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H.B. 154*
133rd General Assembly

Bill Analysis

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Version: As Reported by House Primary & Secondary Education

Primary Sponsors: Reps. J. Miller and Jones

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SUMMARY

- Dissolves all current academic distress commissions (ADCs) and repeals the law on the establishment of new commissions.
- Requires school district boards of education previously subject to an ADC to establish an improvement team for each school building under the board's control that also received an overall grade of "F" for the previous school year, beginning July 1, 2019.
- Requires district boards not previously subject to an ADC to establish an improvement team for each school building under a board's control when a school receives an overall grade of "F" for previous school year, beginning July 1, 2020.
- Requires the Superintendent of Public Instruction, using criteria developed by the State Board of Education, to review when a school may leave "in need of improvement status."
- Requires the state Superintendent, in conjunction with the State Board, to convene a meeting of stakeholders to determine methods of support for low-performing school buildings and submit a report to the General Assembly by January 1, 2020.
- Repeals a current provision on school restructuring.

* This analysis was prepared before the report of the House Primary & Secondary Education Committee appeared in the House Journal

DETAILED ANALYSIS

Academic distress commissions

The bill dissolves all current academic distress commissions for persistently low-performing school districts and repeals the law on the establishment of new commissions.¹

Current law, enacted in 2015, requires the Superintendent of Public Instruction to establish an academic distress commission for certain school districts with persistently low academic performance to guide actions to improve their performance. The law requires each commission to appoint a chief executive officer who has substantial powers to manage the operation of a qualifying district and prescribes progressive consequences for the district, including possible changes to collective bargaining agreements and eventual mayoral appointment of the district board. Currently, Youngstown, Lorain, and East Cleveland have academic distress commissions.

Under the repealed law, students in a school district subject to an academic distress commission are eligible for an Educational Choice (Ed Choice) scholarship. The bill clarifies that a student is eligible for an Ed Choice scholarship if the student's resident school district "was" subject to the former section of law and the student continues to use the scholarship to attend a nonpublic school. However, the bill also specifies that the Department of Education must cease awarding first-time scholarships under that repealed provision when the academic distress commission ceases to exist.²

For a detailed description of current law on academic distress commissions, see pp. 10-23 of the LSC Final Analysis of H.B. 70 of the 131st General Assembly at: <https://www.legislature.ohio.gov/download?key=2653&format=pdf>.

Progressive improvement interventions

The bill requires school district boards of education to establish an improvement team for each school building under the boards' control that received an overall grade of "F" for the previous school year. Districts previously subject to an academic distress commission must commence the improvement team process beginning July 1, 2019, and districts not previously subject to an academic distress commission must commence the improvement team process beginning July 1, 2020.³ The Superintendent of Public Instruction must designate such school buildings as "in need of improvement."⁴

¹ New R.C. 3302.10(A); Repealed R.C. 3302.10; Repealed Sections 4, 5, and 6 of H.B. 70 of the 131st General Assembly; Conforming changes in R.C. 133.06(G)(1) and (2), 3302.036(B)(3), 3302.042(F), 3302.11, 3310.03(E) and (G)(4), 3311.29(D), and 3314.102.

² R.C. 3310.03(E) and (G)(4).

³ New R.C. 3302.10(B).

⁴ New R.C. 3302.10(C)(1).

Establishment of an improvement team

A school improvement team, established by the school's district board during the school's first year with "in need of improvement status," must comprise administrators and teachers, and may include community stakeholders, with oversight from the district board. The bill does not specify how many individuals comprise a team.

Each school improvement team must do the following:

1. Conduct a performance audit, reviewing the needs of students, parents, teachers, and administrators of the school building. As part of the audit, the team must convene a group of parents and community stakeholders within the attendance zone of the school building to seek input on student needs and improvement strategies.

2. Develop a school improvement plan based on a multi-tiered, evidence-based model. The plan may include measurable benchmarks for improvement in (1) parent and family engagement, (2) creating a culture of academic success among students, (3) building a culture of student support among school faculty and staff, (4) student attendance, (5) dismissal and exclusion rates, (6) student safety and discipline, and (7) student promotion and graduation and dropout rates.

3. Submit the improvement plan to the district board for approval by the final day of the school year in which the school building is designated as "in need of improvement."

Additionally, school improvement teams may request technical support from the Department of Education during the development of the improvement plan. The team also may recommend that the district board voluntarily initiate a community learning center model process for the school building.⁵

Implementation of improvement plans

School buildings that receive an overall grade of "F" for a second consecutive year retain "in need of improvement status" and must begin implementing the improvement plan developed by the improvement team. The improvement team must monitor the progress of the implementation, with oversight from the district board. The improvement team may also hire an academic coordinator or request technical support from the Department during implementation.⁶

School buildings that receive an overall grade of "F" for a third consecutive year must continue implementing the improvement plan, with oversight from the district board, and retain "in need of improvement status." The Department, during a school building's third year of "in need of improvement status," may perform a mid-year and end-of-year review of the measurable benchmarks included in the school building's improvement plan and provide

⁵ New R.C. 3302.10(C)(1) and 3302.17.

⁶ New R.C. 3302.10(C)(2).

feedback to the school building's improvement team, district board, and district superintendent.⁷

School buildings that receive an overall grade of "F" for a fourth consecutive year must continue implementing the improvement plan, with oversight from the district board, and retain "in need of improvement" status. The state Superintendent, during a school building's fourth year of "in need of improvement" status, must review the progress made under the school's improvement plan and, using the State Board of Education's criteria, to determine if the school building may move out of "in need of improvement status."⁸

Superintendent of Public Instruction and State Board of Education duties

The bill requires the State Board of Education to adopt rules establishing the criteria for the state Superintendent to consider when a school building may move out of "in need of improvement status."

The bill also requires the state Superintendent, in conjunction with the State Board, beginning July 1, 2019, to convene a meeting of stakeholders to determine the best method to support school buildings that fail to meet improvement benchmarks under the improvement plan. The state Superintendent must report these recommendations to the standing committees of the House of Representatives and the Senate that consider education legislation by January 1, 2020.⁹

Existing school restructuring provision repealed

The bill repeals a current provision that requires a school district to restructure any building that is ranked in the lowest 5% of all public schools by performance index score for three consecutive school years and for which any combination of the following applies for three consecutive school years: (1) the school is in academic watch or academic emergency, (2) the school has received a grade of "F" for the value-added progress dimension, or (3) the school has received an overall grade of "F."

Under that law, a district must choose one of the following restructuring actions for an affected building:

1. Close the school and reassign the school's students to other schools with higher academic achievement;
2. Contract with another school district or a nonprofit or for-profit entity with a record of effectiveness to operate the school;

⁷ New R.C. 3302.10(C)(3).

⁸ New R.C. 3302.10(C)(4)(a).

⁹ New R.C. 3302.10(C)(4)(b) and (D).

3. Replace the school's principal and teaching staff, exempt the school from any specified district regulations regarding curriculum and instruction at the request of the new principal, and allocate at least the per-pupil amount of state and local (that is, nonfederal) revenues to the school for each of its students; or
4. Reopen the school as a conversion community school.¹⁰

HISTORY

Action	Date
Introduced	03-20-19
Reported, H. Primary & Secondary Education	----

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¹⁰ Repealed R.C. 3302.12.