



**The Alliance for High Quality Education  
Senate Primary and Secondary Education Committee  
HB 82—Proponent Testimony  
June 23, 2021**

Chair Brenner, Vice Chair Blessing, Ranking Member Fedor, and Members of the Senate Primary & Secondary Education Committee, we meet again to discuss the importance, timeliness, and urgency in considering critical changes to the state’s accountability system and report card. I am very pleased to provide proponent testimony today regarding HB 82 and thank Representatives Jones and Cross for their willingness to amend HB 82 to include this important report card reform. Although this testimony is focused on the report card amendment, the Alliance also supports the underlying provisions of HB 82 As Passed by the House.

My name is Anthony Podojil, Ph.D., and I am the Executive Director of The Alliance for High Quality Education (AHQE). The Alliance for High Quality Education is a consortium of 74 high-performing school districts located throughout the State of Ohio including the Toledo, Cleveland, Akron-Canton, Columbus, Dayton, and Cincinnati areas. The Alliance for the last twenty-nine years has represented its members' interests on matters of state education policy and funding, as well as contributing to fostering high quality educational opportunities for students in their districts and those across the state.

The Alliance has worked closely alongside Representative Jones, Representative Robinson and Senator Brenner together with multiple education stakeholders and representatives for the business community on finalizing the comprehensive report card reform recommendations included in HB 82. Many thanks to these legislative leaders and the following partners in this work: BASA, Supt. Cameron Ryba, Supt. Stephanie Starcher, Supt. Marlon Styles, OSBA, OASBO, OASSA, OEA, OFT, Ohio Excels, The Thomas B. Fordham Institute, Ohio Association of Gifted Children, Erik Roush at Columbus City Schools, and The Ohio 8. Finally, we thank ODE for the technical assistance they provided over the past two years.

We are most proud of the collaboration among the stakeholders to make much-needed improvements to the six report card components. The changes to the Achievement, Progress, Graduation Rate, Gap Closing, renamed Early Literacy, and renamed College, Career, Workforce & Military Readiness Components are mission critical to ensure that the state’s accountability system is evaluating what is most important to schools, students, parents, and communities.

The Alliance feels strongly that the following changes made to each of the six report card components are key to a successful report card system long term:

- Reducing the number of components from 14 to six and only rating five of the components for the next three years. The sixth component, College, Career, Workforce & Military Readiness will be a report-only measure for three years.
- Including the new “Student Opportunity Profile Measure” that reports data regarding the opportunities provided
- For the **Achievement** Component, only rating Performance Index (“PI”) and setting the maximum performance index score at the average of the top 2% of performance index scores for districts or buildings, respectively, for the school year for which a report card is issued. We also support the inclusion of Science, American History, and American Government exams, and substitute exams, into the PI. The Indicators Met measurer will be reported and not rated.
- For the **Growth** Component, we support rating the overall value-added progress dimension score using three consecutive years of data, with a weight of 50% to the most recent year and a weight of 25% to each of the other years. If three consecutive years of data is not available, either two consecutive years of data with a weight of 67% to the most recent year and 33% to the other year or, if two consecutive years is not available, one year of data.
- For **Gap Closing**, making this a Component that is rated based on the extent to which each subgroup in a district or building meets each of its Achievement and Progress targets. We also support including into this Component, both the gifted indicator and chronic absenteeism indicator.
- We support the revised **Early Literacy** Component, that will not be based on three performance measures: (1) the percentage of students who achieve a proficient score or higher; (2) the percentage of students who are promoted to fourth grade and not subject to retention under the Third-Grade Reading Guarantee; and (3) the percentage of off-track students who the building or district get back on-track.
- **Graduation Rate** will be rated based on two performance measures: (1) the four-year adjusted cohort graduation rate; and (2) the five-year adjusted cohort graduation rate. We support reporting, but not factoring into the rating, data regarding the students who do not receive a high school diploma, disaggregated by certain prescribed categories.
- We strongly support the significant updates made to the **College, Career, Workforce & Military Readiness** Component and are supportive of holding off on rating this Component subject to ODE and JCARR in three years.

Finally, the Alliance supports the changes in HB 82 that eliminate the A-F grading structure. Instead, ratings shall be made using a 5-Star rating structure with corresponding descriptors. The report card will include an overall summative rating each year based on the weighted component ratings, beginning with the report card issued for the 2022-2023 school year—no summative rating would be issued for the upcoming 2021-22 school year. The report card will also include a trend arrow and color scheme for all ratings.

Recognizing the challenges in reaching a consensus with legislators and all of the stakeholders around the overall rating structure, we feel the proposed system in HB 82 that

allows for a change in both the method of reporting the scores (stars), the number of levels (5) and the use of descriptors allows for the best path forward to begin the process of report card reform. Coupled with the changes made to each of the components, we believe the system proposed will more accurately reflect district achievement and progress going forward. While no system is perfect and we should expect that some modifications may be necessary, we feel the spirit in which this final product was arrived at will allow parties to return to suggest improvements, if necessary, in the future.

Thank you again for the opportunity to provide written testify today.