



Ohio Legislative Service Commission

Bill Analysis

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(As Reported by H. Education)

Sens. LaRose, Cafaro, Hite, Lehner, Eklund, Hughes, Obhof, Peterson, Sawyer, Schiavoni, Smith, Tavares, Turner, Uecker

BILL SUMMARY

World history

- Requires one-half unit of instruction in the study of world history and civilizations in the high school social studies curriculum.
- Prohibits the State Board of Education and the Department of Education from developing or administering an end-of-course examination in the area of world history.

State assessment and report card provisions

Assessments

- Eliminates the requirement that the nationally standardized assessment that measures college and career readiness specifically include components in English, mathematics, science, and social studies.
- Adds, as an alternative to the current required physical science end-of-course examination, a biology end-of-course examination.
- Until the 2016-2017 school year, requires the Department of Education to make available to school districts and schools end-of-course examinations in both physical science and biology.

* This analysis was prepared before the report of the House Education Committee appeared in the House Journal. Note that the list of co-sponsors and the legislative history may be incomplete.

- Beginning with the 2016-2017 school year, permits the State Board of Education to choose to provide one or both of the end-of-course examinations in physical science and biology.
- Permits school districts or schools that utilize an integrated approach to mathematics instruction to replace the required Algebra I end-of-course examination for an integrated mathematics I end-of-course examination and to replace the required geometry end-of-course examination for an integrated mathematics II end-of-course examination.
- Specifies, for students enrolled in Advanced Placement courses in physical science or biology, American history, or American government, that a score of "two" on the corresponding substitute AP examination is equivalent to a "proficient" score, and a "three" is equivalent to an "accelerated" score.
- Beginning with the 2015-2016 school year, requires final course grades, rather than substitute examinations, to be used in lieu of end-of-course examinations in specified subjects for students enrolled in courses under the College Credit Plus (CCP) Program or an Early College High School (ECHS) Program.
- Specifies for the 2014-2015 school year, depending on the former dual enrollment programs in which students are enrolled, which students are required to take substitute examinations and which must use final course grades in lieu of specified end-of-course examinations.
- Requires the Superintendent of Public Instruction and Chancellor of the Board of Regents to jointly adopt guidelines for calculating the minimum final course grades for CCP and ECHS courses, as well as specified former dual enrollment courses, that demonstrate the level of academic achievement necessary to earn a high school diploma.
- Addresses deadlines regarding the phase out of the Ohio Graduation Test (OGT) and OGT practice assessments.
- For the 2014-2015 school year, requires school districts and schools to administer the Ohio Achievement Assessment for English language arts to all third grade students in the spring administration.
- Removes the current contingency on the exemption for chartered nonpublic schools, if they publish their results on the college and career readiness assessment, from administering the seven required end-of-course examinations and, instead, sets into effect that exemption for chartered nonpublic schools, except for a school in which

65% or more of the enrolled students receive state scholarships or for any individual student who receives a state scholarship.

- Exempts students enrolled in a chartered nonpublic school that publishes the results of the college and career readiness assessment from assessment-based diploma requirements.

Report cards

- Specifies a schedule of deadlines by which the State Board must adopt rules establishing the proficiency percentages required to be considered meeting state performance indicators for the state report card.
- Specifies which high school assessment scores to use in computing grades for performance index score and performance indicators met for the state report cards issued for the 2014-2015 school year.
- Requires the proficiency percentage for the performance indicator met measure for the state report card for the third-grade English language arts assessment administered in the 2014-2015 school year be at least 80% of tested students.
- Clarifies that the previous year's average value be used for purposes of determining the grade of "C" for the K-3 literacy progress measure on the state report card.
- Stipulates that in order for a district or school to not be graded for the K-3 literacy progress measure on the state report card, based for having less than 5% of its students scoring below grade level on the kindergarten diagnostic assessment, 95% or more students from that district or school must score proficient or higher on the third grade English language arts assessment.
- Extends the deadline for the 2014-2015 state report card from September 15, 2015, to January 15, 2016.
- Specifies that student scores on state assessments for the 2014-2015 school year be sent to districts and schools by December 31, 2015, instead of within 60 days of administration or June 15.
- Requires the Department of Education to report the following for students with disabilities: (1) the six-, seven-, and eight-year adjusted cohort graduation rates (in addition to the four- and five-year rates already required under current law), (2) annual measureable objectives (AMO) performance measure regarding closing achievement gaps, and (3) data regarding disciplinary actions taken by the district or

school against students with disabilities compared with those taken against students who do not have disabilities.

