



Ohio House of Representatives
Education and Career Readiness Committee
House Bill 591, Report Cards

Proponent Testimony of Nancy Luce
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May 22, 2018

Chairman Brenner, Vice Chair Slaby, Ranking Member Fedor, and members of the House Education and Career Readiness Committee, thank you for allowing me to testify today. My name is Nancy Luce and I am superintendent of Upper Valley Career Center, located in Piqua, Ohio. I testify today in support of HB 591 on behalf of my students, staff, the Ohio Association of Career and Technical Education (Ohio ACTE), the Ohio Association of Career Technical Superintendents (OACTS), and the Ohio Association of Compact and Comprehensive Career Technical Schools (CCS).

For years now, the CTE community has sought to enhance the state's accountability system for career-technical schools to ensure it accurately measures student progress and achievement, and correctly identifies areas for improvement. The state has recognized that its evaluation and assessment of career-tech schools and students is unique and in many respects different than that of traditional students. As such, in 2012 lawmakers passed legislation instructing the Ohio Department of Education and the State Board of Education to create a separate and distinct report card for career-tech.

Unfortunately, the legislation did not outline parameters or assessment metrics to use for the CTE report card, so the way in which the state grades our schools is currently based on an internal policy that can change in any given year. This is one of the reasons we support HB 591—it sets general guidelines the state must follow when calculating our scores, providing policy certainty and allowing our schools to better prepare for the state's evaluation criteria.

Our associations also submitted a variety of recommendations to Rep. Duffey – the HB 591 bill sponsor – regarding the scoring methodology of the CTE report card. In short, we feel the state should set consistent, relevant, practical, and “CTE-centered” assessment criteria for our schools and students, all while ensuring accurate data. (See our attached “policy recommendations” document). When the State BOE and ODE developed the CTE report card, they lifted many of the components/requirements from the k-12 report card. As a result, we feel there is a skewed evaluation of our schools that does not accurately measure our success and progress. Not only does this result in a flawed and misleading letter grade, but it increases the difficulty in determining how exactly to improve our courses and programs.

For example, the “Achievement” component of our report card contains an “Indicators Met” category, which calculates the percentage of CTE students who pass academic Ohio State Tests or End of Course Exams. But our schools have no control over instruction in the academic arena and receive no funding to remediate these scores. Students often take state tests of EOC exams prior to their enrollment in a career-technical school, yet these tests inexplicably impact our annual Report Card grade. It just doesn’t make sense. Consequently, we recommended the elimination of this category from the “Achievement” component, and are pleased that HB 591 included this suggestion.

Another great example of skewed evaluation criteria is contained in the “Prepared for Success” (PFS) component of the CTE report card. PFS is intended to gauge student readiness for success in college *or a career-field*, but is heavily academic and test-based. A school earns a point for every student who either: 1) achieves a remediation free score on the ACT/SAT; 2) earns an industry recognized credential; or 3) earns an honors diploma. Students can earn additional points by scoring three or higher on an AP exam, scoring four or higher on an international baccalaureate exam, or earning three or more college credits through college credit plus.

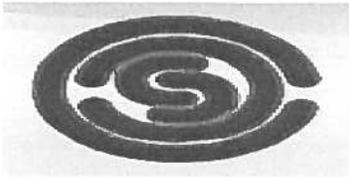
But student performance on the academic exams described above is more directly related to college, not career, preparation. And while our courses are rigorous and often support academic success, the content is specific to an identified career program. Therefore, the overwhelming majority of CTE students do not participate in most of the options eligible for points under this component. In addition, courses offered by our schools qualify for college credit through C-TAG articulation agreements with post-secondary institutions. But our schools do not currently receive points for these “C-TAG” courses because they are not technically considered part of college credit plus. Given these issues, we recommended several revisions to the PFS component, and are pleased that HB 591 included our suggestions.

Note that since the introduction of HB 591, we have recommended two technical revisions to better clarify the career-tech focused language. Final recommendations include establishing a definition for a “primarily enrolled” student, and clarifying that students can earn multiple points under the PFS component. We have attached our original and final recommendations to this testimony for the committee’s review.

In the end, the CTE community does not seek to avoid accountability and actually welcomes state evaluation measures because we are proud of our work and success in facilitating workforce development across Ohio. We simply ask that the state evaluates our schools in an appropriate way, recognizing the differences between traditional and career-technical education.

