

Am. S. B. No. 166
As Passed by the Senate

_____ moved to amend as follows:

In line 1 of the title, after "3301.17" insert ", 3302.03" 1

In line 8, after "3301.17" insert ", 3302.03" 2

After line 48, insert: 3

"Sec. 3302.03. Not later than the thirty-first day of 4
July of each year, the department of education shall submit 5
preliminary report card data for overall academic performance 6
and for each separate performance measure for each school 7
district, and each school building, in accordance with this 8
section. 9

Annually, not later than the fifteenth day of September or 10
the preceding Friday when that day falls on a Saturday or 11
Sunday, the department shall assign a letter grade or 12
performance rating for overall academic performance and for each 13
separate performance measure for each school district, and each 14
school building in a district, in accordance with this section. 15
The state board of education shall adopt rules pursuant to 16
Chapter 119. of the Revised Code to implement this section. The 17



state board's rules shall establish performance criteria for 18
each letter grade or performance rating and prescribe a method 19
by which the department assigns each letter grade or performance 20
rating. For a school building to which any of the performance 21
measures do not apply, due to grade levels served by the 22
building, the department shall designate the performance 23
measures that are applicable to the building and that must be 24
calculated separately and used to calculate the building's 25
overall grade or performance rating. The department shall issue 26
annual report cards reflecting the performance of each school 27
district, each building within each district, and for the state 28
as a whole using the performance measures and letter grade or 29
performance rating system described in this section. The 30
department shall include on the report card for each district 31
and each building within each district the most recent two-year 32
trend data in student achievement for each subject and each 33
grade. 34

(A) (1) For the 2012-2013 school year, the department shall 35
issue grades as described in division (F) of this section for 36
each of the following performance measures: 37

(a) Annual measurable objectives; 38

(b) Performance index score for a school district or 39
building. Grades shall be awarded as a percentage of the total 40
possible points on the performance index system as adopted by 41
the state board. In adopting benchmarks for assigning letter 42
grades under division (A) (1) (b) of this section, the state board 43
shall designate ninety per cent or higher for an "A," at least 44
seventy per cent but not more than eighty per cent for a "C," 45
and less than fifty per cent for an "F." 46

(c) The extent to which the school district or building 47

meets each of the applicable performance indicators established 48
by the state board under section 3302.02 of the Revised Code and 49
the percentage of applicable performance indicators that have 50
been achieved. In adopting benchmarks for assigning letter 51
grades under division (A) (1) (c) of this section, the state board 52
shall designate ninety per cent or higher for an "A." 53

(d) The four- and five-year adjusted cohort graduation 54
rates. 55

In adopting benchmarks for assigning letter grades under 56
division (A) (1) (d), (B) (1) (d), or (C) (1) (d) of this section, the 57
department shall designate a four-year adjusted cohort 58
graduation rate of ninety-three per cent or higher for an "A" 59
and a five-year cohort graduation rate of ninety-five per cent 60
or higher for an "A." 61

(e) The overall score under the value-added progress 62
dimension of a school district or building, for which the 63
department shall use up to three years of value-added data as 64
available. The letter grade assigned for this growth measure 65
shall be as follows: 66

(i) A score that is at least one standard error of measure 67
above the mean score shall be designated as an "A." 68

(ii) A score that is less than one standard error of 69
measure above but greater than one standard error of measure 70
below the mean score shall be designated as a "B." 71

(iii) A score that is less than or equal to one standard 72
error of measure below the mean score but greater than two 73
standard errors of measure below the mean score shall be 74
designated as a "C." 75

(iv) A score that is less than or equal to two standard errors of measure below the mean score but is greater than three standard errors of measure below the mean score shall be designated as a "D."

(v) A score that is less than or equal to three standard errors of measure below the mean score shall be designated as an "F."

Whenever the value-added progress dimension is used as a graded performance measure in this division and divisions (B) and (C) of this section, whether as an overall measure or as a measure of separate subgroups, the grades for the measure shall be calculated in the same manner as prescribed in division (A) (1) (e) of this section.

(f) The value-added progress dimension score for a school district or building disaggregated for each of the following subgroups: students identified as gifted, students with disabilities, and students whose performance places them in the lowest quintile for achievement on a statewide basis. Each subgroup shall be a separate graded measure.

(2) Not later than April 30, 2013, the state board of education shall adopt a resolution describing the performance measures, benchmarks, and grading system for the 2012-2013 school year and, not later than June 30, 2013, shall adopt rules in accordance with Chapter 119. of the Revised Code that prescribe the methods by which the performance measures under division (A) (1) of this section shall be assessed and assigned a letter grade, including performance benchmarks for each letter grade.

At least forty-five days prior to the state board's

adoption of rules to prescribe the methods by which the 105
performance measures under division (A) (1) of this section shall 106
be assessed and assigned a letter grade, the department shall 107
conduct a public presentation before the standing committees of 108
the house of representatives and the senate that consider 109
education legislation describing such methods, including 110
performance benchmarks. 111

(3) There shall not be an overall letter grade for a 112
school district or building for the 2012-2013 school year. 113

(B) (1) For the 2013-2014 school year, the department shall 114
issue grades as described in division (F) of this section for 115
each of the following performance measures: 116

(a) Annual measurable objectives; 117

(b) Performance index score for a school district or 118
building. Grades shall be awarded as a percentage of the total 119
possible points on the performance index system as created by 120
the department. In adopting benchmarks for assigning letter 121
grades under division (B) (1) (b) of this section, the state board 122
shall designate ninety per cent or higher for an "A," at least 123
seventy per cent but not more than eighty per cent for a "C," 124
and less than fifty per cent for an "F." 125

(c) The extent to which the school district or building 126
meets each of the applicable performance indicators established 127
by the state board under section 3302.03 of the Revised Code and 128
the percentage of applicable performance indicators that have 129
been achieved. In adopting benchmarks for assigning letter 130
grades under division (B) (1) (c) of this section, the state board 131
shall designate ninety per cent or higher for an "A." 132

(d) The four- and five-year adjusted cohort graduation 133

rates; 134

(e) The overall score under the value-added progress 135
dimension of a school district or building, for which the 136
department shall use up to three years of value-added data as 137
available. 138