- Requires the Department to calculate and report on its website the state averages for all of the following for students with disabilities: (1) value-added progress dimension score, performance index score, four- to eight-year adjusted cohort graduation rates, AMO, and disciplinary action data, (2) value-added progress dimension score disaggregated by grade level and subject area, and (3) performance index score disaggregated for each category of disability.
- Extends until January 15, 2016, the deadline for the Department's reports regarding students with disabilities for the 2014-2015 school year.
- Requires the State Board of Education to recommend whether or not to extend by one year the safe harbor provisions from report card ratings and assessment results not later than November 1, 2015.
- Temporarily, for the 2014-2015 school year only, prohibits the Department from ranking school districts, community schools, and STEM schools according to academic performance measures.
- Extends until January 15, 2016, the deadline for the Department to rank districts, community schools, and STEM schools according to expenditures for the 2014-2015 school year.

Other education provisions

Attendance reporting

- Removes a current school funding formula provision stating that a student's enrollment is considered to cease when the student has 105 continuous hours of unexcused absences.
- Specifies that a student in any of grades 9-12 is considered a full-time equivalent student if the student is enrolled in at least five units of instruction per school year.

Teach for America licenses

- Requires each participant in the Teach for America Program who is assigned to teach in Ohio to successfully complete that program in order to continue to possess a resident educator license.



- Requires a school district board of education to notify in writing the Department of Education in the event that a participant in the Teach for America Program assigned to that school district resigns or is otherwise removed from the program.

College Credit Plus Program

- Prohibits a public or participating private college from denying admission to a student under the College Credit Plus (CCP) Program based solely on the grade in which that student is currently enrolled, if all other criteria are met.
- Requires a public or participating nonpublic high school that has a policy of weighting grades or enhancing class standing for specified courses to apply the same procedures to all CCP courses taken in math, English language arts, science, and social studies, regardless of whether a similar course is offered at the school.
- Specifies that in order for a public high school student enrolled in a private college to be charged for participation in the CCP program, the high school must provide information to all participating students about the no-cost options available under the program.

Other provisions

- Requires the State Board of Education, not later than June 30, 2015, to develop a model disciplinary policy for violent, disruptive, or inappropriate behavior, including excessive truancy.
- Requires the Department of Education, not later than December 31, 2015, to provide a copy of the model policy to each school district and to develop training materials on strategies included in the policy.
- Prohibits public and nonpublic school officials from denying admission to a child placed in a foster home or residential facility solely because the child does not present a birth certificate or other comparable document upon registration.
- Requires the child or the child's parent, custodian, or guardian to present a birth certificate or other comparable document to the person in charge of admission of the school within 90 days after the child's initial entry into the school.
- Requires the State Board of Education to adopt rules, not later than 90 days after the bill's effective date, regarding the sale of beverages and food during the regular school day in connection with a school-sponsored fundraiser.
- Requires the State Board's rules to specify that, if a fundraiser takes place during the regular school day for "not more than the equivalent of thirty school days during a



school year," the fundraiser's sale of beverages and food is exempt from existing restrictions on such sales, so long as the beverages or food are not sold during the time of a meal service in the food service area.

- Specifies that each school district board of education or chartered nonpublic school governing authority may incorporate the rules adopted by the State Board into the guidelines adopted by the district board or school governing authority regarding the sale of food and beverages on school premises.
- Adds any institution accredited by the Montessori Accreditation Council for Teacher Education to the list of entities that may offer an approved Montessori program, and to the list of institutions that may offer a teacher education program for alternative resident educator licensure.
- Specifies that community schools with approved Montessori programs must provide 455 hours of learning opportunities per school year to students who are under the age of five.
- Permits the State Board to excuse the Department of Education from determining the top 10% of schools for the Governor's Effective and Efficient Schools Recognition Program for the 2014-2015 school year.

