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SUMMARY

State report card revisions

- Revises the state report card system for school districts and other public schools beginning with the report card issued for the 2021-2022 school year.
- Maintains the A to F letter grade system, the overall summative grade, and individual letter grades for the components used to determine the overall grade.
- Maintains the six components prescribed under current law, but revises how they are graded individually, how they are used to calculate the overall grade, and, in some instances, renames them.
- Revises the performance measures that are used to determine component grades and eliminates separate letter grades for those measures.
- Requires A to F letter grades to be presented on the state report card with letter grade descriptions and prescribed graphics depicting grade scales and trends.
- Prescribes new data that must be reported in components, but prohibits that data from being factored into component grades.
- Requires the State Board of Education, in consultation with stakeholders and advocates, to adopt rules by March 31, 2022, to establish the performance criteria, benchmarks, and grading systems necessary to implement the new state report card, including the method to assign letter grades.
- Requires the State Board President and the Department of Education, prior to adopting or updating those rules, to present to the House and Senate education committees the new format of the report card and the performance criteria, benchmarks, and grading systems, including the method to assign letter grades.

- For purposes of activating certain consequences within the Revised Code, substitutes the use of performance measures as follows:
 - the Achievement component for the performance index measure;
 - The Progress component for the overall value-added progress score measure;
 - The Graduation component for the 4- and 5-year adjusted cohort graduation measures; and
 - The Early Literacy component for the K-3 literacy measure.
- Requires each school district and building, within 30 days after the state report card's issuance, to notify parents regarding the report card and include a link to the report card on its website.
- Requires each district superintendent, within 30 days after the state report card's issuance, to present report card results to the district's board of education.
- Requires end-of-course exams in science, American history, and American government, as well as certain substitute exams in American history and American government, be included in the calculations of the performance index score for a school district or school building.
- Makes changes to the performance indicators prescribed under continuing law, including establishing a chronic absenteeism indicator, modifying the gifted performance indicator, and removing proficiency percentages from most indicators.
- Requires the Department to explore the feasibility of the value-added progress dimensions using the gain index and effect size to increase differentiation.
- Authorizes the State Board to update its rules regarding value-added progress dimension to implement the use of gain index and effect size if the Department determines it is feasible.
- Renames the "accelerated level of skill" range of scores on state assessments to the "accomplished level of skill."

High school diploma provisions

Industry recognized credentials

- Requires the Superintendent of Public Instruction's industry-recognized credentials and licenses committee to assign a point value for each credential and establish the total number of points that a student must earn to satisfy certain high school graduation criteria prescribed under continuing law.
- Requires the Department, when calculating the number of students who earned an industry-recognized credential in the state report card's Prepared for Success Component, to include only students who earned a credential, or group of credentials, at least equal to that total number of points.

State issued licenses

- Permits students who obtain a state-issued license for practice in a vocation that requires an exam to use that license to qualify for an industry-recognized credential diploma seal or as a foundational option when using alternative demonstrations of competency.

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DETAILED ANALYSIS

State report card system

The bill revises the state report card system to measure the academic performance of city, local, and exempted village school districts, individual school buildings operated by districts, community schools, STEM schools, and college-preparatory boarding schools.¹ 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.² (Currently, there are no college-preparatory boarding schools operating.)

Beginning with the state report card issued for the 2021-2022 school year, the bill changes the performance measures used to calculate component letter grades and how those grades are used to determine a district's or school's overall grade. It also eliminates separate letter grades for the performance measures and modifies the presentation of the A to F letter grade system. Finally, the bill prescribes new data reporting requirements. That data generally must be included in a component, but the bill expressly prohibits factoring it into a component's letter grade.³

State Board's rules

The bill requires the State Board of Education to adopt rules by March 31, 2022, to establish the performance criteria, benchmarks, and grading systems necessary to implement the new state report card system, including the method to assign letter grades to components and the overall grade. In doing so, the State Board must consult with stakeholder groups and advocates that represent parents, community members, students, business leaders, and educators from different school typology regions. The State Board must use data from prior school years and simulations so that (1) there is meaningful differentiation among districts and schools across all letter grades and (2) except for the Prepared for Success component, more than half of all districts or schools do not earn the same letter grade in any component or overall grade.

