



**House Primary and Secondary Education Committee
House Bill 368 Proponent Testimony
Buckeye Association of School Administrators
Ohio Association of School Business Officials
Ohio School Boards Association
Ohio Association of Secondary School Administrators
October 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 provide testimony in support of House Bill (HB) 368. I am Kevin Miller, Director of Government Relations for the Buckeye Association of School Administrators. Joining me today are Nicole Piscatani of the Ohio School Boards Association and Barbara Shaner of the Ohio Association of Secondary School Administrators. Also supporting this testimony but not able to be here today is Katie Johnson of the Ohio Association of School Business Officials.

Current law requires districts to give the same weight to College Credit Plus (CCP) courses as other advanced standing programs such as Advanced Placement and International Baccalaureate programs in addition to honors courses offered by a school district when figuring grade point averages and class standing for students. HB 368, sponsored by Representatives Bird and Pavliga, would allow districts to develop their own policies regarding how they will weigh CCP courses.

Our organizations support legislation which provides local control for districts to decide how courses will be weighted. When a board of education establishes policy that determines how various classes will be weighted, they do so with the knowledge that the content, rigor, and assessments related to weighted courses will be monitored by the district. Advanced Placement curricula and assessments meet nationally established standards overseen by The College Board, a collection of more than 6,000 entities which includes secondary schools and districts. International Baccalaureate programs are overseen by a Board of Governors and includes an advisory council comprised of International Baccalaureate World Schools.

The point is that when a school district can oversee the courses which are weighted, they have the ability to set expectations and monitor those courses to ensure that higher-level expectations are being met and higher-level learning is taking place. This is also true of CCP courses that are provided within the school. However, when those courses are taking place outside the school's purview either in-person on a college campus or via online delivery, the school district does not have a way to control the rigor of those courses, some of which may

not adequately compare to the rigor of advanced standing programs and honors courses offered by the district.

Previous to my current position, I was superintendent of a small school district where Advanced Placement programming was important to our community. Our district offered 17 different AP courses. However, the growth of CCP has impacted the district's AP programming because, quite frankly, often it is easier to take a semester course at the local university, earn a high grade, and have that grade weighted the same as those who take part in the year-long AP curriculum and take the challenging AP exam.

In 2014, I wrote a letter of recommendation for one of our high school English teachers who taught our Advanced Placement English class for juniors. In it, I noted that for the previous ten years, 100% of our students who had taken the Advanced Placement English Language test passed the test with a score of 3 or higher. That's 148 students—all successful. Actually, over the previous twenty-two years this teacher had taught the AP English Language course, his students scored 119 "5's," 143 "4's," 77 "3's," and 1 "2" on the AP test. That's a 99.8% success rate over two-plus decades.

But since then, as the doors to CCP eligibility have widened, the district has seen students bypass this course in favor of a semester-long composition course at a local university. As an introductory freshman-level composition class, I can assure you that the students are not getting the same experience or the same challenges as those who stay in the district to tackle AP English. That is not a knock on the university, but a nod to a school district which is challenging its students to excellence by providing higher-level learning opportunities and providing the support necessary for them to succeed. But current law requires the district to provide the same level of recognition when it comes to weighting the experience of the students equally, even though the district has no control over the content or delivery of a course in a college setting.

HB 368 provides flexibility to districts to analyze course offerings and various artifacts such as course content, assignments, and assessments to establish a fair means of weighting those courses. HB 368 recognizes that district leaders have a ground-level perspective and can make informed decisions about developing a fair system of weighting the courses available to students inside and outside district classrooms.

Chair Manning and members of the House Primary and Secondary Education Committee, thank you for the opportunity to provide proponent testimony for HB 368. We are glad to answer any questions you might have.