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CONTENT AND OPERATION

WORLD HISTORY

Requiring world history in the social studies high school curriculum

Beginning with students who enter the ninth grade on or after July 1, 2017, the bill requires at least one-half unit of instruction (60 hours) in the study of world history and civilizations, as part of the two units of social studies instruction required for high school graduation.¹

¹ R.C. 3313.603(B)(7) and (C)(7).



Background on high school curriculum

Under current law, in order to receive a high school diploma, a student must successfully complete 20 prescribed units of instruction. For most students those units are distributed as follows:

- (1) Four units of English language arts;
- (2) One-half unit of health;
- (3) Four units of math, including one unit of Algebra II or its equivalent;
- (4) One-half unit of physical education;
- (5) Three prescribed units of science;
- (6) One unit of history and government, consisting of one-half unit of American history and one-half unit of American government;
- (7) Two units of social studies;
- (8) Five elective units that must be selected from among certain prescribe subjects.²

Certain students who enter ninth grade before July 1, 2016, may receive their high school diplomas without completing the requirements for graduation described above, if they complete, instead, the slightly different 20 units of instruction formerly prescribed for every high school student and meet other conditions.³

In addition, the law permanently allows certain students in dropout prevention and recovery programs to receive their high school diplomas without completing the requirements for graduation described above, if they complete, instead, a competency-based instructional program and meet other conditions.⁴

² R.C. 3313.603(C). Am. Sub. H.B. 487 of the 130th General Assembly removed references that described this curriculum as the "Ohio core curriculum" in this and other sections of the Revised Code, so the current version of this section describes these requirements as the curriculum "requirements for graduation."

³ R.C. 3313.603(B) and (D). Am. Sub. H.B. 487 of the 130th General Assembly extended the terminal date of this exemption to July 1, 2016.

⁴ R.C. 3316.603(F).



The law defines one unit of instruction as a minimum of 120 hours of course instruction, except that for a laboratory course, one unit is a minimum of 150 hours of course instruction. It defines one-half unit of instruction as 60 hours of course instruction, except for the physical education requirement for which one-half unit is 120 hours of instruction.⁵

Prohibiting a state end-of-course examination in world history

The bill also explicitly prohibits the State Board of Education and the Department of Education from developing or administering a state end-of-course examination in the area of world history.⁶ (See also "**Background on state assessments**" below.)

STATE ASSESSMENT AND REPORT CARD PROVISIONS

High school state assessments

For most high school students, state law currently requires the administration of and a passing score on the Ohio Graduation Tests (OGT) as a prerequisite for graduation.⁷ However, the OGT will be replaced by the College and Work Ready Assessment System beginning with students who enter the ninth grade for the first time on or after July 1, 2014. The College and Work Ready Assessment System consists of (1) a nationally standardized assessment that measures college and career readiness and is used for college admission, and (2) a series of seven end-of-course examinations.⁸ The bill makes adjustments to the assessment system.

College and career readiness assessment

Current law requires the nationally standardized assessment that measures college and career readiness to include "components in English, mathematics, science, and social studies."⁹ The bill removes this requirement regarding subject areas that must be included in the assessment.

Biology end-of-course examination

As the second part of the College and Work Ready Assessment System, current law prescribes seven end-of-course examinations in English language arts I, English

⁵ R.C. 3313.603(A).

⁶ R.C. 3301.0712(B)(8).

⁷ R.C. 3301.0710(B)(1), not in the bill.

⁸ R.C. 3301.0710(B)(2) and 3301.0712(B).

⁹ R.C. 3301.0712(B)(1).

language arts II, physical science, Algebra I, geometry, American history, and American government. The bill adds, as an alternative to the physical science end-of-course examination, a biology end-of-course examination.¹⁰

The bill also requires the Department of Education, until the 2016-2017 school year, to make available to school districts and schools the end-of-course examinations in both physical science and biology. Beginning with the 2016-2017 school year, the State Board of Education is authorized to choose to provide one or both of the end-of-course examinations in physical science and biology.¹¹

Substitute examination

The bill requires a student who is enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course or other advanced standing program course to take the corresponding AP, IB, or advanced standing program examination in lieu of the corresponding biology end-of-course examination, as is currently required for students taking AP, IB, or advanced standing courses in physical science, American history, and American government.¹²

Integrated mathematics examinations in lieu of algebra and geometry examinations

The bill permits school districts or schools that utilize an integrated approach to mathematics instruction to do either, or both, of the following:

(1) Replace the required Algebra I end-of-course examination for an integrated mathematics I end-of-course examination; and

(2) Replace the required geometry end-of-course examination for an integrated mathematics II end-of-course examination.¹³

Scoring level for Advanced Placement test

Current law prescribes five scoring levels – advanced, accelerated, proficient, basic, and limited – on the seven end-of-course examinations, and requires the State

¹⁰ R.C. 3301.0712(B)(2) and (4)(a).

