grades 9-12 while enrolled in the district or building;
2. Officially withdrew from a district or building and did not receive a high school diploma;
3. Have an individualized education program and satisfied the conditions for a high school diploma, but opted not to receive one;
4. Earned each state diploma seal associated with high school graduation under continuing law;
5. Participated in AP classes and the percentage of those students who received a score of 3 or better on AP exams;
6. Participated in IB classes and the percentage of those students who received a score of 4 or better on IB exams;
7. Earned at least 3 college credits through an advanced standing program, such as College Credit Plus or state approved career-technical courses offered through dual enrollment or statewide articulation. The earned credits must appear on the college transcript issued by the institution of higher education from which the student earned the credits. Finally, earned credits must include credits that count toward the curriculum requirements established for completion of a degree, but must not include any remedial or developmental credits;
8. Completed an internship;
9. Earned a proficient score or higher on three or more state technical assessments in a single career pathway;
10. Earned an industry-recognized credential;
11. Completed a pre-apprenticeship or an apprenticeship in the student’s chosen career field; or
12. Provide evidence of acceptance into an apprenticeship program after high school that is restricted to participants who are at least 18 years old.<sup>14</sup>

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<sup>13</sup> R.C. 3302.02(B) and 3302.03(a) to (d).

<sup>14</sup> R.C. 3302.03(D)(2)(e).

### Third-grade reading progress data

The bill requires the Department to report within the state report card data regarding the percentage of *all* students in a district or building who are promoted to the fourth grade and are not subject to retention under the Third-Grade Reading Guarantee instead of the percentage of just those students who completed grades kindergarten through third in the district or building.<sup>15</sup>

The Department also must report the percentage of students enrolled in grades K-3 who attained at least the equivalent of a promotion score on the reading component of either a state diagnostic assessment or the third-grade English language arts assessment.<sup>16</sup>

### PBIS compliance measure

The bill maintains a report card measure prescribed under continuing law that indicates with a “yes” or “no” whether a district or building has implemented a positive behavior intervention and supports (PBIS) framework.<sup>17</sup>

PBIS is designed to improve academic and social outcomes and increase learning for all students. For a description of the PBIS requirement, see pp. 9-12 of the LSC Final Analysis for H.B. 318 of the 132<sup>nd</sup> General Assembly.<sup>18</sup>

### Revised Code provisions contingent on report card results

The bill revises several Revised Code provisions that are contingent on state report card letter grades under current law. The table below describes how those provisions are contingent upon letter grades under current law and how the bill generally substitutes, and in some cases changes the threshold for, the use of performance ratings for letter grades.

Current law	I_134_0810-1
<b>Eligibility for alternative diagnostic assessments</b>	
Authorizes a school district, community school, or STEM school that receives a grade of “A” or “B” for performance index score or overall value-added progress dimension in the prior school year to use alternative diagnostic assessments (R.C. 3301.0715(C)).	Same, but changes the triggering condition to a “meets expectations” or higher for the achievement measure or the progress measure (R.C. 3301.0715(C)).

<sup>15</sup> R.C. 3302.03(D)(2)(f).

<sup>16</sup> R.C. 3302.03(D)(2)(g).

<sup>17</sup> R.C. 3302.03(D)(2)(h). See also R.C. 3319.46, not in the bill.

<sup>18</sup> <https://www.legislature.ohio.gov/download?key=10227&format=pdf>.