(f) The value-added progress dimension score for a school 139
district or building disaggregated for each of the following 140
subgroups: students identified as gifted in superior cognitive 141
ability and specific academic ability fields under Chapter 3324. 142
of the Revised Code, students with disabilities, and students 143
whose performance places them in the lowest quintile for 144
achievement on a statewide basis. Each subgroup shall be a 145
separate graded measure. 146

(g) Whether a school district or building is making 147
progress in improving literacy in grades kindergarten through 148
three, as determined using a method prescribed by the state 149
board. The state board shall adopt rules to prescribe benchmarks 150
and standards for assigning grades to districts and buildings 151
for purposes of division (B) (1) (g) of this section. In adopting 152
benchmarks for assigning letter grades under divisions (B) (1) (g) 153
and (C) (1) (g) of this section, the state board shall determine 154
progress made based on the reduction in the total percentage of 155
students scoring below grade level, or below proficient, 156
compared from year to year on the reading and writing diagnostic 157
assessments administered under section 3301.0715 of the Revised 158
Code and the third grade English language arts assessment under 159
section 3301.0710 of the Revised Code, as applicable. The state 160
board shall designate for a "C" grade a value that is not lower 161
than the statewide average value for this measure. No grade 162
shall be issued under divisions (B) (1) (g) and (C) (1) (g) of this 163

section for a district or building in which less than five per 164
cent of students have scored below grade level on the diagnostic 165
assessment administered to students in kindergarten under 166
division (B) (1) of section 3313.608 of the Revised Code. 167

(h) For a high mobility school district or building, an 168
additional value-added progress dimension score. For this 169
measure, the department shall use value-added data from the most 170
recent school year available and shall use assessment scores for 171
only those students to whom the district or building has 172
administered the assessments prescribed by section 3301.0710 of 173
the Revised Code for each of the two most recent consecutive 174
school years. 175

As used in this division, "high mobility school district 176
or building" means a school district or building where at least 177
twenty-five per cent of its total enrollment is made up of 178
students who have attended that school district or building for 179
less than one year. 180

(2) In addition to the graded measures in division (B) (1) 181
of this section, the department shall include on a school 182
district's or building's report card all of the following 183
without an assigned letter grade: 184

(a) The percentage of students enrolled in a district or 185
building participating in advanced placement classes and the 186
percentage of those students who received a score of three or 187
better on advanced placement examinations; 188

(b) The number of a district's or building's students who 189
have earned at least three college credits through dual 190
enrollment or advanced standing programs, such as the post- 191
secondary enrollment options program under Chapter 3365. of the 192

Revised Code and state-approved career-technical courses offered	193
through dual enrollment or statewide articulation, that appear	194
on a student's transcript or other official document, either of	195
which is issued by the institution of higher education from	196
which the student earned the college credit. The credits earned	197
that are reported under divisions (B) (2) (b) and (C) (2) (c) of	198
this section shall not include any that are remedial or	199
developmental and shall include those that count toward the	200
curriculum requirements established for completion of a degree.	201
(c) The percentage of students enrolled in a district or	202
building who have taken a national standardized test used for	203
college admission determinations and the percentage of those	204
students who are determined to be remediation-free in accordance	205
with standards adopted under division (F) of section 3345.061 of	206
the Revised Code;	207
(d) The percentage of the district's or the building's	208
students who receive industry-recognized credentials as approved	209
under section 3313.6113 of the Revised Code.	210
(e) The percentage of students enrolled in a district or	211
building who are participating in an international baccalaureate	212
program and the percentage of those students who receive a score	213
of four or better on the international baccalaureate	214
examinations.	215
(f) The percentage of the district's or building's	216
students who receive an honors diploma under division (B) of	217
section 3313.61 of the Revised Code.	218
(3) Not later than December 31, 2013, the state board	219
shall adopt rules in accordance with Chapter 119. of the Revised	220
Code that prescribe the methods by which the performance	221

measures under divisions (B) (1) (f) and (B) (1) (g) of this section 222
will be assessed and assigned a letter grade, including 223
performance benchmarks for each grade. 224

At least forty-five days prior to the state board's 225
adoption of rules to prescribe the methods by which the 226
performance measures under division (B) (1) of this section shall 227
be assessed and assigned a letter grade, the department shall 228
conduct a public presentation before the standing committees of 229
the house of representatives and the senate that consider 230
education legislation describing such methods, including 231
performance benchmarks. 232

(4) There shall not be an overall letter grade for a 233
school district or building for the 2013-2014, 2014-2015, 2015- 234
2016, and 2016-2017 school years. 235

(C) (1) For the 2014-2015, 2015-2016, 2016-2017, 2017-2018, 236
2018-2019, 2019-2020, and 2020-2021 school years, the department 237
shall issue grades as described in division (F) of this section 238
for each of the performance measures prescribed in division (C) 239
(1) of this section. The graded measures are as follows: 240

(a) Annual measurable objectives. For the 2017-2018 school 241
year, the department shall not include any subgroup data in the 242
annual measurable objectives that includes data from fewer than 243
twenty-five students. For the 2018-2019 school year, the 244
department shall not include any subgroup data in the annual 245
measurable objectives that includes data from fewer than twenty 246
students. Beginning with the 2019-2020 school year, the 247
department shall not include any subgroup data in the annual 248
measurable objectives that includes data from fewer than fifteen 249
students. 250

(b) Performance index score for a school district or building. Grades shall be awarded as a percentage of the total possible points on the performance index system as created by the department. In adopting benchmarks for assigning letter grades under division (C) (1) (b) of this section, the state board shall designate ninety per cent or higher for an "A," at least seventy per cent but not more than eighty per cent for a "C," and less than fifty per cent for an "F."

(c) The extent to which the school district or building meets each of the applicable performance indicators established by the state board under section 3302.03 of the Revised Code and the percentage of applicable performance indicators that have been achieved. In adopting benchmarks for assigning letter grades under division (C) (1) (c) of this section, the state board shall designate ninety per cent or higher for an "A."

(d) The four- and five-year adjusted cohort graduation rates;

(e) The overall score under the value-added progress dimension, or another measure of student academic progress if adopted by the state board, of a school district or building, for which the department shall use up to three years of value-added data as available.

In adopting benchmarks for assigning letter grades for overall score on value-added progress dimension under division (C) (1) (e) of this section, the state board shall prohibit the assigning of a grade of "A" for that measure unless the district's or building's grade assigned for value-added progress dimension for all subgroups under division (C) (1) (f) of this section is a "C" or higher.