Prior to adopting or updating those rules, the State Board President and the Department must conduct a public presentation before the standing committees of the House of Representatives and the Senate that consider primary and secondary legislation. The presentation must describe the format of the report card and the performance criteria, benchmarks, and grading systems, including the method to assign letter grades.

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

² R.C. 3302.033 and 3314.017, neither in the bill.

³ R.C. 3302.03(D).

In addition, the Department must notify districts and schools of the changes to the report card not later than one week after the bill's effective date.⁴

Overall grade and components

The bill requires the Department, subject to the State Board's rules, to develop a method that uses prescribed performance measures, but not other prescribed data, to assign to a district or school letter grades for the following components:

1. Equity;
2. Achievement;
3. Progress;
4. Graduation;
5. Early Literacy; and
6. Prepared for Success.

Under the method, the Department must use the component letter grades to determine an overall grade for a district or school. Generally, the method must give equal weight to the Achievement and Progress components and make the combined weight of the Achievement and Progress components equal the combined weight of the Equity, Graduation, Early Literacy, and Prepared for Success components. For a district or school that has all six graded components, the bill requires each component to have the weight specified in the table below.⁵

Component	Weight
Equity	12.5%
Achievement	25.0%
Progress	25.0%
Graduation	12.5%
Early Literacy	12.5%
Prepared for Success	12.5%

⁴ R.C. 3302.03(D)(4).

⁵ R.C. 3302.03(D)(3)(g).

Components

The bill makes a series of changes to the six components prescribed under current law. It substantially changes the performance measures used to calculate the component's letter grades and eliminates separate letter grades for those measures. The bill also prescribes new reported data that may be incorporated into the components, though it expressly prohibits factoring that data into component letter grades or the overall grade. Finally, the bill renames the "Gap Closing" component as the "Equity" component and the "Kindergarten through Third Grade Literacy" component as the "Early Literacy" component. (Currently, the Department's website designates the "Third Grade Literacy" component as the "Improving At-Risk K-3 Readers" component.)

Equity

The bill prescribes an Equity component, which must include as performance measures the extent to which a district or school meets the gifted performance indicator prescribed under current law and the chronic absenteeism indicator prescribed under the bill. The component must not include any subgroup data that includes data from fewer than 15 students. In addition to other criteria determined appropriate by the Department, grades for Equity must reflect the extent to which:

1. English learners develop English language proficiency;
2. Subgroups are meeting graduation targets; and
3. Subgroups are meeting achievement targets in both math and English language arts.⁶

(For more information about the gifted performance indicator and the chronic absenteeism indicator, see "**Performance indicators**" below.)

Achievement

The bill prescribes an Achievement component, which must include a performance index score measure. Grades for Achievement must be awarded as a percentage of the total possible points on the performance index system. In addition, the Achievement component must include, as reported data not factored into the component's grade, the district's or school's applicable performance indicators. (For more information, see "**Performance indicators**" below.)⁷

Progress

The bill prescribes a Progress component, which must include an overall value-added progress dimension score measure. The bill requires the measure to use three consecutive years of value-added data in the measure, with a weight of 50% for the most recent year and weights of 25% to each of the other years. However, the bill specifies that if three consecutive

⁶ R.C. 3302.03(D)(1)(a) and (b), and (D)(3)(a)

⁷ R.C. 3302.03(D)(1)(c), (D)(2)(a), and (D)(3)(b).

years of value-added data is not available, the Department must use two consecutive years of data with a weight of 67% to the most recent year and a weight of 33% to the other year. If two consecutive years of data is also not available, the Department must use one year of data.