Current law	I_134_0810-1
<b>Preschool programs at community schools</b>	
<p>Permits a community school to establish a preschool program if it received on its most recent state report card either:</p> <ol style="list-style-type: none"> <li>1. If the school offers grades 4-12, a grade of “C” or better for performance index score and overall value-added progress dimension;</li> <li>2. If the school does not offer higher than grade 3, a grade of “C” or better for the improving K-3 literacy performance measure (<i>R.C. 3301.52(N)</i>).</li> </ol>	<p>Same, but changes triggering conditions as follows:</p> <ol style="list-style-type: none"> <li>1. If the school offers grades 4-12, a “meets expectations” or higher for the progress measure and the achievement measure;</li> <li>2. If the school does not offer higher than grade 3, a “meets expectations” or higher for the Third-Grade Reading Guarantee measure (<i>R.C. 3301.52(N)</i>).</li> </ol>
<b>Support system for the improvement of school districts and school buildings</b>	
<p>Requires the Ohio Department of Education to “endeavor” to include schools and buildings with low letter grades in the agreement with the U.S. Department of Education establishing the prioritization of schools in the state’s system of intensive, ongoing support for school improvement (<i>R.C. 3302.04(A)(2)</i>).</p>	<p>Same, but now requires the Ohio Department of Education to “endeavor” to include low performance ratings (<i>R.C. 3302.04(A)(2)</i>).</p>
<b>Exemptions from certain rules and statutes</b>	
<p>Requires the State Board of Education to adopt rules exempting school districts from specified state mandates if the district receives an overall grade of “A” (<i>R.C. 3302.05(D)</i>).</p>	<p>Same, but changes the triggering condition to a performance rating of “exceeds expectations” or higher on more than 50% of performance measures (<i>R.C. 3302.05(E)</i>).</p>
<b>Establishment and operation of academic distress commissions</b>	
<p>Requires the Superintendent of Public Instruction to establish an academic distress commission (ADC) for any school district that receives an overall grade of “F” for three consecutive school years (<i>R.C. 3302.10(A)(1)</i>).</p>	<p>Same, but with the following changes:</p> <ol style="list-style-type: none"> <li>1. Adds a performance rating of “in need of support” on at least four performance measures as a triggering condition; and</li> <li>2. Requires a district to meet a triggering condition for four consecutive years (<i>R.C. 3302.10(A)(3)</i>).</li> </ol>



Current law	I_134_0810-1
<p>Specifies that a district must begin to transition out of being subject to an ADC if the district receives an overall grade of “C” or higher (<i>R.C. 3302.10(N)(1)</i>).</p> <p>Specifies that the transition period must last until the district receives an overall letter grade of higher than an “F” for two consecutive years after the transition period begins (<i>R.C. 3302.10(N)(1)</i>).</p> <p>Specifies that if a district that has entered a transition period must be subject to an ADC again if, during that period, the district receives an overall letter grade of “F” (<i>R.C. 3302.10(N)(2)</i>).</p>	<p>Same, changes the triggering condition to a performance rating of “making moderate progress toward expectations” or higher for more than 50% of state report card performance measures (<i>R.C. 3302.10(N)(1)</i>).</p> <p>Same, but changes the triggering condition to a performance rating higher than “in need of support” for more than 50% of measures (<i>R.C. 3302.10(N)(1)</i>).</p> <p>Same, but changes the triggering condition to a performance rating of “in need of support” on at least four performance measures (<i>R.C. 3302.10(N)(2)</i>).</p>
<b>General restructuring of schools in school districts</b>	
<p>Requires a school district to generally implement one of several prescribe types of school building restructuring if:</p> <ol style="list-style-type: none"> <li>1. The building is in the lowest 5% of public school buildings state wide for three consecutive years; and</li> <li>2. The building receives a grade of “F” for overall value-added progress dimension or an overall grade of “F” for three consecutive years (<i>R.C. 3302.12(A)(2)</i>).</li> </ol>	<p>Repeals provision (<i>repealed R.C. 3302.12</i>).</p>
<b>Reading achievement improvement plans</b>	
<p>Requires a school district or a community school to submit to the Department an annual reading improvement plan that meets requirements prescribed by the State Board if, for two consecutive state report cards, both of the following apply to the district or school:</p> <ol style="list-style-type: none"> <li>1. It receives a grade of “D” or “F” for the improving K-3 literacy performance measure;</li> <li>2. Less than 60% of its students attained at least a proficient score on the third grade English language arts assessment (<i>R.C. 3302.13(A), (B), and (C)</i>).</li> </ol>	<p>Same, changes the triggering condition to a performance rating of “in need of support” for the Third-Grade Reading Guarantee measure and substitutes a promotion score for a proficient score (<i>R.C. 3302.13(A), (B), and (C)</i>).</p>

