



OHIO LEGISLATIVE SERVICE COMMISSION

Sub. Bill Comparative Synopsis

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S.B. 216

132nd General Assembly
(S. Education)

This table summarizes how the latest substitute version of the bill differs from the immediately preceding version. It addresses only the topics on which the two versions differ substantively. It does not list topics on which the two bills are substantively the same.

Topic	Previous Version (As Introduced)	Sub. Version (L_132_1207-9)
State achievement assessments – analysis	Requires the Department of Education to request the American Institutes for Research (AIR) to provide an analysis explaining how questions on each of the state achievement assessments are aligned to the statewide academic content standards (R.C. 3301.078(C)).	Expands the requirement to apply to each assessment vendor contracted by the Department (R.C. 3301.078(C)).
State achievement assessments – assistance	Requires the Department to request AIR to provide information and materials for assistance with the state achievement assessments, including providing practice assessments, study guides, and other preparatory materials (R.C. 3301.078(D)).	Expands the requirement to apply to each assessment vendor contracted by the Department (R.C. 3301.078(D)).
Kindergarten readiness assessment	Eliminates the kindergarten readiness diagnostic assessment and eliminates the inclusion of kindergarteners in identification and intervention	Reinstates the kindergarten readiness assessment and the inclusion of kindergarteners in the Third-Grade Reading Guarantee, but

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	for the Third-Grade Reading Guarantee (R.C. 3301.079(D) and 3313.608(B); conforming changes in R.C. 3301.0714(B)(1)(n), 3301.0715, 3301.163, 3301.52, 3302.03(B)(1)(g) and (C)(1)(g), 3302.13, 3310.03, 3313.413, and 3314.35).	requires the Department to approve a list of comparable assessments that may be used in lieu of the kindergarten readiness assessment. The Department must provide the kindergarten readiness assessment or any of the comparable assessments free of charge to any public school or chartered nonpublic school (R.C. 3301.079(D)(4) and 3313.608(B); conforming changes in R.C. 3301.0715 and 3301.163).
Consolidated mandate report	Requires the Department of Education to establish, distribute, and monitor a school mandate report for school districts. The bill also requires each school district or school to complete and file a school mandate report on an annual basis and provide a written explanation to its board of education if an item within the report was not completed (R.C. 3301.68).	Labels the report as a "consolidated school mandate report" and additionally requires: (1) Each district to provide any additional information the Department may request regarding the items listed in the section; (2) That the report be submitted by each November 30; (3) Inclusion of information about the screening of pupils for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders; and (4) That the Department will not require a separate report for any of the items listed in the section, except for the public presentation on nutrition standards required by continuing law (R.C. 3301.68; conforming change in R.C. 3313.814).

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Gifted indicator on state report cards	No provision.	Eliminates the state report card indicator for a district's or school's gifted student performance for the value-added progression dimension score (<i>R.C. 3302.03(C)(1)(f) and 3302.03(F)(12)</i>).
Educator license grade bands	Requires the State Board of Education, when issuing resident, professional, senior professional, and lead professional educator licenses, to specify whether the educator is licensed to teach grades kindergarten through 8 or grades 6 through 12 (<i>R.C. 3319.022(A)(1)(d)</i>).	Same, but changes the grade bands to grades pre-kindergarten through 6 or grades 5 through 12 (<i>R.C. 3319.022(A)(1)(d)</i>).
Highly qualified teacher	No provision.	Eliminates from the requirement that a teacher of a "core subject area" be "highly qualified" (<i>Repealed R.C. 3319.074; conforming changes in R.C. 3302.03(J), 3311.78(D), 3311.79(A), 3317.141(A), 3319.283(B), 3319.58(A), 3323.11, and 3326.13(A)</i>). (Federal law, on which the state law was based, no longer includes the highly qualified teacher requirement for Title I funding.)
Ohio teacher evaluation system	Requires the Department of Education to revise the state framework for teacher evaluations, based on the recommendations of the Educator Standards Board, and submit a summary of its revisions to the State Board of Education for review. The bill further requires several changes to the specifications for the state framework, including eliminating student academic growth as a factor of an evaluation, prohibiting the use of shared attribution, and requiring professional growth plans or improvement plans. Under the bill, the State Board must adopt the revised framework by May 1, 2018, and requires school districts to update its teacher evaluation policies	Same, but adds a provision allowing the board of education of a municipal school district (Cleveland) and the teacher's labor organization, by July 1, 2018, to jointly decide whether to update the district's standards-based teacher evaluation procedures to match the framework adopted under the bill. If they decide not to do so, the district will be subject to separate current law regarding municipal school district evaluations as enacted in H.B. 525 of the 129th General Assembly (2012) (<i>R.C. 3311.80 and 3311.84</i>).