In addition to that performance measure, the bill requires Progress to include, as reported data not factored into the component letter grade, the overall value-added progress dimension score of a district or school for the most recent year and an average of the overall score of the district or school for the three most recent school years or, if only two years of data is available, the two most recent years.⁸

Graduation

The bill prescribes a Graduation component, which must include a high school graduation rate measure. The measure must include both the 4- and 5-year adjusted cohort graduation rates, with a weight of 60% for the 4-year cohort rate and a weight of 40% for the 5-year rate. The Department also must separately report the 4- and 5-year graduation rates.

In addition to that measure, Graduation must include, as reported data not factored into the component letter grade, the percentage of students in the 4- and 5-year adjusted cohort graduation rates of a district or school who did not receive a high school diploma. To the extent possible, the Department must disaggregate that data into the following categories:

1. Students who are still enrolled in the district or school and receiving general education services;
2. Students with an individualized education program (IEP) who satisfied the conditions for a high school diploma, but opted not to receive a diploma and are still receiving education services;
3. Students who officially withdrew from a district or school; and
4. Any other category the Department determines appropriate.⁹

Early Literacy

The bill prescribes an Early Literacy component, which generally must include two performance measures. The first measure is the percentage of students in the district or school who score a proficient or higher on the reading segment of the third-grade English language arts assessment.

The other measure is whether a district or school is making progress in improving literacy in grades K-3, as determined using a method prescribed by the Department. That method must determine progress based on the reduction in the total percentage of students scoring below grade level, or below proficient, compared year to year on the reading segments of the state diagnostic assessments and the third-grade English language arts assessment. The

⁸ R.C. 3302.03(D)(1)(d), (D)(2)(b) and (c), and (D)(3)(c).

⁹ R.C. 3302.03(D)(1)(e), (D)(2)(d) and (D)(3)(d).

method must not include a deduction for students who did not pass the third-grade English language arts assessment and were not on a reading and improvement plan.

The bill requires the Department, to the extent possible, to include the results of the summer administration of the third-grade English language arts assessment in both measures. It also specifies that the making progress in improving literacy performance measure must not be included on the report card of a district or school in which less than 10% of students have scored below grade level on the kindergarten diagnostic assessment. The bill requires that, if both measures are included in the component, they must be given equal weight in determining the grade for the component.

Finally, the bill requires the component to include, as reported data not included in the component letter grade, the results of the Kindergarten Readiness Assessment.¹⁰

Prepared for Success

The bill prescribes a Prepared for Success component, which must include a post-secondary readiness measure that is calculated by dividing the number of students included in the 4-year adjusted cohort graduation rate who demonstrated readiness by the total number of student in the that cohort. A student demonstrates readiness by:

1. Attaining a remediation-free score on a nationally standardized assessment (ACT or SAT);
2. Attaining required scores on three or more advanced placement (AP) or international baccalaureate (IB) exams. The bill specifies that a required score for an AP exam is a three or higher, while for an IB exam it is a four or higher.
3. Earning at least 12 college credits through advanced standing programs, such as College Credit Plus, in any course that is not remedial or developmental and which counts toward the curriculum requirements for a degree;
4. Receiving an honors diploma;
5. Earning an industry-recognized credential or a state-issued license for practice in a vocation that requires an exam;
6. Completing a preapprenticeship or apprenticeship in the student's chosen career field;
7. Attaining a score of proficient or higher on three or more state technical assessments;
8. Earning an OhioMeansJobs-readiness seal and completing 250 hours of an internship or other work-based learning experience approved by the district's or school's business advisory council; or
9. Providing evidence of military enlistment.

¹⁰ R.C. 3302.03(D)(1)(f) and (g), (D)(2)(e), and (D)(3)(e).

The bill specifies that a student who demonstrates readiness by satisfying more than one of those conditions must be counted as only one student for the purposes of calculating the measure. It also prohibits a district or school from receiving a letter grade lower than a “C” for the Prepared for Success component, if the district’s or school’s performance on it meets or exceeds a level or improvement set by the Department. For that purpose, the bill expressly permits more than half of districts or schools to receive a letter grade of “C” for the component.