Current law	I_134_0810-1
<p>Specifies a district or school no longer needs to submit an improvement plan if, on the most recent state report card, both of the following apply to the district or school:</p> <ol style="list-style-type: none"> <li>1. It received a grade of “C” or higher for the improving K-3 literacy performance measure; and</li> <li>2. Not less than 60% of its students attained at least a proficient score on the third grade English language arts assessment (<i>R.C. 3302.13(D)</i>).</li> </ol>	<p>Same, changes the triggering condition to “making moderate progress toward expectations” or higher for the Third-Grade Reading Guarantee measure and substitutes a promotion score for a proficiency score (<i>R.C. 3302.13(A), (B), and (C)</i>).</p>
Exempt school districts from certain requirements	
<p>Exempts a school district from a series of statutory requirements related to teacher licensure if, on the most recent state report card, the district:</p> <ol style="list-style-type: none"> <li>1. Received at least 85% of the total possible points for performance index score;</li> <li>2. Received a grade of “A” for the performance indicators performance measure; and</li> <li>3. Has a 4-year adjusted cohort graduation rate of at least 93% and a 5-year adjusted cohort graduate rate of at least 95% (<i>R.C. 3302.151</i>).</li> </ol>	<p>Same, but with the following changes:</p> <ol style="list-style-type: none"> <li>1. For the 2021-2022 school year, and each school year thereafter, substitutes 85% of the maximum performance index score used to calculate the Achievement measure (see above) rather than the total possible points;</li> <li>2. Eliminates the requirement to receive a grade of “A” for performance indicators for the 2021-2022 school year or any school year thereafter (<i>R.C. 3302.151(D)(2)</i>).</li> </ol>
Right of first refusal in the disposal of school district property	
<p>Requires a school district to generally grant a right of first refusal to community schools, STEM schools, and college-preparatory boarding schools located in the district when the district decides to dispose of its real property (<i>R.C. 3313.413(B)</i>).</p> <p>Requires a district to prioritize offering the real property to “high-performing” community schools, which includes:</p> <ol style="list-style-type: none"> <li>1. A community school that received a grade of “A,” “B,” or “C” for performance index score on the state report card in the previous three years of operation; or has increased its performance index score in each of the previous three years</li> </ol>	<p>Same.</p> <p>Same, but changes the triggering conditions to:</p> <ol style="list-style-type: none"> <li>1. A performance rating of “meets expectations” or higher for the achievement measure in each of the previous three years of operation;</li> <li>2. A performance rating of “exceeds expectations” or higher for the progress measure on the most recent state report</li> </ol>

Current law	I_134_0810-1
<p>of operation;</p> <ol style="list-style-type: none"> <li>2. A community school that has received a grade of “A” or “B” for the value-added progress dimension on its most recent state report card;</li> <li>3. A community school that only serves grades K-3 and received a grade of “A” or “B” for the improving K-3 literacy measure on its most recent state report card <i>(R.C. 3313.413(A)(1) and (B))</i>.</li> </ol>	<p>card;</p> <ol style="list-style-type: none"> <li>3. For a school only serving grades K-3, received a performance rating of “exceeds expectations” or higher for the Third-Grade Reading Guarantee measure on its most recent state report card <i>(R.C. 3313.413(A)(1))</i>.</li> </ol>
Location of start-up community schools	
<p>Specifics that start-up community schools may open only in “challenged school districts,” which includes, among others, a district that has received:</p> <ol style="list-style-type: none"> <li>1. An overall grade of “D” or “F”; or</li> <li>2. A grade of “F” for overall value-added progress dimension for two of the three most recent school years <i>(R.C. 3314.02(A)(3))</i>.</li> </ol>	<p>Same, but changes the triggering conditions to:</p> <ol style="list-style-type: none"> <li>1. An “in need of support” on more than 50% of the performance measures; or</li> <li>2. An “in need of support” for the progress measure for two of the three most recent school years <i>(R.C. 3314.02(A)(3))</i>.</li> </ol>
Prohibit community school contracts with new sponsors	
<p>Prohibits a community school from entering into a contract with a new sponsor if it receives a grade of “D” or “F” for both performance index score and overall value-added progress dimension on the most recent state report card <i>(R.C. 3314.034(A)(1))</i>.</p>	<p>Same, but changes the triggering conditions to “in need of support” for the achievement measure and the progress measure <i>(R.C. 3314.034(A)(1))</i>.</p>
Community school use of multiple facilities	
<p>Authorizes a community school to be located in multiple facilities under the same contract if it meets several conditions and its overall grade does not fall below a “C” for two or more consecutive years <i>(R.C. 3314.05(B)(2)(c)(iii))</i>.</p>	<p>Same, but changes the triggering condition to “meets expectations” or higher on more than 50% of the measures that apply to that community school <i>(R.C. 3314.05(B)(2)(c)(iv))</i>.</p>