¹¹ R.C. 3301.0712(B)(8)(b).

¹² R.C. 3301.0712(B)(2) and (B)(4)(a).

¹³ R.C. 3301.0712(B)(7)(c).

Board to develop a table of corresponding score equivalents for the end-of-course examinations and substitute examinations.¹⁴

The bill specifies two scoring equivalence levels for students enrolled in an Advanced Placement course in physical science or biology, American history, or American government who take the substitute examination in the corresponding subject, as follows:

- (1) A score of "two" on an AP exam is equivalent to a "proficient" score;
- (2) A score of "three" on an AP exam is equivalent to an "accelerated" score.¹⁵

Substitute examinations or courses for end-of-course examinations

Current law, amended in part under the bill, requires a student who is enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course or other advanced standing course (under the College Credit Plus (CCP) Program or Early College High School (ECHS) Program) to take the corresponding AP, IB, or advanced standing program examination in lieu of the corresponding physical science, American history, or American government end-of-course examinations.¹⁶ Additionally, if the State Board of Education replaces the Algebra I examination with an Algebra II examination, a student enrolled in an AP, IB, or advanced standing course in that subject must take the corresponding subject's examination in lieu of the Algebra II examination.¹⁷ Finally, the State Board must specify the score levels for each AP, IB, or advanced standing program examination for purposes of calculating the minimum cumulative performance score that demonstrates the level of academic achievement necessary to earn a high school diploma.¹⁸

Students enrolled in AP or IB courses

The bill maintains the requirements for a student enrolled in an AP or IB course. Therefore, such a student is still required to take the corresponding AP or IB examination in lieu of the corresponding end-of-course examination listed above, except that the student may take the corresponding end-of-course examination in

¹⁴ R.C. 3301.0712(B)(5).

¹⁵ R.C. 3301.0712(B)(5)(d).

¹⁶ R.C. 3301.0712(B)(4)(a).

¹⁷ R.C. 3301.0712(B)(7)(b).

¹⁸ R.C. 3301.0712(B)(4)(a).

physical science *or biology*.¹⁹ Furthermore, the State Board must still specify the appropriate score levels for each AP and IB examination.

Students enrolled in CCP or ECHS courses

However, for the 2015-2016 school year and thereafter, the bill provides that if a student is enrolled in an appropriate course under any other advanced standing program, which currently includes the CCP Program and ECHS Programs,²⁰ the student is *not* required to take the corresponding end-of-course examination in physical science or biology, American history, or American government. Instead, the student's final course grade must be used in lieu of the corresponding end-of-course examination.²¹ Additionally, if the State Board replaces the Algebra I examination with an Algebra II examination, a student enrolled in a CCP or ECHS course in that subject is not required to take the Algebra II examination, and, instead, the student's final course grade must be used.²²

The bill further specifies that a final course grade may be used in lieu of an end-of-course examination only if the course (1) is not remedial or developmental and (2) the student receives "transcribed credit" for the course.²³ It also requires that, in a similar manner to the requirements for AP and IB substitute examinations, the Superintendent of Public Instruction and the Chancellor of the Board of Regents must jointly adopt guidelines for purposes of calculating the minimum final course grade that demonstrates the level of academic achievement necessary to earn a high school diploma.²⁴

Substitute examinations and courses for the 2014-2015 school year

Am. Sub. H.B. 487 of the 130th General Assembly, effective September 17, 2014, replaced the former Post-Secondary Enrollment Options (PSEO) Program with the CCP Program and made several changes to the administration of that program.²⁵

¹⁹ R.C. 3301.0712(B)(4)(a)(i) and (B)(7)(b)(i).

²⁰ R.C. 3313.6013(A), not in the bill.

²¹ R.C. 3301.0712(B)(4)(b)(ii).