Finally, the bill requires the Prepared for Success component to include, as reported data that is not factored into the component’s grade, data regarding the post-graduate outcomes for students who were enrolled in the district or school in the prior school year and received a high school diploma. That data must include the percentage of students who:

1. Enrolled in a post-secondary educational institution. This data must be disaggregated, to the extent possible, by four-year institution, two-year institution, Ohio technical center, or other types of institutions;
2. Entered into an apprenticeship program. The bill permits the Department to include other job training programs with similar rigor and outcomes;
3. Attained gainful employment, as determined by the Department; or
4. Enlisted in the military.¹¹

Presentation of A to F letter grade system

The bill creates new requirements for how the overall grade and the components letter grades are presented on the state report card. Specifically, the bill requires that each overall grade include a prescribe descriptor, as indicated in the table below.¹²

Overall grade	Descriptor
“A”	“Significantly exceeds state targets”
“B”	“Exceeds state targets”
“C”	“Meets state targets”
“D”	“Meets few state targets”
“F”	“Does not meet state targets”

The bill also requires the State Board to include a description of each component and letter grade. The description must include component-specific context to each letter grade

¹¹ R.C. 3302.03(D)(1)(h), (D)(2)(f), and (D)(3)(f).

¹² R.C. 3302.03(F)(2).

earned, estimated comparisons to other districts and buildings if appropriate, and any other information determined by the State Board. The bill prohibits the descriptions from being longer than 25 words in length when possible. It expressly permits the State Board to use the descriptors prescribed for overall grades (see the table above) for component letter grades.¹³

Finally, the bill requires that each report card include a graphic that depicts the letter grades of a district or school on a color scale, in which the color green is associated with a “C” letter grade and the color red is associated with the “F” letter grade. The bill further requires that each report card include an arrow graph that shows letter grade data trends for districts or buildings, based on data and a number of years of data determined by the State Board.¹⁴

Other reported data

The bill requires the state report card to include the number and percentage of high school seniors in each school year who completed the Free Application for Federal Student Aid (FAFSA). It also maintains a positive behavior intervention and supports (PBIS) indicator, which marks with a “yes” or “no” whether the district or school has implemented a PBIS framework in compliance with continuing law.¹⁵

Use of letter grades

The bill makes the following substitutions for purposes of activating certain consequences within the Revised Code and makes conforming changes as necessary.¹⁶

Current law	Component substitution under the bill
Performance index measure	Achievement component
Overall score under the value-added progress measure	Progress component
4- and 5- year adjusted cohort graduation measure	Graduation component
K-3 literacy measure	Early literacy component

The bill maintains the use of overall grades for the purposes of activating certain consequences within the Revised Code.

¹³ R.C. 3302.03(F)(3).

¹⁴ R.C. 3302.03(F)(4).

¹⁵ R.C. 3302.03(D)(2)(g) and (h).

¹⁶ R.C. 3301.0715, 3301.52, 3302.035, 3302.04, 3302.05, 3302.10, 3302.12, 3302.13, 3302.151, 3313.413, 3314.012, 3314.02, 3314.034, 3314.05, and 3314.35.

District and building report card notification requirements

Not more than 30 days after the Department issues report cards, each school district or building must:

1. Notify parents that the report card has been released and how parents can access the report card; and
2. Include a link to the report card on its website.

Additionally, not more than 30 days after the Department issues report cards, each district superintendent must present the district's report card results to the district's board of education.¹⁷

Other report card provisions

Performance index score

The bill requires that the end-of-course examinations in the subject areas of science, American history, and American government, as well as substitute Advanced Placement or International Baccalaureate examinations in American history and American government, be included in the calculations of the performance index score for a school district or school building, rather than just the end-of-course examinations in English language arts and mathematics as under current law.¹⁸

Performance indicators

The bill makes several changes to the performance indicators prescribed under current law. Specifically, it establishes a chronic absenteeism indicator, makes changes to the gifted performance indicator, separates those indicators from the performance indicator unit, and removes the requirement that a district or school must "meet" the unit or the indicators in it.