Finally, we would like to thank Rep. Duffey for his diligence in crafting this critical piece of legislation. It appears the hard work done at the front end of this process has ensured nearly universal support for HB 591. We sincerely appreciated the opportunity to participate in the discussion and urge the committee to swiftly approve this bill for the benefit of Ohio’s education community.

Thank you for your consideration. I am happy to answer any questions.



CTE Report Card Recommendations

The career-technical education (CTE) community in Ohio seeks to improve the state's CTE report card accountability system to ensure it accurately measures student progress/achievement, and correctly identifies areas for improvement. Recognizing that the evaluation and assessment of CTE students is unique and in many respects different than that of traditional students, the state created a separate/distinct report card for career-technical schools.¹ After significant consideration and discussion, Ohio's CTE community developed the following recommendations to ensure consistent, relevant, practical, and "CTE-centered" assessment metrics for career-technical schools and students.

I. Achievement Component

1. **Description:** Intended to gauge students' knowledge and skill in their field of study. Includes two different measures:
 - a. "Technical Skill Attainment" (75% of grade), which calculates passage rates of CTE competency assessments tied to CTE programs; and
 - b. "Indicators Met" (25% of grade), which calculates the percentage of CTE concentrators who pass the academic Ohio State Tests or End of Course (EOC) Exams.
2. **Concern:** Career-technical schools have no control over instruction in the academic arena, on which the "indicators met" category is based. Students often take state tests or EOC exams prior to their enrollment in a career-technical school, yet their scores inexplicably impact the CTE report card. Career-technical schools do not even receive funds/resources to provide support services for purposes of this indicator.
3. **Recommendation:** Eliminate the "Indicators Met" measure from the Achievement Component. Maintain "Technical Skill Attainment." Consider adding an additional measure in consultation with CTE representatives.

II. Prepared for Success Component

1. **Description:** Intended to gauge student readiness for success in a college or career-field. The component includes the percentage of a school or district's four and five-year graduation cohorts that demonstrate college and career-readiness. A school earns a point for every student in the cohorts who either: 1) achieves a remediation free score on all parts of the ACT or SAT; 2) earns an industry-recognized 12-point credential; or 3) receives an honors diploma. A student earns an additional 0.3 points for completing one or more criteria from the list above and also: a) earning a three or higher on an AP exam; b) earning a four or higher on an international baccalaureate exam; or c) earning three or more college credits through College Credit Plus.

¹ RC 3302.033.

2. **Concern:** Students' performance on college entrance exams, advanced placement exams, and international baccalaureate exams are more directly related to their academic preparation than their courses in career-technical pathways. While CTE courses are rigorous and often support academic success, the content is specific to an identified career pathway. Consequently, the overwhelming majority of CTE students do not participate in most of the options eligible for points under this component. In addition, courses offered by career-technical schools qualify for college credit through C-TAG articulation agreements with post-secondary institutions. But our schools do not currently receive points for these "C-TAG" courses under this component because those courses are not technically considered part of College Credit Plus.
3. **Recommendation:** 1) Eliminate the college admission test, advanced placement exam, and international baccalaureate exam measures from this component; 2) Maintain all other measures, but allow career-technical schools to receive points for CTE students who earn college credit through C-TAG courses; 3) Allow career-technical schools to receive points for CTE students who participate in paid or unpaid employment as part of their CTE program (i.e. early placement, internships, pre-apprenticeships) while enrolled in school.

III. Post-Program Outcomes Component

1. **Description:** Intended to gauge a school's success in transitioning its students to careers or postsecondary institutions. Data is collected via follow-up surveys with CTE students who left high school the previous year. Students are asked if they were employed, in an apprenticeship, in postsecondary education or advanced training, or in the military during the first 3-6 months after leaving school. These subgroups are combined to create a percentage for purposes of the component grade. Additionally, as part of this component the state examines the percentage of students who earn industry recognized credentials while in school or shortly thereafter.
2. **Concern:** The industry recognized credential measure is duplicative as it already represents a significant portion of a school's Prepared for Success component score. Moreover, many students earn industry credentials before leaving high school. Therefore, the credentials should not be used to measure "Post-Program Outcomes."
3. **Recommendation:** Eliminate the "industry recognized credential" measure from Post-Program Outcomes Component. Maintain all other measures as they specifically reflect student outcomes in CTE programs.