For the metric prescribed by division (C) (1) (e) of this section, the state board may adopt a student academic progress measure to be used instead of the value-added progress dimension. If the state board adopts such a measure, it also shall prescribe a method for assigning letter grades for the new measure that is comparable to the method prescribed in division (A) (1) (e) of this section.

(f) The value-added progress dimension score of a school district or building disaggregated for each of the following subgroups: students identified as gifted in superior cognitive ability and specific academic ability fields under Chapter 3324. of the Revised Code, students with disabilities, and students whose performance places them in the lowest quintile for achievement on a statewide basis, as determined by a method prescribed by the state board. Each subgroup shall be a separate graded measure.

The state board may adopt student academic progress measures to be used instead of the value-added progress dimension. If the state board adopts such measures, it also shall prescribe a method for assigning letter grades for the new measures that is comparable to the method prescribed in division (A) (1) (e) of this section.

(g) Whether a school district or building is making progress in improving literacy in grades kindergarten through three, as determined using a method prescribed by the state board. The state board shall adopt rules to prescribe benchmarks and standards for assigning grades to a district or building for purposes of division (C) (1) (g) of this section. The state board shall designate for a "C" grade a value that is not lower than the statewide average value for this measure. No grade shall be

issued under division (C) (1) (g) of this section for a district 310
or building in which less than five per cent of students have 311
scored below grade level on the kindergarten diagnostic 312
assessment under division (B) (1) of section 3313.608 of the 313
Revised Code. 314

(h) For a high mobility school district or building, an 315
additional value-added progress dimension score. For this 316
measure, the department shall use value-added data from the most 317
recent school year available and shall use assessment scores for 318
only those students to whom the district or building has 319
administered the assessments prescribed by section 3301.0710 of 320
the Revised Code for each of the two most recent consecutive 321
school years. 322

As used in this division, "high mobility school district 323
or building" means a school district or building where at least 324
twenty-five per cent of its total enrollment is made up of 325
students who have attended that school district or building for 326
less than one year. 327

(2) In addition to the graded measures in division (C) (1) 328
of this section, the department shall include on a school 329
district's or building's report card all of the following 330
without an assigned letter grade: 331

(a) The percentage of students enrolled in a district or 332
building who have taken a national standardized test used for 333
college admission determinations and the percentage of those 334
students who are determined to be remediation-free in accordance 335
with the standards adopted under division (F) of section 336
3345.061 of the Revised Code; 337

(b) The percentage of students enrolled in a district or 338

building participating in advanced placement classes and the 339
percentage of those students who received a score of three or 340
better on advanced placement examinations; 341

(c) The percentage of a district's or building's students 342
who have earned at least three college credits through advanced 343
standing programs, such as the college credit plus program under 344
Chapter 3365. of the Revised Code and state-approved career- 345
technical courses offered through dual enrollment or statewide 346
articulation, that appear on a student's college transcript 347
issued by the institution of higher education from which the 348
student earned the college credit. The credits earned that are 349
reported under divisions (B) (2) (b) and (C) (2) (c) of this section 350
shall not include any that are remedial or developmental and 351
shall include those that count toward the curriculum 352
requirements established for completion of a degree. 353

(d) The percentage of the district's or building's 354
students who receive an honor's diploma under division (B) of 355
section 3313.61 of the Revised Code; 356

(e) The percentage of the district's or building's 357
students who receive industry-recognized credentials as approved 358
under section 3313.6113 of the Revised Code; 359

(f) The percentage of students enrolled in a district or 360
building who are participating in an international baccalaureate 361
program and the percentage of those students who receive a score 362
of four or better on the international baccalaureate 363
examinations; 364

(g) The results of the college and career-ready 365
assessments administered under division (B) (1) of section 366
3301.0712 of the Revised Code; 367

(h) Whether the school district or building has implemented a positive behavior intervention and supports framework in compliance with the requirements of section 3319.46 of the Revised Code, notated as a "yes" or "no" answer.

(3) The state board shall adopt rules pursuant to Chapter 119. of the Revised Code that establish a method to assign an overall grade for a school district or school building for the 2017-2018 school year and each school year thereafter. The rules shall group the performance measures in divisions (C) (1) and (2) of this section into the following components:

(a) Gap closing, which shall include the performance measure in division (C) (1) (a) of this section;

(b) Achievement, which shall include the performance measures in divisions (C) (1) (b) and (c) of this section;

(c) Progress, which shall include the performance measures in divisions (C) (1) (e) and (f) of this section;

(d) Graduation, which shall include the performance measure in division (C) (1) (d) of this section;

(e) Kindergarten through third-grade literacy, which shall include the performance measure in division (C) (1) (g) of this section;

(f) Prepared for success, which shall include the performance measures in divisions (C) (2) (a), (b), (c), (d), (e), and (f) of this section. The state board shall develop a method to determine a grade for the component in division (C) (3) (f) of this section using the performance measures in divisions (C) (2) (a), (b), (c), (d), (e), and (f) of this section. When available, the state board may incorporate the performance

measure under division (C) (2) (g) of this section into the 396
component under division (C) (3) (f) of this section. When 397
determining the overall grade for the prepared for success 398
component prescribed by division (C) (3) (f) of this section, no 399
individual student shall be counted in more than one performance 400
measure. However, if a student qualifies for more than one 401
performance measure in the component, the state board may, in 402
its method to determine a grade for the component, specify an 403
additional weight for such a student that is not greater than or 404
equal to 1.0. In determining the overall score under division 405
(C) (3) (f) of this section, the state board shall ensure that the 406
pool of students included in the performance measures aggregated 407
under that division are all of the students included in the 408
four- and five-year adjusted graduation cohort. 409

In the rules adopted under division (C) (3) of this 410
section, the state board shall adopt a method for determining a 411
grade for each component in divisions (C) (3) (a) to (f) of this 412
section. The state board also shall establish a method to assign 413
an overall grade of "A," "B," "C," "D," or "F" using the grades 414
assigned for each component. The method the state board adopts 415
for assigning an overall grade shall give equal weight to the 416
components in divisions (C) (3) (b) and (c) of this section. 417

At least forty-five days prior to the state board's 418
adoption of rules to prescribe the methods for calculating the 419
overall grade for the report card, as required by this division, 420
the department shall conduct a public presentation before the 421
standing committees of the house of representatives and the 422
senate that consider education legislation describing the format 423
for the report card, weights that will be assigned to the 424
components of the overall grade, and the method for calculating 425
the overall grade. 426