Chronic absenteeism and gifted performance indicators

The bill requires the State Board, upon recommendation of the Superintendent of Public Instruction, to establish a performance indicator that measures chronic absenteeism in a district or school. It also requires the gifted performance indicator to reflect the level of identification of gifted students and disaggregate the level of identification and services provided to underrepresented and economically disadvantaged students. Under continuing law, the gifted performance indicator must reflect the level of services provided to, and the performance of, gifted students. Finally, the bill prohibits including either of those indicators in the performance indicator unit.¹⁹

¹⁷ R.C. 3302.037.

¹⁸ R.C. 3302.01 and 3302.03(L).

¹⁹ R.C. 3302.02(A)(2) and (3).

(To see how the chronic absenteeism and gifted performance indicators are incorporated into the state report card, see “**Equity**” above.)

Performance indicator unit

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.

Beginning with the 2021-2022 school year, the bill eliminates the requirement for the State Board to establish proficiency percentages a district or building must attain to “meet” each indicator. Rather, the performance indicator unit must be reported only as data on the state report card (see “**Achievement**” above).²⁰

Value-added progress dimension

The bill requires the Department to explore the feasibility of the value-added progress dimension using the gain index and effect size to increase differentiation.²¹

Additionally, the bill authorizes the State Board to update its rules regarding value-added progress dimension to implement the use of gain index and effect size, if the Department determines that it is feasible.

Range of scores

The bill renames the “accelerated level of skill” range of scores on state assessments to the “accomplished level of skill.”²²

Under current law, the State Board determines and designates a range of scores that are considered to demonstrate a certain level of achievement on state assessments. The current score ranges are: advanced, accelerated, proficient, basic, and limited.

High school diploma provisions

Industry-recognized credentials

The bill requires the Superintendent of Public Instruction’s industry-recognized credentials and licenses committee to assign a point value for each credential and establish the total number of points that a student must earn to satisfy certain high school graduation

²⁰ R.C. 3302.02(B).

²¹ R.C. 3302.021.

²² R.C. 3301.0710 and 3301.0712.

criteria prescribed under continuing law.²³ Specifically, the bill requires a student to earn the total number of points to qualify for an industry-recognized credential diploma seal or to use industry recognized credentials as a foundational option when using alternative demonstrations of competency. Current law specifies only that a student must earn an industry-recognized credential for either of those purposes.

In addition, the bill requires the Department, when calculating the number of students who earned an industry-recognized credential in the state report card's Prepared for Success Component, to include only students who earned a credential, or group of credentials, at least equal to that total number of points.

State-issued licenses

The bill specifies that students who obtain a state-issued license for practice in a vocation that requires an examination may use that license to qualify for an industry-recognized credential diploma seal or as a foundational option when using alternative demonstrations of competency.²⁴

Under current law, the only way a student may qualify for an industry-recognized credential state diploma seal is by earning an industry-recognized credential

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 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.²⁵ Separate types of state report cards are issued for joint vocational school districts and dropout prevention and recovery community schools.²⁶

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.

²³ R.C. 3313.6113.

²⁴ R.C. 3313.618 and 3313.6114.

²⁵ R.C. 3302.03, in the bill, and R.C. 3314.012, 3326.17, and 3328.26, none in the bill.

²⁶ R.C. 3302.033 and 3314.017, neither in the bill.

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.
5. **Kindergarten through Third-Grade Literacy**,²⁷ 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.²⁸

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.²⁹

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.³⁰

²⁷ The Department's website designates this as the "Improving At-Risk K-3 Readers" component.

²⁸ R.C. 3302.03(C).

²⁹ R.C. 3302.03, second paragraph.

³⁰ R.C. 3302.03(F)(1).

HISTORY

Action	Date
Introduced	03-23-21
