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# OHIO LEGISLATIVE SERVICE COMMISSION

Office of Research  
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## Synopsis of Senate Committee Amendments

(This synopsis does not address amendments that may have been adopted on the Senate Floor.)

### Sub. H.B. 82 of the 134<sup>th</sup> General Assembly

#### Senate Primary & Secondary Education

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#### 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.
- Replaces the A to F letter grade system with a new star performance rating system, but generally maintains the overall rating and performance ratings for each of the components used to determine the overall rating.
- Specifies the Department of Education is not prohibited from calculating an overall grade or performance rating for the 2021-2022 school year to:
  - Identify school building for comprehensive, targeted, or additional targeted support and improvement in accordance with federal law and Ohio's request, as approved by the U.S. Department of Education, to delay such identification until fall 2022 using performance data from the 2021-2022 school year; and
  - Calculate the academic performance component and the overall rating for each community school sponsor.
- Maintains the six components prescribed under current law, but revises how they are rated individually, how they are used to calculate the overall rating, and, in some instances, renames them.
- Revises the performance measures that are used to determine component ratings and eliminates separate performance ratings for those measures.
- Requires performance ratings to be presented on the state report card with rating descriptions and prescribed graphics depicting rating scales and trends.
- Prescribes new data that must be reported in components, but prohibits that data from being factored into component performance ratings.

- 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 rating systems necessary to implement the new state report card, including the method to assign performance ratings.
- Requires the State Board President and the Department, 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 rating systems, including the method to assign performance ratings.
- Incorporates performance ratings into triggers for a series of provisions that are contingent upon letter grades under current law.
- Requires each school district and other public schools, 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, or the equivalent in another public school, within 30 days after the state report card is issued, to present report card results to the district's board of education or other school's governing authority.
- Requires end-of-course exams in science, American history, and American government, as well as certain substitute exams in science, 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.
- Eliminates students in the lowest quintile for achievement statewide as a report card subgroup.
- Requires the Department, not later than two years after the bill's effective date, to conduct a study regarding the effectiveness and necessity of the value-added progress dimension ranking of public schools under current law.
- Requires the Department, by December 31, 2024, to issue a report regarding the effectiveness of the state report card.
- Establishes a 12-member state report card committee, which must issue a report about state report cards by June 30, 2024.

- Requires districts and schools to report through the Education Management Information System (EMIS) the number of students enrolled in all-day kindergarten.

### **State assessment score range**

- Renames the “accelerated level of skill” range of scores on state assessments to the “accomplished level of skill.”

### **Delay posting of community school sponsor evaluation system**

- Delays to August 15, 2021, the deadline for the Department to post on its website the community school sponsor evaluation system for the 2021-2022 school year (rather than July 15, 2021, as otherwise required under continuing law).

### **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 College, Career, Workforce, and Military Readiness 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.