IV. Graduation Rate

1. **Description:** Intended to measure the percentage of students who successfully finish high school with a diploma in four or five years.
2. **Concern:** None.
3. **Recommendation:** Maintain as currently measured.

****The Career-Technical Education Community is represented by the Ohio Association of Career-Technical Education ("Ohio ACTE"), the Ohio Association of Career-Technical Superintendents ("OACTS"), and the Ohio Association of Comprehensive and Compact Career-Technical Schools ("CCS").****

Understanding Ohio's Career-Technical Education Report Card

Component: Achievement

Measures: Technical Skill Attainment – Contributes 75% toward Component Grade

Indicators Met – Contributes 25% toward Component Grade

Description: Students in most Ohio Career-Tech programs take a series of assessments to gauge their knowledge and skill in their field of study. The results of these assessments can be reported to potential employers as evidence of competency and experience. **Technical Skill Attainment** measures how many students passed the relevant Ohio Career Technical Competency Assessments or Industry Assessments for their career-technical program. This measure is also calculated for federal accountability, and reported on the Perkins Performance Reports. Each assessment has a passing benchmark score, listed on the Career-Technical Assessment System Matrix. The measure reports the proportion of students who took assessments and passed them. The **Indicators Met** measure reports the percentage of CTE Concentrators who pass the Ohio State Tests or End of Course Exams

Technical Facts: The Technical Skill Attainment calculation includes only students who took CTE assessments, and assessment scores are included in the calculation only in the year that students leave school. This ensures that the scores included in the calculation reflect only students who have completed a full assessment series. The Indicators Met measure includes all students who participated in CTE programming in the current school year.

In addition to being reported on the CTE Report Card, Career- Technical Planning Districts also have local targets for this measure. Whether or not they met this local target is reported in the **Federal Accountability Results** component.

A-F Rating: The Technical Skill Attainment rate reflects the proportion of students who passed the technical tests in their Career-Tech program. Only students who took tests are included in the passage rate.

Grade	Test Passage Rate
A	90%-100%
B	80%-89.9%
C	70%-79.9%
D	60%-69.9%
F	Below 60%

This grade also reflects the testing participation rate. Districts who test a high proportion of their students receive a grade increase, while those who test a low proportion of their students receive a grade decrease.

Effect	Test Participation Rate
1 Grade Decrease	Test participation rate $\geq 80\%$ but $< 90\%$
2 Grade Decrease	Test participation rate $< 80\%$

The grade scale for the Indicators Met measure is as follows:

Grade	Percent Passing
A	90%-100%
B	80%-89.9%
C	70%-79.9%
D	50%-69.9%
F	Below 50%

Component: **Graduation Rate**

Measures: **Four-Year Graduation Rate – Contributes 60% toward component grade**

Five-Year Graduation Rate – Contributes 40% toward component grade

Description: The Four-Year Graduation Rate includes as graduates only those students who earn a diploma within four years after entering the ninth grade for the first time and were CTE Concentrators. The Five-Year Graduation Rate includes those students who graduate within five years after entering ninth grade for the first time and were CTE Concentrators by the end of their fourth year.

Technical Fact: A number of years ago, Ohio transitioned to a new method of calculating the graduation rate set by the federal government. This allows for comparisons between Ohio and other states.

A-F Rating: The ranges for the graduation rate measures are different and mirror the ranges used on the Local Report Card for traditional schools

Four-Year Graduation Rate

Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

Five-Year Graduation Rate

Score	Letter Grade
95% - 100%	A
90% - 94.9%	B
85% - 89.9%	C
80% - 84.9%	D
Less than 80%	F

Component: Post-Program Outcomes

Measure: Post-Program Placement – Single measure in component grade

Description: Because Career-Technical Education programs are preparing students for transitioning to careers and postsecondary education, post-program placement is an important indicator of success. **Post-Program Placement** data is collected via follow-up survey with career-tech students who left high school the previous year. Specifically, students are asked if they were employed, in an apprenticeship, in postsecondary education or advanced training, or in the military during the first 3-6 months after leaving school. These subgroups are combined to create the numerator for the post-program placement measure.

Technical Fact: Only students that districts were able to locate to participate in the follow-up survey are included in the Post-Program Placement calculation. The percentage of students located for survey is called the Status Known Rate. Both the Post-Program Placement Calculation and the Status Known Rate are used in determining the letter grade for this measure.