²² R.C. 3301.0712(B)(7)(b)(ii).

²³ R.C. 3301.0712(B)(4)(b), last paragraph. See also R.C. 3365.01(U). "Transcribed credit" means post-secondary credit that is conferred by an institution of higher education and is reflected on a student's official record at that institution upon completion of a course.

²⁴ R.C. 3301.0712(B)(4)(b)(ii).

²⁵ Chapter 3365. of the Revised Code.

Additionally, the act renamed the former "dual enrollment" programs as "advanced standing" programs and modified what qualifies as such a program.²⁶ However, both the CCP Program and advanced standing programs do not begin operation until the 2015-2016 school year. Meanwhile, for the 2014-2015 school year, students must continue to participate under the former PSEO program or the relevant former dual enrollment program.²⁷ Therefore, for the 2014-2015 school year, the bill also prescribes, based on the former dual enrollment programs, which students are required to take substitute examinations and which must use final course grades in lieu of the physical science or biology, American history, or American government end-of-course examinations.

Under the bill, if a student is enrolled in the former PSEO Program or an early college high school under former law²⁸ during the 2014-2015 school year, that student is not required to take the corresponding end-of-course examination. Instead, the student's final course grade must be used in lieu of that examination.²⁹ Meanwhile, if the student is enrolled in a course under "any similar program established pursuant to an agreement between a school district or chartered nonpublic high school and an institution of higher education,"³⁰ the student must either (1) take the applicable examination under that program in lieu of the corresponding end-of-course examination, or (2) not take the corresponding end-of-course examination and instead use the final course grade in lieu of that examination.³¹ As previously noted, a final course grade may only be used in lieu of an end-of-course examination if the course (1) is not remedial or developmental and (2) the student receives transcribed credit for the course.

The bill also requires the State Board to specify the score levels for each substitute examination taken under a dual enrollment program during the 2014-2015 school year for purposes of calculating the minimum cumulative performance score that demonstrates the level of academic achievement necessary to earn a high school diploma. Similarly, the state Superintendent and the Chancellor must jointly adopt guidelines for purposes of calculating the minimum final course grades for dual

²⁶ R.C. 3313.6013(A).

²⁷ Section 6 of Am. Sub. H.B. 487 of the 130th General Assembly, not in the bill.

²⁸ See former divisions (A)(1) and (4) of R.C. 3313.6013, as it existed prior to September 17, 2014.

²⁹ Section 11, division (A)(1).

³⁰ See former division (A)(3) of R.C. 3313.6013, as it existed prior to September 17, 2014.

³¹ Section 11, division (A)(2).

enrollment courses taken during the 2014-2015 school year that demonstrate the level of academic achievement necessary to earn a high school diploma.³²

The bill does not modify the requirements for a student enrolled in an AP course for the 2014-2015 school year. Therefore, a student enrolled in an AP course must still take the applicable AP examination in lieu of the end-of-course examination, as required under current law.

OGT phase out

The bill changes language dealing with deadlines regarding the administration of OGT practice tests and the phase-out of such tests as OGT's are replaced with the new College and Work Ready Assessments. First, the bill states that a school district or school with a three-year average graduation rate (for students who graduate in four years) of less than 75% administer the practice OGT to all ninth grade students who entered ninth grade prior to July 1, 2014. Current law does not include an end date for the administration of such practice assessments. Second, the bill changes from a date certain (July 1, 2015) to a date specified by the State Board of Education as the end date of the administration of the OGT and practice assessments to students who have fulfilled the curriculum requirements to graduate, but have not passed one or more parts of the OGT.³³

Third grade reading guarantee assessments

Under current law for the 2014-2015 school year only, the spring English language arts assessment a school district or school administers to a third grader depends on the student's performance on the fall assessment. If a student scores at the level the State Board of Education designates for a student to be promoted to the fourth grade, the district or school must administer to that student the English language arts assessment developed by the Partnership for Assessment of Readiness for College and Careers (PARCC). However, if the student scores below the level set by the State Board, then the district or school must administer to that student the English language arts assessment that the school administered in the previous year (the Ohio Achievement Assessment). The bill removes the distinction and requires districts and schools to administer the Ohio Achievement Assessment English language arts assessment to all third grade students in the spring, regardless of any previous test score.³⁴

³² Section 11, division (B).

