



OHIO LEGISLATIVE SERVICE COMMISSION

Synopsis of House Committee Amendments*

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S.B. 216

132nd General Assembly
(Education and Career Readiness)

Effective dates

Changes the effective dates for the bill's provisions regarding the following:

- Requirement that assessment vendors (1) provide an analysis each year explaining how questions on each state achievement assessment align to the statewide academic content standards and (2) provide information and materials for assistance with the state achievement assessments, including practice assessments (begins with the 2019-2020 school year rather than the 2018-2019 school year, as under the Senate version);
- Requirement that school districts, community schools, and STEM schools in which 80% or fewer of students score proficient or higher on the third grade English language arts assessment establish a reading improvement plan (begins with the 2019-2020 school year rather than the 2017-2018 school year, as under the Senate version);
- Requirement that the State Board revise the state framework for teacher and administrator evaluations (by July 1, 2020, rather than July 1, 2019, as under the Senate version), and related provisions, including the requirement for the Department of Education to establish a pilot program to guide implementation of the revised state framework (during the 2019-2020 school year rather than the 2018-2019 school year);
- Requirement to issue educator licenses for substitute teachers under the bill's provisions (takes effect July 1, 2019, rather than July 1, 2018, as under the Senate version);
- Requirement that students participating in the College Credit Plus Program and their secondary schools each pay 50% of the textbook costs for the Program, except for certain low-income students (who pay 0% of

* This synopsis does not address amendments that may have been adopted on the House Floor.

the cost) and home-instructed students (who pay 100% of the cost) (first applies for the 2019-2020 school year rather than the 2018-2019 school year, as under the Senate version);

- Requirement that the State Board revise its rules for professional development related to gifted education (by July 1, 2019, rather than July 1, 2018, as under the Senate version).

Ohio Teacher Evaluation System

Requires the State Board of Education, rather than Department of Education as under the Senate version, to revise the state framework for teacher and administrator evaluations, based on the recommendations of the Educator Standards Board.

Requires the State Board to hold at least one public hearing on the revised framework.

Educator license grade bands and intervention specialists

Specifies that grade band specifications in the bill do not apply to any license issued to teach in the area of computer information science, bilingual education, dance, drama or theater, world language, health, library or media, music, physical education, teaching English to speakers of other languages, career-technical education, or visual arts or to any license issued to an intervention specialist, including a gifted intervention specialist, or to any other license that does not align to the grade band specifications.

Intervention specialist licenses

Removes language that specifies that intervention specialist licenses be for grades pre-kindergarten through five, four through nine, or seven through twelve, except those for intervention specialist mild-moderate or moderate-intensive licenses, which must be prescribed for grades kindergarten through twelve.

Supplemental teaching license

Replaces the Senate provision permitting the conditional temporary employment of a licensed educator in a subject area or grade band for which the educator is not licensed with a provision requiring the State Board to establish rules for issuing "supplemental" teaching licenses to temporarily allow a certified or licensed teacher to teach a subject area for which the person is not licensed under specified conditions.

Early College High School license

Changes name of license created by the bill for educators teaching at Early College High Schools from a provisional license to "initial" Early College High School educator license.

In addition to the requirements in the Senate version requires initial license applicants to obtain a passing score on a subject area exam in the subject area to be taught prescribed by the State Board.

Career-technical workforce development educator licenses

Removes the provisions of the bill that create new career-technical workforce development educator licenses from the bill because these provisions were enacted by H.B. 98 of the 132nd General Assembly (effective June 29, 2018).

Substitutes

Prohibits the State Board from requiring an individual who holds a career-technical workforce development educator license to hold a post-secondary degree in order to be issued a license to work as a substitute teacher for career-technical education classes.

Requires the Chancellor to prepare a report by September 1 of each school year of the pilot program that includes the number of participants who: (1) completed the program in that school year, (2) obtained employment during that school year, and (3) retained employment during that school year.

"Highly qualified teacher" requirement – replaced

Replaces the current "highly qualified teacher" requirement with "properly certified or licensed teacher" and "properly certified paraprofessional" requirements.