(D) For the 2021-2022 school year and each school year thereafter, all of the following apply:

(1) The department shall include on a school district's or building's report card all of the following performance measures without an assigned performance rating:

(a) Whether the district or building meets the gifted performance indicator under division (A) (2) of section 3302.02 of the Revised Code and the extent to which the district or building meets gifted indicator performance benchmarks;

(b) The extent to which the district or building meets the chronic absenteeism indicator under division (A) (3) of section 3302.02 of the Revised Code;

(c) Performance index score percentage for a district or building, which shall be calculated by dividing the district's or building's performance index score according to the performance index system created by the department by the maximum performance index score for a district or building. The maximum performance index score shall be as follows:

(i) For a building, the average of the highest two per cent of performance index scores achieved by a building for the school year for which a report card is issued;

(ii) For a district, the average of the highest two per cent of performance index scores achieved by a district for the school year for which a report card is issued.

(d) The overall score under the value-added progress dimension of a district or building, for which the department shall use three consecutive years of value-added data. In using three years of value-added data to calculate the measure

prescribed under division (D) (1) (d) of this section, the 455
department shall assign a weight of fifty per cent to the most 456
recent year's data and a weight of twenty-five per cent to the 457
data of each of the other years. However, if three consecutive 458
years of value-added data is not available, the department shall 459
use prior years of value-added data to calculate the measure, as 460
follows: 461

(i) If two consecutive years of value-added data is not 462
available, the department shall use one year of value-added data 463
to calculate the measure. 464

(ii) If two consecutive years of value-added data is 465
available, the department shall use two consecutive years of 466
value-added data to calculate the measure. In using two years of 467
value-added data to calculate the measure, the department shall 468
assign a weight of sixty-seven per cent to the most recent 469
year's data and a weight of thirty-three per cent to the data of 470
the other year. 471

(e) The four-year adjusted cohort graduation rate. 472

(f) The five-year adjusted cohort graduation rate. 473

(g) The percentage of students in the district or building 474
who score proficient or higher on the reading segment of the 475
third grade English language arts assessment under section 476
3301.0710 of the Revised Code. 477

To the extent possible, the department shall include the 478
results of the summer administration of the third grade reading 479
assessment under section 3301.0710 of the Revised Code in the 480
performance measures prescribed under divisions (D) (1) (g) and 481
(h) of this section. 482

(h) Whether a district or building is making progress in improving literacy in grades kindergarten through three, as determined using a method prescribed by the department. The method shall determine progress made based on the reduction in the total percentage of students scoring below grade level, or below proficient, compared from year to year on the reading segments of the diagnostic assessments administered under section 3301.0715 of the Revised Code, including the kindergarten readiness assessment, and the third grade English language arts assessment under section 3301.0710 of the Revised Code, as applicable. The method shall not include a deduction for students who did not pass the third grade English language arts assessment under section 3301.0710 of the Revised Code and were not on a reading improvement and monitoring plan.

The performance measure prescribed under division (D) (1) (h) of this section shall not be included on the report card of a district or building in which less than ten per cent of students have scored below grade level on the diagnostic assessment administered to students in kindergarten under division (B) (1) of section 3313.608 of the Revised Code.

(i) The percentage of students in a district or building who are promoted to the fourth grade and not subject to retention under division (A) (2) of section 3313.608 of the Revised Code;

(j) A post-secondary readiness measure. This measure shall be calculated by dividing the number of students included in the four-year adjusted graduation rate cohort who demonstrate post-secondary readiness by the total number of students included in the denominator of the four-year adjusted graduation rate cohort. Demonstration of post-secondary readiness shall include

a student doing any of the following:	513
(i) Attaining a remediation-free score, in accordance with standards adopted under division (F) of section 3345.061 of the Revised Code, on a nationally standardized assessment prescribed under division (B) (1) of section 3301.0712 of the Revised Code;	514 515 516 517
(ii) Attaining required scores on three or more advanced placement or international baccalaureate examinations. The required score for an advanced placement examination shall be a three or better. The required score for an international baccalaureate examination shall be a four or better. A student may satisfy this condition with any combination of advanced placement or international baccalaureate examinations.	518 519 520 521 522 523 524
(iii) Earning at least twelve college credits through advanced standing programs, such as the college credit plus program under Chapter 3365. of the Revised Code, an early college high school program under section 3313.6013 of the Revised Code, and state-approved career-technical courses offered through dual enrollment or statewide articulation, that appear on a student's college transcript issued by the institution of higher education from which the student earned the college credit. Earned credits reported under division (D) (1) (j) (iii) of this section shall include credits that count toward the curriculum requirements established for completion of a degree, but shall not include any remedial or developmental credits.	525 526 527 528 529 530 531 532 533 534 535 536 537
(iv) Meeting the additional criteria for an honors diploma under division (B) of section 3313.61 of the Revised Code;	538 539
(v) Earning an industry-recognized credential or license issued by a state agency or board for practice in a vocation	540 541

that requires an examination for issuance of that license 542
approved under section 3313.6113 of the Revised Code; 543

(vi) Satisfying any of the following conditions: 544

(I) Completing a pre-apprenticeship aligned with options 545
established under section 3313.904 of the Revised Code in the 546
student's chosen career field; 547

(II) Completing an apprenticeship registered with the 548
apprenticeship council established under section 4139.02 of the 549
Revised Code in the student's chosen career field; 550

(III) Providing evidence of acceptance into an 551
apprenticeship program after high school that is restricted to 552
participants eighteen years of age or older. 553

(vii) Earning a cumulative score of proficient or higher 554
on three or more state technical assessments aligned with 555
section 3313.903 of the Revised Code in a single career pathway; 556

(viii) Earning an OhioMeansJobs-readiness seal established 557
under section 3313.6112 of the Revised Code and completing two 558
hundred fifty hours of an internship or other work-based 559
learning experience ~~approved~~ that is either: 560

(I) Approved by the business advisory council established 561
under section 3313.82 of the Revised Code that represents the 562
student's district; or 563

(II) Aligned to the career-technical education pathway 564
approved by the department in which the student is enrolled. 565

(ix) Providing evidence that the student has enlisted in a 566
branch of the armed services of the United States as defined in 567
section 5910.01 of the Revised Code. 568

A student who satisfies more than one of the conditions prescribed under this division shall be counted as one student for the purposes of calculating the measure prescribed under division (D) (1) (j) of this section.

