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Memorandum

R-132-3376

To: The Honorable Michael P. Duffey
Ohio House of Representatives

From: Mike Niemi, Research Associate

Date: May 9, 2018

Subject: H.B. 591 changes

You asked for a research memorandum summarizing the changes you requested for a new substitute bill for H.B. 591 during our telephone conversation on May 5th, 2018. Below is an outline of the substantive changes I recorded in my notes, which will be incorporated. However, I may have to reorganize parts of the bill to better implement all of your changes. If you have any questions or would like to amend the requested changes, please contact me at mike.niemi@lsc.ohio.gov.

H.B. 591 Changes

Incorporate AM1702-132, with a change

As drafted, the amendment bases the third-grade reading measure on the number of students "promoted" instead of "not retained." It also provides for scores on reading assessments taken during the summer administration to be included into report cards issued the subsequent September. Per our telephone discussion, you would like those changes incorporated, but rather than using "promoted" you want language similar to "achieve a promotion score on a test or approved alternative."

Incorporate AM1704-132

As drafted, the amendment separates post-graduate outcomes (e.g., percentage of students admitted to a four-year institution of higher education, etc.) into a measure called "Graduate profile," instead of keeping them under the "Graduation rates" measure.

Incorporate aspects of AM1675-132 and make additional changes

As drafted, the amendment would restructure the enrichment and support measure to include additional courses and enrichment offerings, and measure "climate" through survey instruments gauging parent/family satisfaction and teacher efficacy.

Per our telephone conversation, the new substitute bill will:

(1) Expand the list of courses and offerings listed in the enrichment and support measure to include: (a) International Baccalaureate courses, (b) career-technical courses, (c) co-curricular offerings, including interscholastic athletics, clubs, and extended learning opportunities, and (d) community and business partnerships.

(2) Establish a pathway to develop a voluntary climate measure within the enrichment and support measure, which the Department of Education may choose to create. The measure will consist of a scientific, statistically valid survey that measures a school or district's climate. The Department will have broad discretion in determining what the measure entails. If the Department chooses to create the measure, it will have one year to develop it. The State Board of Education must then vote on whether to adopt the climate measure that the Department develops. If the State Board adopts the measure, districts may choose whether or not to participate.

Enrichment and support measure

The new substitute bill will:

(1) Change the ratio of specialist personnel from per 100 students to per 25 students.

(2) Expand the list of specialist personnel to include: (a) nurses, (b) counselors, (c) psychologists, (d) general education teachers, (e) career-technical teachers, (f) fine arts teachers, and (g) music teachers.

(3) Expand the list of specialist personnel to include: (a) gifted teachers, (b) special education teachers, and (c) English language learner teachers. However, these specialist personnel will be listed in a ratio of per 25 students who have been identified as needing such specialists, rather than per 25 students overall.

(4) Remove the stipulation that additional courses and offerings be provided in a ratio of per 100 students.

Post-graduate outcomes

The new substitute bill will:

(1) Give the Department the responsibility of tracking outcomes, rather than school districts.

(2) Require the Department to develop a system to interface with other state actors, agencies, and institutions to use their data to track post-graduate outcomes to the extent possible.

(3) Require other state actors, agencies, and institutions to provide assistance to the Department.

Student growth measure

The new substitute bill will:

(1) Remove the prohibition against a proprietary growth measure.

(2) Require that the student growth measure evaluate a school or district's student growth within one year by comparing the school or district's overall value-added progress composite gain score against a baseline state value-added progress composite gain score that is set every five years. (Per your instructions, I reached out to the Joint Education Oversight Committee director to help further clarify this wording.)

New growth measure

Within one year of the effective date of the legislation, the Department must choose an entity to develop a new growth measure. The new growth measure must be developed within two years of choosing that entity. Within two years of developing the measure, the measure must be able to be used to measure student growth in schools and districts. The new growth measure will run parallel to the value-added progress dimension growth measure. The methodology of the new growth measure must be an intellectual property of the state and must be published.

Students not taking assessments

The new substitute bill will require school districts to report the number of students to whom state assessments are not administered to the Department as a means of gauging whether districts are not administering state assessments to students who might otherwise perform poorly. (The bill will eliminate the requirement under current law that students who do not take state assessments receive a zero for the purposes of calculating performance index score.)

Gainfully employed

You requested that a more substantive definition of "gainfully employed" be included in the bill. To that end, I looked through federal and state law to identify some kind of turnkey definition or standard to include. I emailed your office with further information for review.

Dedicated report card pages

The bill will require that each report card include dedicated pages detailing the services that the district or school provides for: (1) gifted students, (2) students with disabilities, and (3) English language learners.

Geographic tool

The Department will be required to create a tool that would allow a user, where applicable, to enter their address in order to identify the schools that children at that address would attend and to access report cards for those schools.

Report card visuals

The new substitute bill will require the State Board to formally vote to approve the format of any graphic representation of data on report cards, such as ranked dot plots, line graphs, or pie charts.