State achievement assessment format

Requires public and chartered nonpublic schools to administer paper state assessments for third grade English language arts or math beginning in the 2019-2020 school year, instead of for any subject for any of grades three through five as in the Senate version.

Requires that if a district board or school governing body passes and submits a resolution for paper assessments, then assessments administered to all students must be on paper, instead of an optional combination of online and paper formats as in the Senate version. Students with disabilities with individualized education programs

(IEPs) or Section 504 plans that specify that an online format is an appropriate accommodation may take the assessment online.

Requires the Department to submit a report to the General Assembly comparing the results of online and paper format assessments using data from 2019-2020 and 2020-2021 school years. The report must be submitted "as soon after the end of the 2020-2021 school year as possible."

Reporting of student performance data on the state report card

Removes the Senate-passed version's change of the minimum number of students (N-size) in a group for calculation of state report card measures from 10 to 30. (Retains current law N-size of 10.)

Changes the minimum number of students (N-size) in a group for calculation of the annual measurable objectives (AMO) grade on the state report card as follows:

- For the 2017-2018 school year, 25 students;
- For the 2018-2019 school year, 20 students; and
- Beginning with the 2019-2020 school year and each school year thereafter, 15 students.

College Credit Plus (CCP) textbooks

Removes the Senate provisions that (1) require a student and the student's secondary school to each pay for 50% of CCP of textbook costs, except for certain low-income students, and (2) specify that home schooled students are responsible for the entire cost of CCP textbooks.

Operation of community schools

Clarifies that the terms "operator" and "management company" are synonymous.

Reduces from 105 to 72 the number of consecutive hours of learning opportunities a community school student must fail to participate in before being automatically withdrawn from the school.

Makes other changes to the operation of e-schools, including indemnification under certain circumstances and a review of terminology used in determining full-time equivalency by the State Superintendent of Public Instruction.

Creates a legislative committee to study and report recommendations on a competency-based payment structure for e-schools and the categories of expenses for which an operator must provide a detailed accounting under current law.

Safe harbor from certain provisions for enrolling displaced e-school students

For the 2017-2018 and 2018-2019 school years, requires the Department of Education to exclude from the academic performance component of a community school sponsor's evaluation students who, prior to enrolling in that community school, were enrolled in an e-school that had its operations suspended by its sponsor in the 2017-2018 school year (displaced enrollees).

Excludes a community school from closure for the 2017-2018 through 2019-2020 school years, if displaced enrollees increase the community school's enrollment by more than 10% unless it is low performing for three consecutive years.

For the 2018-2019 and 2019-2020 school years, exempts a school district from being considered a new challenged school district, where new start-up community schools may be located, if enrollment of displaced enrollees increases the district's enrollment by more than 10% in the 2017-2018 school year.

Five-year financial forecasts

Changes the latest date that school districts, community schools, and STEM schools may submit their annual five-year financial forecasts from October 31 (as under administrative rule) to November 30.

Academic distress commission report

Requires the Superintendent of Public Instruction to review all policies and procedures regarding academic distress commissions and issue a report of its findings to the General Assembly by May 1, 2019.

Joint Education Oversight Committee data requests

Establishes specific procedures for the chairperson and vice-chairperson of the Joint Education Oversight Committee to request information from the Superintendent of Public Instruction.

Stark State College District

Creates the Stark State College District by adding Summit County to the territory of the technical college district of Stark County, and specifies that this district is a replacement of the current technical college district of Stark County.

Specifies that the board of trustees of the new district consists of nine trustees, with three members appointed by the Governor with the advice and consent of the Senate and six members appointed by a caucus of presidents of school district and educational service center (ESC) boards whose territories are included in the district.

Specifies that the seven members of the board of trustees of the current technical college district of Stark County are members of the board of trustees of the Stark State College District until their terms expire.

Requires the appointment of two additional members (one by the Governor with the advice and consent of the Senate and one by a caucus of presidents of school district and ESC boards whose territories are included in the district) to the board of trustees of the Stark State College District no later than 30 days after the bill's effective date.