

OEA BILL SUMMARY

HB 82: Reworked Report Card System Contains Major Changes Called for by OEA

Eliminates A-F Letter Grades; Creates Student Opportunity Profile

OEA Bill Summary

June 30, 2021

The Ohio General Assembly has overwhelmingly approved a reworked version of the state report card system for school districts/buildings that seeks to address numerous flaws with the current approach. The updated report card system was amended into House Bill 82, a bill supported by OEA that allows students to opt out of the statewide administration of the ACT and SAT tests in their junior year (with parental consent). House Bill 82 now heads to the Governor, who is expected to sign the bill.

The updated report card system in House Bill 82 contains major changes called for by the OEA. These include the elimination of misleading A-F letter grades beginning with the report card for the 2021-22 school year. The new rating system will be based on a five-star system (including half-stars) accompanied by trend arrows and brief explanatory descriptors. The bill also includes the creation of an ungraded Student Opportunity Profile with twenty-two indicators proposed by OEA beginning with report card for the 2022-23 school year.

New Report Card Ratings

- **Stars:** Replaces A-F letter grades with a five-star rating system, including half-star increments, beginning with the 2021-22 report card. Schools will receive ratings on five components (a sixth component on career, college and military readiness would be reported but not graded for at least three years) and an overall rating beginning with the 2022-23 school year.
- **Trend arrows:** An arrow graphic will show data trends for performance ratings for districts or buildings (includes three most recent years of data).
- **Descriptors:** Overall performance ratings beginning in the 2022-23 school year will include a descriptor for each performance rating as follows: (a) "Significantly exceeds state standards" for a performance rating of five stars; (b) "Exceeds state standards" for a performance rating of four stars or four and one-half stars; (c) "Meets state standards" for a performance rating of three stars or three and one-half stars; (d) "Needs support to meet state standards" for a performance rating of two stars or two and one-half stars; (e) "Needs significant support to meet state standards" for a performance rating of one star or one and one-half stars.

Graded Components

Overall performance rating: The overall performance rating will not begin until the 2022-23 school year.

Component ratings: The components below will receive grades beginning with the report card for the 2021-22 school year (except for Readiness component).

- **Achievement:** Based on Performance Index scores, with the maximum score set at the average score of the top 2 percent of schools. The existing Indicators Met portion of the achievement component would be removed.
- **Progress:** Based on value-added scores using three years of data, with the most recent year weighted at 50 percent and the latter two weighted at 25 percent apiece, with other calculations specified for situations where only one or two years of data available.
- **Gap closing:** Based on the extent to which student subgroups meet Achievement and Progress targets; calculated cumulatively, with proportional credit given based on how close to meeting targets a subgroup is. Indicators on gifted education, chronic absenteeism, English language proficiency and subgroup graduation rates included.
- **Early literacy:** Incorporate three metrics: the percentage of students' getting a score of proficient or higher on tests; the percentage of students promoted to fourth grade; and the percentage of off-track students whom schools help to get back on track. The respective weights of those three metrics would be 40, 35 and 25 percent.
- **Graduation:** Based on four- and five-year graduation rates.
- **Readiness:** Not be graded at least through the 2023-2024; ODE would have to develop rules for grading it, which could get approval from the Joint Committee on Agency Rule Review (JCARR). This component considers the number of students in each graduation cohort who demonstrate post-secondary readiness via earning college credit, attaining remediation free scores on national assessments, earning an honors diploma, earning an industry credential or vocational license, completing an apprenticeship or pre-apprenticeship program, showing proficiency on state technical exams, earning a state readiness seal, or enlisting in the military.

Student Opportunity Profile

Beginning with the report card issued for the 2022-23 school year, the state report cards will include an ungraded Student Opportunity Profile measure that reports data regarding the opportunity indicators listed below. To the extent possible, and when appropriate, the data shall be disaggregated by grade level and subgroup. The measure also shall include data regarding the statewide average, the average for similar school districts, and, for a building, the average for the district in which the building is located.

The Student Opportunity Profile shall include data by district and/or building for the following indicators:

- (i) Average ratio of teachers of record to students in each grade level in a district or building;
- (ii) Average ratio of school counselors to students in a district or building;
- (iii) Average ratio of nurses to students in a district or building;
- (iv) Average ratio of licensed librarians and library media specialists to students in district/building;
- (v) Average ratio of social workers to students in district/building;
- (vi) Average ratio of mental health professionals to students in district/building;
- (vii) Average ratio of paraprofessionals to students in a district or building;
- (viii) Percentage of teachers with fewer than three years of experience teaching in any school;
- (ix) Percentage of principals with fewer than three years of experience as a principal in any school;
- (x) Percentage of teachers who are not teaching in the subject or field for which they are certified or licensed;
- (xi) Percentage of kindergarten students who are enrolled in all-day kindergarten, as defined in ORC 3321.05;
- (xii) Percentage of students enrolled in a performing or visual arts course;
- (xiii) Percentage of students enrolled in physical education or wellness course;
- (xiv) Percentage of students enrolled in a world language course;
- (xv) Percentage of students in grades seven through twelve who are enrolled in a career technical education course;
- (xvi) Percentage of students participating in one or more cocurricular activities;
- (xvii) Percentage of students participating in advance placement courses, international baccalaureate courses, honors courses, or courses offered through the college credit plus program established under ORC 3365.
- (xviii) Percentage of students identified as gifted in superior cognitive ability and specific academic ability fields under ORC 3324 and receiving gifted services pursuant to that chapter;
- (xix) Percentage of students participating in enrichment or support programs offered by the district or building outside of the normal school day;
- (xx) Percentage of eligible students participating each school day in school breakfast programs offered by the district or building in accordance with ORC 3313.813 or 3313.818;
- (xxi) Percentage of students who transported by a school bus each school day;
- (xxii) Ratio of portable technology devices that students may take home to the number of students. ODE shall include only opportunity measures at the building level for which data for buildings is available, as determined by a school district.