(2) In addition to the performance measures under division (D) (1) of this section, the department shall report on a district's or building's report card all of the following data without an assigned performance rating:

(a) The applicable performance indicators established by the state board under division (A) (1) of section 3302.02 of the Revised Code;

(b) The overall score under the value-added progress dimension of a district or building for the most recent school year;

(c) A composite of the overall scores under the value-added progress dimension of a district or building for the previous three school years or, if only two years of value-added data are available, for the previous two years;

(d) The percentage of students included in the four- and five-year adjusted cohort graduation rates of a district or building who did not receive a high school diploma under section 3313.61 or 3325.08 of the Revised Code. To the extent possible, the department shall disaggregate that data according to the following categories:

(i) Students who are still enrolled in the district or building and receiving general education services;

(ii) Students with an individualized education program, as defined in section 3323.01 of the Revised Code, who satisfied

the conditions for a high school diploma under section 3313.61 597
or 3325.08 of the Revised Code, but opted not to receive a 598
diploma and are still receiving education services; 599

(iii) Students with an individualized education program 600
who have not yet satisfied conditions for a high school diploma 601
under section 3313.61 or 3325.08 of the Revised Code and who are 602
still receiving education services; 603

(iv) Students who are no longer enrolled in any district 604
or building; 605

(v) Students who, upon enrollment in the district or 606
building for the first time, had completed fewer units of high 607
school instruction required under section 3313.603 of the 608
Revised Code than other students in the four- or five-year 609
adjusted cohort graduation rate. 610

The department may disaggregate the data prescribed under 611
division (D) (2) (d) of this section according to other categories 612
that the department determines are appropriate. 613

(e) The results of the kindergarten diagnostic assessment 614
prescribed under division (D) of section 3301.079 of the Revised 615
Code; 616

(f) Post-graduate outcomes for students who were enrolled 617
in a district or building and received a high school diploma 618
under section 3313.61 or 3325.08 of the Revised Code in the 619
school year prior to the school year for which the report card 620
is issued, including the percentage of students who: 621

(i) Enrolled in a post-secondary educational institution. 622
To the extent possible, the department shall disaggregate that 623
data according to whether the student enrolled in a four-year 624

institution of higher education, a two-year institution of 625
higher education, an Ohio technical center that provides adult 626
technical education services and is recognized by the chancellor 627
of higher education, or another type of post-secondary 628
educational institution. 629

(ii) Entered an apprenticeship program registered with the 630
apprenticeship council established under Chapter 4139. of the 631
Revised Code. The department may include other job training 632
programs with similar rigor and outcomes. 633

(iii) Attained gainful employment, as determined by the 634
department; 635

(iv) Enlisted in a branch of the armed forces of the 636
United States, as defined in section 5910.01 of the Revised 637
Code. 638

(g) Whether the school district or building has 639
implemented a positive behavior intervention and supports 640
framework in compliance with the requirements of section 3319.46 641
of the Revised Code, notated with a "yes" or "no"; 642

(h) The number and percentage of high school seniors in 643
each school year who completed the free application for federal 644
student aid; 645

(i) Beginning with the report card issued under this 646
section for the 2022-2023 school year, a student opportunity 647
profile measure that reports data regarding the opportunities 648
provided to students by a district or building. To the extent 649
possible, and when appropriate, the data shall be disaggregated 650
by grade level and subgroup. The measure also shall include data 651
regarding the statewide average, the average for similar school 652
districts, and, for a building, the average for the district in 653

which the building is located. The measure shall include all of	654
the following data for the district or building:	655
(i) The average ratio of teachers of record to students in	656
each grade level in a district or building;	657
(ii) The average ratio of school counselors to students in	658
a district or building;	659
(iii) The average ratio of nurses to students in a	660
district or building;	661
(iv) The average ratio of licensed librarians and library	662
media specialists to students in a district or building;	663
(v) The average ratio of social workers to students in a	664
district or building;	665
(vi) The average ratio of mental health professionals to	666
students in a district or building;	667
(vii) The average ratio of paraprofessionals to students	668
in a district or building;	669
(viii) The percentage of teachers with fewer than three	670
years of experience teaching in any school;	671
(ix) The percentage of principals with fewer than three	672
years of experience as a principal in any school;	673
(x) The percentage of teachers who are not teaching in the	674
subject or field for which they are certified or licensed;	675
(xi) The percentage of kindergarten students who are	676
enrolled in all-day kindergarten, as defined in section 3321.05	677
of the Revised Code;	678
(xii) The percentage of students enrolled in a performing	679

or visual arts course;	680
(xiii) The percentage of students enrolled in a physical education or wellness course;	681 682
(xiv) The percentage of students enrolled in a world language course;	683 684
(xv) The percentage of students in grades seven through twelve who are enrolled in a career-technical education course;	685 686
(xvi) The percentage of students participating in one or more cocurricular activities;	687 688
(xvii) The percentage of students participating in advance placement courses, international baccalaureate courses, honors courses, or courses offered through the college credit plus program established under Chapter 3365. of the Revised Code;	689 690 691 692
(xviii) The percentage of students identified as gifted in superior cognitive ability and specific academic ability fields under Chapter 3324. of the Revised Code and receiving gifted services pursuant to that chapter;	693 694 695 696
(xix) The percentage of students participating in enrichment or support programs offered by the district or building outside of the normal school day;	697 698 699
(xx) The percentage of eligible students participating each school day in school breakfast programs offered by the district or building in accordance with section 3313.813 or 3313.818 of the Revised Code;	700 701 702 703
(xxi) The percentage of students who are transported by a school bus each school day;	704 705
(xxii) The ratio of portable technology devices that	706

students may take home to the number of students. 707

The department shall include only opportunity measures at 708
the building level for which data for buildings is available, as 709
determined by a school district. 710

(j) The percentage of students included in the four- and 711
five-year adjusted cohort graduation rates of the district or 712
building who completed all of grades nine through twelve while 713
enrolled in the district or building; 714

(k) The percentage of students in the district or building 715
to whom both of the following apply: 716

(i) The students are promoted to fourth grade and not 717
subject to retention under division (A) (2) of section 3313.608 718
of the Revised Code. 719