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	by July 1, 2018 (<i>R.C. 3319.112; conforming changes in R.C. 3313.608(H) and 3319.111; Repealed R.C. 3319.114</i>).	
Educator licenses for substitute teaching	Requires the State Board to establish new standards and requirements for obtaining an educator license for substitute teaching. The bill prohibits the new standards from (1) requiring an applicant to hold a post-secondary degree in any specified subject area and (2) restricting the number of school days that the holder of the license may work. Provides that any license issued under current law that is still in force on the bill's effective date remains in force for the remainder of the term for which it was issued or renewed (<i>New R.C. 3319.226</i>).	Requires the State Board to establish new standards and requirements for obtaining an educator license for substitute teaching. Requires the applicant for a license to have a post-secondary degree, but not in any specified subject area. Bases the duration that a substitute may teach under the license on whether the post-secondary degree is related to the subject area taught. (<i>New R.C. 3319.226</i>).
Career-technical workforce development educator license	No provision.	Replaces the current professional career-technical teaching license with two new career-technical workforce development educator licenses, a Two-Year Initial license and a Five-Year Advanced license, for individuals teaching in career-technical and workforce development subject areas in any of grades 4-12. Beginning July 1, 2018, new applicants for a career-technical educator license must obtain one of the new licenses, rather than the current license. (<i>R.C. 3319.229; Conforming change in R.C. 3319.223</i>). (New license requirements summarized in separate table below.)
Teacher employment for any subject area or grade level	Permits a school district superintendent to employ a licensed teacher to teach a subject area or grade level for which the person is not licensed (<i>R.C. 3319.361</i>).	Same, but requires the district superintendent to submit a written request to the board of education of the employing district. The board's initial approval allows the licensed teacher to work in that position for up to one school year.

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		The superintendent may then submit another written request to the board to renew the person's employment for an additional school year. The total term of the person's employment in that position may not, however, last longer than four consecutive years (<i>R.C. 3319.361</i>).
Special education preschool staffing	Requires a ratio of one full-time staff member for every 12 half-day preschool children eligible for special education enrolled in a center-based preschool special education program, rather than 16 half-day children as under current law (<i>R.C. 3323.022(A)</i>).	No provision.
Provisions of gifted education services	No provision.	Includes International Baccalaureate (IB) as an option for the type of programs may be included in a service plan for gifted students (<i>R.C. 3324.07</i>).
Professional development for gifted education teachers	Prohibits the State Board from adopting an administrative rule that requires a licensed educator who is a designated provider of gifted services, but does not hold a license or endorsement specifically in gifted education, to complete professional development related to gifted education (<i>R.C. 3324.12</i>). <i>No provision.</i>	No provision. Requires the State Board to consider professional development hours needed for Advanced Placement (AP) and IB to count as hours as gifted education professional development. Prohibits the State Board from requiring AP or IB teachers to complete gifted education professional development unless they will be teaching gifted students. (<i>R.C. 3324.12</i>).

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College Credit Plus courses	Prohibits a student from enrolling in a course at a college campus or online if a comparable course is offered on the campus of the student's secondary school unless the course at the secondary school is full (<i>R.C. 3365.03(D)</i>).	No provision.
College Credit Plus textbook costs	Requires that each participant in College Credit Plus pay 50% of the cost for textbooks required by the program, with the remaining 50% being paid by the participant secondary school (<i>R.C. 3365.072</i>).	Same, but adds language that excepts the bill's textbook cost sharing provisions from the current law requirement to provide high school textbooks (<i>R.C. 3365.072(A)</i>); see <i>R.C. 3329.06</i> , not in the bill).

NEW CAREER-TECHNICAL LICENSES

The table below summarizes the requirements for the sub. bill's new career-technical licenses.

License type	Requirements to obtain license	Requirements to maintain license	Duration and renewability
Two-Year Initial	(1) High school diploma; and (2) Five years of work experience in the subject area.	Enroll in a program offered by an institution of higher education that is approved by the Chancellor that meets the following criteria: (1) provides classroom support to the license holder, (2) includes at least three semester hours of coursework in the teaching of reading in the subject area, (3) is aligned with career-technical education and workforce development competencies developed by the Department, (4) uses a summative performance-based assessment to evaluate the license holder's knowledge and skills, and (5) consists of no less than 24 semester hours of coursework, or the equivalent.	Two years; renewable if the program supervisor and superintendent of the employing school district indicate that educator is making sufficient progress in both the program and teaching position.

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Five-Year Advanced	<p>(1) Demonstrates mastery of the career-technical education and workforce development competencies of the teaching profession, as indicated by the superintendent of the employing district; and</p> <p>(2) Successful completion of the program the individual enrolled in as a condition to maintaining a Two-Year Initial license, as indicated by the supervisor of the program.</p>	No provision regarding maintaining the license.	Five years; renewable in consultation with a local professional development committee.

The sub. bill allows individuals holding a professional career-technical teaching license issued in accordance with rules adopted under current law to continue to renew their licenses for the remainder of their teaching careers. They may, however, apply for a career-technical workforce development educator license if they so choose.

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