Current law	I_134_0810-1
<b>Automatic community school closure</b>	
<p>Requires a community school that does not offer a grade level higher than 3 to automatically close if, for the three most recent school years, it receives a grade of “F” in improving K-3 literacy or an overall grade of “F” (R.C. 3314.35(A)(3)(a)).</p>	<p>Same, but adds another triggering condition that a school can receive a performance rating of “in need of support” for the Third-Grade Reading Guarantee measure or “does not meet expectations” for more than 50% of the performance measures that apply to that school (R.C. 3314.35(A)(3)(a)).</p>
<p>Requires a community school that offers any of grades 4 to 8 to automatically close if, for the three most recent school years, it receives either:</p> <ol style="list-style-type: none"> <li>1. A grade of “F” for performance index score and overall value-added progress dimension; or</li> <li>2. An overall grade of “F” and a grade of “F” for overall value-added progress dimension (R.C. 3314.35(A)(3)(b)).</li> </ol>	<p>Same, adds another triggering condition that a school can receive either:</p> <ol style="list-style-type: none"> <li>1. A performance rating of “in need of support” for the achievement measure and the progress measure;</li> <li>2. A performance rating of “in need of support” for 50% of the measures that apply to the building and a rating of “in need of support” for the progress measure (R.C. 3314.35(A)(3)(b)).</li> </ol>
<p>Requires a community school that offers any of grades 10-12 to automatically close if, for the three most recent school years, it received either:</p> <ol style="list-style-type: none"> <li>1. A grade of “F” for performance index score and did not meet its annual measurable objectives; or</li> <li>2. An overall grade of “F” and a grade of “F” for the value-added progress dimension (R.C. 3314.35(A)(3)(c)).</li> </ol>	<p>Same, but adds another triggering condition that a school can receive either:</p> <ol style="list-style-type: none"> <li>1. A performance rating of “in need of support” for the achievement measure and not meet its annual measurable objectives, as determined by the Department; or</li> <li>2. A performance rating of “in need of support” for more than 50% of the performance measures that apply to the building, of which one must be in the progress measure (R.C. 3314.35(A)(3)(c)).</li> </ol>

### **Eliminate students in the lowest quintile as subgroup**

The bill eliminates students in the lowest quintile for achievement statewide as a subgroup in the state report card.<sup>19</sup>

<sup>19</sup> R.C. 3302.01(B)(6).

## Other provisions

### Federal reporting requirements

The bill requires the Ohio Department of Education, beginning with the 2021-2022 school year, to submit to the U.S. Department of Education certain information as necessary to comply with data reporting requirements prescribed under federal law. Specifically, the Ohio Department must submit:

1. A list of the lowest 5% of all public school buildings according to performance index score;
2. A list of the lowest 5% of city, local, and exempted school districts according to performance index score; and
3. For public school buildings that only enroll students in grades K-2, the data necessary to meaningfully differentiate between those buildings. As determined appropriate by the Ohio Department, that data must be either:
  - a. The chronic absenteeism indicator established under the bill; or
  - b. Data regarding students who are making progress toward attaining a promotion score on the third-grade English language arts assessment, as reported on the state report card.