(ii) The students completed all of the grade levels 720
offered prior to the fourth grade in the district or building. 721

(3) Except as provided in division (D) (3) (f) of this 722
section, the department shall use the state board's method 723
prescribed under rules adopted under division (D) (4) of this 724
section to assign performance ratings of "one star," "two 725
stars," "three stars," "four stars," or "five stars," as 726
described in division (F) of this section, for a district or 727
building for the individual components prescribed under division 728
(D) (3) of this section. The department also shall assign an 729
overall performance rating for a district or building in 730
accordance with division (D) (3) (g) of this section. The method 731
shall use the performance measures prescribed under division (D) 732
(1) of this section to calculate performance ratings for 733
components. The method may report data under division (D) (2) of 734
this section with corresponding components, but shall not use 735

the data to calculate performance ratings for that component. 736
The performance measures and reported data shall be grouped 737
together into components as follows: 738

(a) Gap closing. In addition to other criteria determined 739
appropriate by the department, performance ratings for the gap 740
closing component shall reflect whether each of the following 741
performance measures are met or not met: 742

(i) The gifted performance indicator as described in 743
division (D) (1) (a) of this section; 744

(ii) The chronic absenteeism indicator as described in 745
division (D) (1) (b) of this section; 746

(iii) For English learners, an English language 747
proficiency improvement indicator established by the department; 748

(iv) The subgroup graduation targets; 749

(v) The subgroup achievement targets in both mathematics 750
and English language arts; 751

(vi) The subgroup progress targets in both mathematics and 752
English language arts. 753

Achievement and progress targets under division (D) (3) (a) 754
of this section shall be calculated individually, and districts 755
and buildings shall receive a status of met or not met on each 756
measure. The department shall not require a subgroup of a 757
district or building to meet both the achievement and progress 758
targets at the same time to receive a status of met. 759

The department shall not include any subgroup data in this 760
measure that includes data from fewer than fifteen students. Any 761
penalty for failing to meet the required assessment 762
participation rate must be partially in proportion to how close 763

the district or building was to meeting the rate requirement. 764

(b) Achievement, which shall include the performance 765
measure in division (D) (1) (c) of this section and the reported 766
data in division (D) (2) (a) of this section. Performance ratings 767
for the achievement component shall be awarded as a percentage 768
of the maximum performance index score described in division (D) 769
(1) (c) of this section. 770

(c) Progress, which shall include the performance measure 771
in division (D) (1) (d) of this section and the reported data in 772
divisions (D) (2) (b) and (c) of this ~~amendment~~section; 773

(d) Graduation, which shall include the performance 774
measures in divisions (D) (1) (e) and (f) of this section and the 775
reported data in divisions (D) (2) (d) and (j) of this section. 776
The four-year adjusted cohort graduation rate shall be assigned 777
a weight of sixty per cent and the five-year adjusted cohort 778
graduation rate shall be assigned a weight of forty per cent; 779

(e) Early literacy, which shall include the performance 780
measures in divisions (D) (1) (g), (h), and (i) of this section 781
and the reported data in divisions (D) (2) (e) and (k) of this 782
section. 783

If the measure prescribed under division (D) (1) (h) of this 784
section is included in a report card, performance ratings for 785
the early literacy component shall give a weight of forty per 786
cent to the measure prescribed under division (D) (1) (g) of this 787
section, a weight of thirty-five per cent to the measure 788
prescribed under division (D) (1) (i) of this section, and a 789
weight of twenty-five per cent to the measure prescribed under 790
division (D) (1) (h) of this section. 791

If the measure prescribed under division (D) (1) (h) of this 792

section is not included in a report card of a district or 793
building, performance ratings for the early literacy component 794
shall give a weight of sixty per cent to the measure prescribed 795
under division (D) (1) (g) of this section and a weight of forty 796
per cent to the measure prescribed under division (D) (1) (i) of 797
this section. 798

(f) College, career, workforce, and military readiness, 799
which shall include the performance measure in division (D) (1) 800
(j) of this section and the reported data in division (D) (2) (f) 801
of this section. 802

For the 2021-2022, 2022-2023, and 2023-2024 school years, 803
the department only shall report the data for, and not assign a 804
performance rating to, the college, career, workforce, and 805
military readiness component. The reported data shall include 806
the percentage of students who demonstrate post-secondary 807
readiness using any of the options described in division (D) (1) 808
(j) of this section. 809

The department shall analyze the data included in the 810
performance measure prescribed in division (D) (1) (j) of this 811
section for the 2021-2022, 2022-2023, and 2023-2024 school 812
years. Using that data, the department shall develop and propose 813
rules for a method to assign a performance rating to the 814
college, career, workforce, and military readiness component 815
based on that measure. The method to assign a performance rating 816
shall not include a tiered structure or per student bonuses. The 817
rules shall specify that a district or building shall not 818
receive lower than a performance rating of three stars for the 819
component if the district's or building's performance on the 820
component meets or exceeds a level of improvement set by the 821
department. Notwithstanding division (D) (4) (b) of this section, 822

more than half of the total districts and buildings may earn a performance rating of three stars on this component to account for the districts and buildings that earned a performance rating of three stars because they met or exceeded the level of improvement set by the department.

The department shall submit the rules to the joint committee on agency rule review. The committee shall conduct at least one public hearing on the proposed rules and approve or disapprove the rules. If the committee approves the rules, the state board shall adopt the rules in accordance with Chapter 119. of the Revised Code. If the rules are adopted, the department shall assign a performance rating to the college, career, workforce, and military readiness component under the rules beginning with the 2024-2025 school year, and for each school year thereafter. If the committee disapproves the rules, the component shall be included in the report card only as reported data for the 2024-2025 school year, and each school year thereafter.