In addition to being reported on the CTE Report Card, Career- Technical Planning Districts also have local targets for this measure. Whether or not they met this local target is reported in the **Federal Accountability Results** component.

A-F Rating: There are two pieces to the Post-Program Placement grade.

The Post-Program Placement rate places CTPDs into an initial grade band, shown below.

Placement Rate

Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

Grades then may be increased or decreased, depending on the Status Known Rate for the CTPD.

Status Known Rate

Status Known Rate	Effect
95%-100%	Letter grade increased one level
85%-94.9%	No change to initial letter grade
0%-84.9%	Letter grade decreased one level

Component:	Post-Program Outcomes
Measures:	Industry-Recognized Credentials – Reported, but Not Graded
Description:	Students in many Ohio Career-Tech programs are working towards earning an industry credential, certification, or license in their program area of study. These credentials can be crucial to gaining entry into employment or advanced training. The proportion of students who left school and who earned industry credentials is reported in the Industry-Recognized Credentials measure.
Technical Facts:	<p>The Industry-Recognized Credentials calculation only includes students in the year that students leave school. This ensures that the scores included in the calculation reflect only students who have had optimum opportunities to earn a credential.</p> <p>Credential data is collected during the school year, as well as via follow-up survey administered to students several months after leaving school. This ensures that students have the opportunity to earn credentials that require a high school diploma, and that these credentials will be counted in the Industry Credential calculation.</p>
A-F Rating:	The Industry Credentials measure is not subject to an A-F Rating on the 2016-2017 CTE Report Card.

Component: Prepared for Success

Measures:

- ¹College Admission Test (*percent receiving non-remed. score*)
- ¹Industry-Recognized Credentials (*percent with a credential*)
- ¹Honors Diplomas Awarded (*percent with an Honors Diploma*)
- ²Advanced Placement (*percent scoring three or above*)
- ²International Baccalaureate (*percent scoring four or above*)
- ²Dual Enrollment Credits (*percent earning at least three credits*)

¹Having any or all contributes a weight of 1.0 toward component
²Having any item in 1 and any or all in 2 contributes an additional weight of 0.3 toward component

Description: When students graduate from high school, they must be ready for success in college and careers without needing to take remedial classes. This goal is measured by the **Prepared for Success** component.

Prepared for Success is a unique component. It contains six measures that do not receive a grade. Beginning in 2016, the component is graded based on the percentage of a school's or district's four- and five-year graduation cohorts that demonstrate college- and career-readiness. Using multiple measures for college- and career-readiness allows districts to showcase their unique approaches for preparing students. Some schools may focus on industry credentials while others focus on ACT scores.

Technical Facts: A school earns a point for every student in the four- and five-year graduation cohorts who either: (a) achieves a remediation free score on all parts of the ACT or SAT; (b) earns an industry-recognized credential; or (c) receives an honors diploma. A student earns an additional 0.3 points for completing one or more criteria from the list above and also: (a) earning a three or higher on an AP exam; (b) earning a four or higher on an international baccalaureate exam; or (c) earning three or more college credits through college credit plus. The maximum points that any individual student can earn is 1.3 regardless of how many criteria are met.

A-F Rating: The grade scale increases over the next three years. The 2017 scale is:

Score	Letter Grade
90% - 100%	A
70% -89.9%	B
45% - 69.9%	C
25% - 44.9%	D
Less than 25%	F

Component: Federal Accountability Results

Measures: Academic Attainment – Reading
Academic Attainment – Mathematics
Technical Skill Attainment
Secondary School Completion
Single Year Graduation Rate
Post-Program Placement
Nontraditional Participation
Nontraditional Completion

Description: These eight measures comprise the federal accountability system for the Carl D. Perkins Career and Technical Education Act of 2006. Career-technical planning districts have local targets for each measure with the Ohio Department of Education. These targets are designed to encourage continuous improvement.

Academic Attainment – Reading measures the proportion of students who passed the Reading portion of the Ohio Graduation Test before leaving school.

Academic Attainment – Mathematics measures the proportion of students who passed the Mathematics portion of the Ohio Graduation Test before leaving school.

Technical Skill Attainment measures how many students passed the relevant Ohio Career Technical Competency Assessments or Industry Assessments for their career technical program. This measure is also part of the Achievement Component.

Secondary School Completion measures the proportion of students who left school in a single year with a diploma or GED (as opposed to dropping out).

Single Year Graduation Rate measures the proportion of students who left school in a single year who graduated from high school (as opposed to obtaining a GED or dropping out).

