**HB 591 summary:**

• The proposed system presents data as raw scores, which can be viewed as percentiles. It also prohibits the use of performance indicators that have been a point of contention due to the lack of clarity in computing results.

• It proposes a new state report card system, without the use of letter grades, to assess student performance.

• The legislation would establish seven separate performance measures for school districts, school buildings, charter schools, STEM schools and college-prep boarding schools. These measures are: state test results, graduation rates, student growth, closing gaps for vulnerable populations, third-grade reading, college or career readiness, and enrichment and support measures.

• Duffey envisions that the system would continue to use a dashboard approach that presents transparent and easily digestible information.

• The test results measure includes results from state-required achievement assessments, nationally standardized assessments measuring college and career readiness and high school end-of-course exams.

• The graduation rates measure includes four- and five-year graduation rates, the percentage of special education students who have an individualized education program and have not yet graduated and the percentage of students who have dropped out. It also includes the percentage of students who graduated in the year prior to the report card who have been admitted to a higher education institution, are gainfully employed, have enlisted in the military, are participating in an apprenticeship program or are unemployed.

• The current student growth measure, otherwise known as the progress measure, uses a methodology involving a complex formula that is not disclosed to stakeholders and often skewed or confusing. HB 591 proposes to convey the amount of progress a student has made over the school year using a methodology that enables school districts to validate and replicate the results. The proposal prohibits the use of a proprietary formula and must include an explanation of factors that influence student growth beyond the classroom, including parental and community influence and student attitude.

• The measure for closing gaps for vulnerable populations includes a graphic representation of comparative performance trends. The data must be presented for each student subgroup in a district or school by the subgroup’s raw score and the percentile ranking relative to all other students in that subgroup statewide.

• The third-grade reading measure would be based on student performance and the percentage of students who are not retained under the third-grade reading guarantee.

• The college and career readiness measure includes the percentage of students who have taken a national standardized college admission test and the percentage of those students who attained remediation-free scores. This measure also includes the percentage of students who receive at least 12 points of industry-recognized credentials; the average amount of Advanced Placement (AP) class credit earned per student; the average scores on AP tests by subject; the average scores on International Baccalaureate assessments by subject; the average amount of college credits earned per student through the College Credit Plus program; and the percentage of students who enlisted in the military after graduation.

• The enrichment and support measure includes the percentage of students who have been screened and identified as gifted and the percentage of students identified as gifted who are receiving services that meet the student’s needs and are consistent with the student’s areas of identification.

• In addition, as a voluntary component, districts are able to report the total number and number per one hundred students in reading intervention programs.

• The number of specialists, school librarians, art teachers, music teachers and AP courses offered.

• The bill modifies the existing report card for career-technical schools to include measures of achievement, graduation rates, post-program outcomes and prepared for success measures.

• HB 591 maintains the existing report card system for current law provisions affected by letter grades or ratings. However, as previously mentioned, the bill prohibits including letter grades or ratings on the report card under the new system. Letter grades or ratings would continue to affect the establishment and administration of academic distress commissions, state academic intervention, determining eligibility for school vouchers and the establishment and/or operations of charter schools.

• In addition, the bill eliminates several annual reports and non- graded measures associated with the existing report card system.