(g) (i) Except as provided for in division (D) (3) (g) (ii) of this section, beginning with the 2022-2023 school year, under the state board's method prescribed under rules adopted in division (D) (4) of this section, the department shall use the performance ratings assigned for the components prescribed in divisions (D) (3) (a) to (e) of this section to determine and assign an overall performance rating of "one star," "one and one-half stars," "two stars," "two and one-half stars," "three stars," "three and one-half stars," "four stars," "four and one-half stars," or "five stars" for a district or building. The method shall give equal weight to the components in divisions (D) (3) (b) and (c) of this section. The method shall give equal weight to the components in divisions (D) (3) (a), (d), and (e) of

this section. The individual weights of each of the components 854
prescribed in divisions (D) (3) (a), (d), and (e) of this section 855
shall be equal to one-half of the weight given to the component 856
prescribed in division (D) (3) (b) of this section. 857

(ii) If the joint committee on agency rule review approves 858
the department's rules regarding the college, career, workforce, 859
and military readiness component as described in division (D) (3) 860
(f) of this section, for the 2024-2025 school year, and each 861
school year thereafter, the state board's method shall use the 862
components in divisions (D) (3) (a), (b), (c), (d), (e), and (f) 863
of this section to calculate the overall performance rating. The 864
method shall give equal weight to the components in divisions 865
(D) (3) (b) and (c) of this section. The method shall give equal 866
weight to the components prescribed in divisions (D) (3) (a), (d), 867
(e), and (f) of this section. The individual weights of each of 868
the components prescribed in divisions (D) (3) (a), (d), (e), and 869
(f) of this section shall be equal to one-half the weight given 870
to the component prescribed in division (D) (3) (b) of this 871
section. 872

If the joint committee on agency rule review disapproves 873
the department's rules regarding the college, career, workforce, 874
and military readiness component as described in division (D) (3) 875
(f) of this section, division (D) (3) (g) (ii) of this section does 876
not apply. 877

(4) (a) The state board shall adopt rules in accordance 878
with Chapter 119. of the Revised Code to establish the 879
performance criteria, benchmarks, and rating system necessary to 880
implement divisions (D) and (F) of this section, including the 881
method for the department to assign performance ratings under 882
division (D) (3) of this section. 883

(b) In establishing the performance criteria, benchmarks, and rating system, the state board shall consult with stakeholder groups and advocates that represent parents, community members, students, business leaders, and educators from different school typology regions. The state board shall use data from prior school years and simulations to ensure that there is meaningful differentiation among districts and buildings across all performance ratings and that, except as permitted in division (D) (3) (f) of this section, more than half of all districts or buildings do not earn the same performance rating in any component or overall performance rating.

(c) The state board shall adopt the rules prescribed by division (D) (4) of this section not later than March 31, 2022. However, the department shall notify districts and buildings of the changes to the report card prescribed in law not later than one week after the effective date of this amendment.

(d) Prior to adopting or updating rules under division (D) (4) of this section, the president of the state board and the department shall conduct a public presentation before the standing committees of the house of representatives and the senate that consider primary and secondary education legislation describing the format for the report card and the performance criteria, benchmarks, and rating system, including the method to assign performance ratings under division (D) (3) of this section.

(E) On or after July 1, 2015, the state board may develop a measure of student academic progress for high school students using only data from assessments in English language arts and mathematics. If the state board develops this measure, each school district and applicable school building shall be assigned

a separate letter grade for it not sooner than the 2017-2018 914
school year. The district's or building's grade for that measure 915
shall not be included in determining the district's or 916
building's overall letter grade. 917

(F) (1) The letter grades assigned to a school district or 918
building under this section shall be as follows: 919

(a) "A" for a district or school making excellent 920
progress; 921

(b) "B" for a district or school making above average 922
progress; 923

(c) "C" for a district or school making average progress; 924

(d) "D" for a district or school making below average 925
progress; 926

(e) "F" for a district or school failing to meet minimum 927
progress. 928

(2) For the overall performance rating under division (D) 929
(3) of this section, the department shall include a descriptor 930
for each performance rating as follows: 931

(a) "Significantly exceeds state standards" for a 932
performance rating of five stars; 933

(b) "Exceeds state standards" for a performance rating of 934
four stars or four and one-half stars; 935

(c) "Meets state standards" for a performance rating of 936
three stars or three and one-half stars; 937

(d) "Needs support to meet state standards" for a 938
performance rating of two stars or two and one-half stars; 939

(e) "Needs significant support to meet state standards"	940
for a performance rating of one star or one and one-half stars.	941
(3) For performance ratings for each component under	942
divisions (D) (3) (a) to (f) of this section, the state board	943
shall include a description of each component and performance	944
rating. The description shall include component-specific context	945
to each performance rating earned, estimated comparisons to	946
other school districts and buildings if appropriate, and any	947
other information determined by the state board. The	948
descriptions shall be not longer than twenty-five words in	949
length when possible. In addition to such descriptions, the	950
state board shall include the descriptors in division (F) (2) of	951
this section for component performance ratings.	952
(4) Each report card issued under this section shall	953
include all of the following:	954
(a) A graphic that depicts the performance ratings of a	955
district or school on a color scale. The color associated with a	956
performance rating of three stars shall be green and the color	957
associated with a performance rating of one star shall be red.	958
(b) An arrow graphic that shows data trends for	959
performance ratings for school districts or buildings. The state	960
board shall determine the data to be used for this graphic,	961
which shall include at least the three most recent years of	962
data.	963
(c) A description regarding the weights that are assigned	964
to each component and used to determine an overall performance	965
rating, as prescribed under division (D) (3) (g) of this section,	966
which shall be included in the presentation of the overall	967
performance rating on each report card.	968

(G) When reporting data on student achievement and progress, the department shall disaggregate that data according to the following categories:	969 970 971
(1) Performance of students by grade-level;	972
(2) Performance of students by race and ethnic group;	973
(3) Performance of students by gender;	974
(4) Performance of students grouped by those who have been enrolled in a district or school for three or more years;	975 976
(5) Performance of students grouped by those who have been enrolled in a district or school for more than one year and less than three years;	977 978 979
(6) Performance of students grouped by those who have been enrolled in a district or school for one year or less;	980 981
(7) Performance of students grouped by those who are economically disadvantaged;	982 983
(8) Performance of students grouped by those who are enrolled in a conversion community school established under Chapter 3314. of the Revised Code;	984 985 986
(9) Performance of students grouped by those who are classified as English learners;	987 988
(10) Performance of students grouped by those who have disabilities;	989 990
(11) Performance of students grouped by those who are classified as migrants;	991 992
(12) Performance of students grouped by those who are identified as gifted in superior cognitive ability and the	993 994

specific academic ability fields of reading and math pursuant to 995
Chapter 3324. of the Revised Code. In disaggregating specific 996
academic ability fields for gifted students, the department 997
shall use data for those students with specific academic ability 998
in math and reading. If any other academic field is assessed, 999
the department shall also include data for students with 1000
specific academic ability in that field as well. 1001