Post-Program Placement measures the proportion of students who were employed, enrolled in postsecondary education, participating in advanced training or an apprenticeship program, or in the military in the 3 to 6 months after leaving school. This measure is also part of the Post Program Outcomes Component.

Nontraditional Participation measures the proportion of students participating in Career-Tech programs that lead to employment in nontraditional fields. Nontraditional fields are defined by gender only. For example, engineering is currently defined as a nontraditional field

for females, while early childhood education qualifies as a nontraditional field for males.

Nontraditional Completion measures the proportion of students who completed Career-Tech programs that lead to employment in nontraditional fields. Nontraditional fields are defined by gender only. For example, engineering is currently defined as a nontraditional field for females, while early childhood education qualifies as a nontraditional field for males. A full list of nontraditional programs is available on the Ohio Department of Education website.

Technical Facts: These measures, with the exception of Nontraditional Participation, are calculated once students leave school. They represent the cumulative results of coursework and assessments taken during high school, and their post-high school educational and employment choices.

Nontraditional Participations captures all students participating in Career-Technical education during the school year.

A-F Rating: The measures contained in the Federal Accountability Results component are not subject to an A-F Rating on the CTE Report Card.



HB 591 (Report Cards)
Career Technical Education (“CTE”) Community / Final Recommendations

The CTE community, represented by the Ohio Association of Career Technical Education (Ohio ACTE), the Ohio Association of Career Technical Superintendents (OACTS), and the Ohio Association of Comprehensive and Compact Career Technical Schools (CCS), appreciates Rep. Duffey’s diligent work in drafting the initial CTE-related HB 591 provisions. We support this legislation and the goals it seeks to achieve. We have two final recommendations, which represent minor clarifying changes. Highlighted in RED below is legislative language implementing our suggestions. In sum, our recommendations include the following:

1. Graduation Rate / “Primarily Enrolled”: The graduation rate component of the CTE report card measures the graduation rate of students “primarily enrolled” in CTE programs.¹ We recommend defining “primarily enrolled” as “any student who has enrolled in the second half of a CTE program.” (The term is currently undefined in HB 591).
2. Prepared for Success: Currently, a school can earn multiple points (or “weights”) by achieving more than one prepared for success measure.² We recommend clarifying the HB 591 language to ensure schools’ ability to earn multiple points under this component. The CTE community would also like to provide input if the state board or ODE seeks to adopt any additional prepared for success measures.

¹ See HB 591 (As Introduced), Lines 2489-2492.

² See ODE Guidance Document titled “Understanding Ohio’s Career-Technical Education Report Card,” Pg. 6, available at <http://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Sections/Career-Tech-Report-Cards/Understanding-Ohios-CTE-Report-Card.pdf.aspx>.

full school week of October and are continuously enrolled in the district or building through the time of the spring administration of any assessment prescribed by division (A)(1) or (B)(1) of section 3301.0710 or division (B) of section 3301.0712 of the Revised Code that is administered to the student's grade level;

(b) Include cumulative totals from both the fall and spring administrations of the third grade English language arts achievement assessment;

(c) Except as required by the No Child Left Behind Act of 2001, exclude for each district or building any limited English proficient student who has been enrolled in United States schools for less than one full school year.

(L) Beginning with the 2015-2016 school year and at least once every three years thereafter, the state board of education shall review and may adjust the benchmarks for assigning letter grades to the performance measures and components prescribed under divisions (C)(3) and (D) of this section.

Sec. 3302.033. (A) The state board of education, in consultation with the chancellor of ~~the Ohio board of regents~~ higher education, any office within the office of the governor concerning workforce development, the Ohio association of career and technical education, the Ohio association of city career-technical schools, and the Ohio association of career-technical superintendents, shall approve a report card for joint vocational school districts and for other career-technical planning districts that are not joint vocational school districts, which may contain disaggregated data for each joint vocational school district, if applicable. The state board shall submit details of the approved report card to the governor, the

speaker of the house of representatives, the president of the 2465
senate, and the chairpersons of the standing committees of the 2466
house of representatives and the senate principally responsible 2467
for education policy. The department of education annually shall 2468
issue a report card for each joint vocational school district 2469
and other career-technical planning districts that are not joint 2470
vocational school districts, beginning with report cards for the 2471
2012-2013 school year to be published not later than September 2472
1, 2013. 2473