The Ohio Department must, as necessary to implement this provision, seek a waiver from the U.S. Department from any requirements prescribed under federal law.<sup>20</sup>

### State assessment score ranges and performance index score

The bill requires the State Board to determine and designate a new “approaching proficient level of skill” range of scores for both the state K-8 achievement assessments and the high school end-of-course exams. The “approaching proficient level of skill” must be between the “proficient level of skill” and “basic level of skill” ranges required under continuing law. In addition, the bill requires that, in assigning weights to calculate the performance index score, the Department must assign a weight of 1.0 to a “proficient level of a skill” and a weight of 0.8 to an “approaching proficient level of skill.”

Continuing law requires the State Board to determine and designate ranges of scores on state assessments and end-of-course exams that demonstrate that a student has attained a specific level of achievement. For the purposes of calculating a district’s or school’s performance index score, the Department must assign progressively larger weights that are dependent on a student’s level of skill on those state assessments and end-of-course exams.<sup>21</sup>

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<sup>20</sup> R.C. 3302.041(B).

<sup>21</sup> R.C. 3301.0710(A)(2), 3301.0712(B)(5), and 3302.01(A).

## Value-added ranking

The bill eliminates an annual ranking by the Department of all city, local, and exempted village school districts, community schools that are not dropout prevention and recovery community schools, and STEM schools according to student performance growth from year to year, using the value-added progress dimension, and other measures of student performance growth.<sup>22</sup>

## Background – state report card under current law

The Department of Education must issue an annual state report card for each school district and each school building in the state on the basis of state achievement assessment scores and other performance criteria. The main type of state report card is issued for city, local, and exempted village school districts and their individual buildings, community schools (charter schools) except those serving primarily dropout students, STEM schools, and college-preparatory boarding schools.<sup>23</sup> Separate types of state report cards are issued for joint vocational school districts and dropout prevention and recovery community schools.<sup>24</sup>

The state report card for most districts and schools includes graded and ungraded individual performance measures. All of these performance measures, except for the high-mobility value-added progress dimension measure (graded) and the positive behavior intervention and supports framework compliance measure (ungraded), are grouped into six larger graded components. The six graded components are used to determine a district's or school building's overall grade and are as follows:

1. **Gap Closing**, which includes only the annual measurable objective performance measure.
2. **Achievement**, which includes the measures for the performance index score (under the performance index system established by the Department) and performance indicators met (these indicators are established by the State Board).
3. **Progress**, which includes the overall value-added progress dimension measure (a measure of academic gain for a student or group of students over a specific period of time that is calculated using data from student achievement assessments) and the performance measure for the three separate value-added subgroups (gifted students, students with disabilities, and students whose achievement places them in the lowest quintile on a statewide basis).
4. **Graduation**, which includes the four- and five-year adjusted cohort graduation rates.

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<sup>22</sup> R.C. 3302.21(A).

<sup>23</sup> R.C. 3302.03, in the bill, and R.C. 3314.012, 3326.17, and 3328.26, none in the bill.

<sup>24</sup> R.C. 3302.033 and 3314.017, neither in the bill.

5. **Kindergarten through Third-Grade Literacy**,<sup>25</sup> which includes the progress a district or building is making in improving literacy in kindergarten through third grade.
6. **Prepared for Success**, which includes ungraded performance measures that assess high school student career or college readiness. Some of the ungraded measures used to calculate the component include the percentage of students achieving remediation-free scores on the ACT or SAT, the percentage of students earning a high school honors diploma, and the percentage of students earning an industry-recognized credential.<sup>26</sup>

The Department must assign grades using performance criteria and a method prescribed by the State Board of Education. For a school building for which any of the performance measures do not apply to the grade levels served by the school building, the State Board must designate the performance measures that are applicable to the building and that must be calculated separately and used to calculate the building's overall grade.<sup>27</sup>

Letter grades for the metrics and the overall grade are issued under this system, with the following meanings:

- A – making excellent progress;
- B – making above average progress;
- C – making average progress;
- D – making below average progress;
- F – failing to meet minimum progress.<sup>28</sup>

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<sup>25</sup> The Department's website designates this as the "Improving At-Risk K-3 Readers" component.

<sup>26</sup> R.C. 3302.03(C).

<sup>27</sup> R.C. 3302.03, second paragraph.

<sup>28</sup> R.C. 3302.03(F)(1).