



Ohio Association  
of Secondary School Administrators



**House Primary and Secondary Education Committee  
House Bill 200 Testimony  
Buckeye Association of School Administrators  
Ohio School Boards Association  
Ohio Association of School Business Officials  
Ohio Association of Secondary School Administrators  
Ohio Association of Elementary School Administrators  
April 13, 2021**

Chair Manning, Vice Chair Bird, Ranking Member Robinson and members of the House Primary and Secondary Education Committee, thank you for the opportunity to testify today on behalf of House Bill (HB) 200. I am Kevin Miller, Director of Governmental Relations for the Buckeye Association of School Administrators. Joining me in support of this legislation are Nicole Piscitani with the Ohio School Boards Association, Katie Johnson with the Ohio Association of School Business Officials, and Barbara Shaner representing the Ohio Association of Secondary School Administrators and the Ohio Association of Elementary School Administrators.

Collectively, our organizations represent public school superintendents, board members, treasurers/CFOs and other school business officials, and building principals from around the state. On behalf of our members, we are here in support of HB 200.

We express thanks to Representative Don Jones and Representative Phil Robinson for their leadership in developing HB 200. Their bipartisan partnership has led to legislation that will make immediate changes to Ohio's school report card to provide a more fair and understandable report card. We appreciate that they included practitioners in the process by inviting three superintendents representing rural, suburban, and urban schools to provide input into the development of HB 200.

There are many positive factors included in HB 200 that lead us to support this legislation.

First, HB 200 simplifies the graded components of the report card by using reasonable and fair measurements, as we will outline in our testimony. The performance ratings replace the current letter-grade system with a six-level system that more clearly defines a district or school's performance on each component. Those ratings range from "Significantly Exceeds Expectations" to "Meets Expectations" to "In Need of Support."

- The Achievement component is based on the Performance Index of the district or school. This allows every test score to be counted in the measurement, based upon each student's performance. Students are not simply discounted because they are scoring below proficient. HB 200 adds a new multiplier called "Approaching Proficient" which acknowledges the growth of students moving from limited to basic to proficient. In addition, the maximum Performance Index score will be the average of the highest ten percent of Performance Index scores achieved by districts or buildings in the 2018-2019 school year. This change acknowledges that the current maximum score of 120 is not rational or attainable, creating an unfair scale. Using available data to determine an appropriate top score is a reasonable approach to assessing district and school performance on state assessments.
- The Progress component will be based on the overall score under the value-added progress dimension. The legislation provides flexibility in allowing the Ohio Department of Education to use a student academic progress measure instead of the value-added progress dimension. The measurement also provides flexibility in allowing for the use of one-year or three-years of value added data, whichever best provides a reflection of the work of the district in growing student achievement.
- The Gap Closing component continues to use Annual Measurable Objectives but recognizes that success is not only defined by achievement, but also by growth. Therefore, student groups can meet expectations in Gap Closing through either achievement or progress. The n-size remains at 20, which ensures that student subgroups are being monitored for both achievement and growth while protecting the identity and educational rights of students who are part of smaller subgroups.
- The Graduation Component will continue to be based on four- and five-year adjusted cohort graduation rates. However, the component will include valuable information that is reported to help the district and school address the challenges of high mobility rates and share the story of students with disabilities who have not graduated, yet continue to receive services from the school district.
- The final component to be measured, the Third Grade Reading Guarantee, is a welcome change from K-3 Literacy, which is solely focused on the percentage of students moving from off-track to on-track, often making the measurement of this component based on a small group of students. Some schools may have a small number of students struggling with literacy, while the vast majority of students are succeeding – but the current measure only reflects the struggling students. To improve this measure, the Third Grade Reading Guarantee focuses on the performance of all students by measuring the percentage of students who meet the promotion rate on the reading portion of the Third Grade English/Language Arts assessment.

Second, in addition to providing reasonable and fair measurements of defined components, HB 200 calls for additional data to be reported in the school report card that provides vital and meaningful information to the community. Most notably, Prepared for Success, though not measured, is expanded to recognize that there are many paths to success, and those do not always include college preparedness. While current elements of Prepared for Success are maintained, such as involvement in and success with Advanced Placement, International Baccalaureate, and College Credit Plus programs, the new report card will recognize other paths to success such as internships, apprenticeships, and students' earning of industry-recognized credentials.

Third, HB 200 removes punitive measures from the school report card. This includes student subgroup demotions currently in place for the Progress and Gap Closing components. The subgroup demotion unnecessarily penalizes a school or district relative to its overall progress measure. The report card should be focused on encouraging school improvement. There is nothing about the demotion process that is either federally required or proven to improve teaching and learning.

And fourth, HB 200 keeps the focus on the performance rating for each of the components by removing the overall rating of a district or school as part of the report card. This avoids diluting the significance of the component ratings and more transparently shows those areas where a district is succeeding and those areas where more attention, support, and growth are needed. The use of line graphs with each measured component to show multi-year trends and the reporting of comparisons of student proficiency rates on state assessments with similar districts and state-level data will further enhance and emphasize the importance of the individual components.

The Ohio School Report Card is designed to meet multiple purposes, including providing accountability, supporting continuous improvement, complementing the work and data of the local district, advancing equity, and communicating district and school performance to the community. HB 200 takes significant steps forward in ensuring that Ohio's Report Card is revised to meet these goals in a fair, honest, reliable way that is clear and easy to understand.

Thank you for the opportunity to provide testimony as proponents of HB 200. We are glad to answer your questions.