(B) Beginning with the report cards for the 2018-2019 2474
school year and each school year thereafter, the format for any 2475
report card issued under this section shall include at least the 2476
following components: 2477

(1) Achievement. The achievement component shall consist 2478
of technical skills attainment by students enrolled in a career- 2479
technical education program and any additional measure as 2480
determined by the state board, in consultation with individuals 2481
and entities prescribed in division (A) of this section. The 2482
achievement component shall not include any measure that 2483
calculates the percentage of students enrolled in a career- 2484
technical education program who passed the achievement 2485
assessments required under division (A) of section 3301.0710 of 2486
the Revised Code or the end-of-course examinations required 2487
under division (B)(2) of section 3301.0712 of the Revised Code. 2488

(2) Graduation rate. The graduation rate shall include 2489
both a four-year cohort graduation rate and a five-year cohort 2490
graduation rate of students primarily enrolled in career 2491
technical education programs. 2492

(3) Post-program outcomes. The post-program outcomes 2493
component shall not include the reporting of the percentage of 2494

<u>students who receive industry-recognized credentials.</u>	2495
<u>(4) Prepared for success. The prepared for success</u>	2496
<u>component shall include all <u>students primarily enrolled</u></u>	2497
<u>in career-technical education programs who have achieved</u>	2498
<u>one or more of the following:</u>	2499
<u>(a) The percentage of students with industry-recognized</u>	2500
<u>credentials;</u>	2501
<u>(b) The percentage of students who receive an honors</u>	2502
<u>diploma under section 3313.61 of the Revised Code;</u>	2503
<u>(c) The percentage of students who receive at least three</u>	2504
<u>college credits through the college credit plus program</u>	2505
<u>established under Chapter 3365. of the Revised Code;</u>	2506
<u>(d) The percentage of students who participate in paid or</u>	2507
<u>unpaid employment, such as early placement, internships, and</u>	2508
<u>preapprenticeships, as part of their career-technical education</u>	2509
<u>program while enrolled in high school;</u>	2510
<u>(e) The percentage of students who have earned technical</u>	2511
<u>credit that can be transferred to state institutions of higher</u>	2512
<u>education under the career-technical assurance guide created by</u>	2513
<u>the chancellor.</u>	2514
<u>The prepared for success component shall not include the</u>	2515
<u>test prescribed under division (B)(1) of section 3301.0712 of</u>	2516
<u>the Revised Code or any other college admission test or any</u>	2517
<u>advanced placement or international baccalaureate examination.</u>	2518
<u>Multiple points may be earned through the achievement of more</u>	2519
<u>than one prepared for success measure.</u>	2520
<u>(f) Additional prepared for success measures may be</u>	2521
<u>established in consultation with individuals and entities</u>	2522
<u>prescribed in division (A) of this section.</u>	2523

- (C) Beginning with the report cards for the 2018-2019 school year and each school year thereafter, the department shall issue a separate additional report card for a lead district of a career-planning district that is not a joint vocational school district that includes only the performance of enrolled students of that district. 2524
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- (B) As used in this section, ~~"career-technical"~~ : 2530
- (1) "Career-technical planning district" means a school district or group of school districts designated by the department as being responsible for the planning for and provision of career-technical education services to students within the district or group and includes all of the following: 2531
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- (a) A joint vocational school district; 2536
- (b) A comprehensive school district that has established and maintains a career-technical education program that meets the standards adopted by the state board; and 2537
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- (c) A contracting district that provides or ensures provision of a career-technical education program that meets the standards adopted by the state board to another district with which it has entered into a contract. 2540
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- (2) "Enrolled student" means a student who is enrolled in a middle school or high school operated by the lead district. 2544
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- (3) "Lead district" has the same meaning as in section 3317.023 of the Revised Code. 2546
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- (4) "Primarily Enrolled" means a student who has enrolled in the second half of a career-technical education program. 2548
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- (5) "State institution of higher education" has the same meaning as in section 3345.011 of the Revised Code. 2552
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Sec. 3302.036. (A) Notwithstanding anything in the Revised
Code to the contrary, ~~the~~ ;

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(1) The department of education shall not assign an
overall letter grade under division (C)(3) of section 3302.03 of
the Revised Code, as it existed prior to the effective date of
this amendment, or section 3302.032 of the Revised Code for any
school district or building for the 2014-2015, 2015-2016, or
2016-2017 school years ;.

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