(13) Performance of students grouped by those who perform 1002
in the lowest quintile for achievement on a statewide basis, as 1003
determined by a method prescribed by the state board. 1004

The department may disaggregate data on student 1005
performance according to other categories that the department 1006
determines are appropriate. To the extent possible, the 1007
department shall disaggregate data on student performance 1008
according to any combinations of two or more of the categories 1009
listed in divisions (G) (1) to (13) of this section that it deems 1010
relevant. 1011

In reporting data pursuant to division (G) of this 1012
section, the department shall not include in the report cards 1013
any data statistical in nature that is statistically unreliable 1014
or that could result in the identification of individual 1015
students. For this purpose, the department shall not report 1016
student performance data for any group identified in division 1017
(G) of this section that contains less than ten students. If the 1018
department does not report student performance data for a group 1019
because it contains less than ten students, the department shall 1020
indicate on the report card that is why data was not reported. 1021

(H) The department may include with the report cards any 1022
additional education and fiscal performance data it deems 1023
valuable. 1024

(I) The department shall include on each report card a list of additional information collected by the department that is available regarding the district or building for which the report card is issued. When available, such additional information shall include student mobility data disaggregated by race and socioeconomic status, college enrollment data, and the reports prepared under section 3302.031 of the Revised Code.

The department shall maintain a site on the world wide web. The report card shall include the address of the site and shall specify that such additional information is available to the public at that site. The department shall also provide a copy of each item on the list to the superintendent of each school district. The district superintendent shall provide a copy of any item on the list to anyone who requests it.

(J) (1) (a) Except as provided in division (J) (1) (b) of this section, for any district that sponsors a conversion community school under Chapter 3314. of the Revised Code, the department shall combine data regarding the academic performance of students enrolled in the community school with comparable data from the schools of the district for the purpose of determining the performance of the district as a whole on the report card issued for the district under this section or section 3302.033 of the Revised Code.

(b) The department shall not combine data from any conversion community school that a district sponsors if a majority of the students enrolled in the conversion community school are enrolled in a dropout prevention and recovery program that is operated by the school, as described in division (A) (4) (a) of section 3314.35 of the Revised Code. The department shall include as an addendum to the district's report card the ratings

and performance measures that are required under section 1055
3314.017 of the Revised Code for any community school to which 1056
division (J)(1)(b) of this section applies. This addendum shall 1057
include, at a minimum, the data specified in divisions (C)(1) 1058
(a), (C)(2), and (C)(3) of section 3314.017 of the Revised Code. 1059

(2) Any district that leases a building to a community 1060
school located in the district or that enters into an agreement 1061
with a community school located in the district whereby the 1062
district and the school endorse each other's programs may elect 1063
to have data regarding the academic performance of students 1064
enrolled in the community school combined with comparable data 1065
from the schools of the district for the purpose of determining 1066
the performance of the district as a whole on the district 1067
report card. Any district that so elects shall annually file a 1068
copy of the lease or agreement with the department. 1069

(3) Any municipal school district, as defined in section 1070
3311.71 of the Revised Code, that sponsors a community school 1071
located within the district's territory, or that enters into an 1072
agreement with a community school located within the district's 1073
territory whereby the district and the community school endorse 1074
each other's programs, may exercise either or both of the 1075
following elections: 1076

(a) To have data regarding the academic performance of 1077
students enrolled in that community school combined with 1078
comparable data from the schools of the district for the purpose 1079
of determining the performance of the district as a whole on the 1080
district's report card; 1081

(b) To have the number of students attending that 1082
community school noted separately on the district's report card. 1083

The election authorized under division (J) (3) (a) of this section is subject to approval by the governing authority of the community school.

Any municipal school district that exercises an election to combine or include data under division (J) (3) of this section, by the first day of October of each year, shall file with the department documentation indicating eligibility for that election, as required by the department.

(K) The department shall include on each report card the percentage of teachers in the district or building who are properly certified or licensed teachers, as defined in section 3319.074 of the Revised Code, and a comparison of that percentage with the percentages of such teachers in similar districts and buildings.

(L) (1) In calculating English language arts, mathematics, science, American history, or American government assessment passage rates used to determine school district or building performance under this section, the department shall include all students taking an assessment with accommodation or to whom an alternate assessment is administered pursuant to division (C) (1) or (3) of section 3301.0711 of the Revised Code and all students who take substitute examinations approved under division (B) (4) of section 3301.0712 of the Revised Code in the subject areas of science, American history and American government.

(2) In calculating performance index scores, rates of achievement on the performance indicators established by the state board under section 3302.02 of the Revised Code, and annual measurable objectives for determining adequate yearly progress for school districts and buildings under this section, the department shall do all of the following:

(a) Include for each district or building only those 1114
students who are included in the ADM certified for the first 1115
full school week of October and are continuously enrolled in the 1116
district or building through the time of the spring 1117
administration of any assessment prescribed by division (A) (1) 1118
or (B) (1) of section 3301.0710 or division (B) of section 1119
3301.0712 of the Revised Code that is administered to the 1120
student's grade level; 1121

(b) Include cumulative totals from both the fall and 1122
spring administrations of the third grade English language arts 1123
achievement assessment and, to the extent possible, the summer 1124
administration of that assessment; 1125

(c) Except as required by the No Child Left Behind Act of 1126
2001, exclude for each district or building any English learner 1127
who has been enrolled in United States schools for less than one 1128
full school year. 1129

(M) Beginning with the 2015-2016 school year and at least 1130
once every three years thereafter, the state board of education 1131
shall review and may adjust the benchmarks for assigning letter 1132
grades or performance ratings to the performance measures and 1133
components prescribed under divisions (C) (3), (D), and (E) of 1134
this section." 1135

In line 918, after "3301.17" insert ", 3302.03" 1136

The motion was _____ agreed to.

SYNOPSIS 1137

State report card post-secondary readiness measure	1138
R.C. 3302.03(D) (1) (j) (viii)	1139
Permits a student to demonstrate readiness for the	1140
purposes of the state report card's post-secondary readiness	1141
measure by earning an OhioMeansJobs-readiness seal and	1142
completing 250 hours of a work-based learning experience that is	1143
either:	1144
(1) Approved by a business advisory council (as under	1145
continuing law); or	1146
(2) Aligned to the career-technical pathway approved by	1147
the Department of Education in which the student is enrolled.	1148