³³ R.C. 3301.0711(B)(10).

³⁴ Section 9 of Am. Sub. H.B. 487 of the 130th General Assembly, amended in Sections 7 and 8 of the bill.

Provisions for chartered nonpublic schools

End-of-course examination exemption

Current law provides a contingent exemption for students attending a chartered nonpublic school from taking the required end-of-course examinations. That provision permits a chartered nonpublic school to forego administering all of the end-of-course examinations, if the school publishes for each graduating class the results of the required nationally standardized assessment that measures college and career readiness. In reporting those results, a school must include overall composite scores, mean scores, 25th percentile scores, and 75th percentile scores for each subject area of the assessment.³⁵ Currently, the exemption goes into effect on October 1, 2015, only if the General Assembly does not enact different requirements that are effective by that date regarding end-of-course examinations for chartered nonpublic schools.³⁶

The bill removes the contingency on the exemption and, instead, sets into effect that exemption for chartered nonpublic schools.

Further, the bill excludes from the exemption a chartered nonpublic school for which at least 65% of its total enrollment is made up of students who are participating in state scholarship programs (the EdChoice Scholarship, Cleveland Pilot Scholarship Program, Autism Scholarship, and the Jon Peterson Special Needs Scholarship). This requirement is subject to a parental opt-out for nonscholarship students. The bill also excludes an individual student who receives a scholarship under such programs, regardless of the exemption status of the chartered nonpublic school in which the student is enrolled.³⁷ (These exclusions and the parental opt-out currently apply to elementary achievement assessments.)

High school diploma requirements

The bill allows a chartered nonpublic school that publishes the results of the nationally standardized college and career readiness assessment required under current law³⁸ for each graduating class to grant a high school diploma to a student who entered the ninth grade on or after July 1, 2014, even if that student does not meet the assessment requirements for a high school diploma under current law.³⁹ However, this

³⁵ R.C. 3313.612(D).

³⁶ R.C. 3313.612(G).

³⁷ R.C. 3301.0711(K)(1)(a) and (b)(ii).

³⁸ R.C. 3301.0712(B)(1).

³⁹ R.C. 3313.612(B)(2) and (D) and 3313.618, not in the bill.

exemption does not apply to a school for which at least 65% of its total enrollment is made up of students who are participating in state scholarship programs or to an individual student who receives a state scholarship.⁴⁰

Current law requires that all high school students meet one of the following requirements, including to meeting curriculum requirements, in order to receive a diploma:

(1) Be "remediation-free," based on the uniform standards adopted under current law by the presidents of Ohio's public institutions of higher education, on each of the nationally standardized assessments in English, mathematics, and reading;⁴¹

(2) Attain a cumulative passing score on the end-of-course examinations; or

(3) Attain a score that demonstrates "workforce readiness and employability" on a nationally recognized job skills assessment selected by the State Board of Education and obtain either an industry-recognized credential or a license issued by a state agency or board for practice in a vocation that requires an examination for issuance of that license.⁴² The State Board must approve the industry-recognized credentials and licenses that qualify for a diploma.

Background on state assessments

State law, in part in compliance with the federal No Child Left Behind Act, requires the administration of annual reading and math assessments to students in grades three through eight and science assessments to students in grades five and eight. The state further requires the administration of an annual social studies assessment to students in grades four and six, but those tests are not required under federal law.

The composition of elementary-level achievement assessments are shown below.

	English language arts	Math	Science	Social Studies
Grade 3	X	X		
Grade 4	X	X		X
Grade 5	X	X	X	
Grade 6	X	X		X

⁴⁰ R.C. 3313.612(B)(2) and (D).

⁴¹ R.C. 3345.061(F), not in the bill.

⁴² R.C. 3313.618(A), not in the bill.



	English language arts	Math	Science	Social Studies
Grade 7	X	X		
Grade 8	X	X	X	

For high school students, state law currently requires the administration of the Ohio Graduation Test (OGT). The OGT includes five different test subjects in reading, writing, mathematics, science, and social studies. It is administered to tenth graders and to eleventh and twelfth graders who failed one or more subject test.⁴³ However, the OGT will be replaced by the college and work ready assessment system beginning with students who enter the ninth grade for the first time on or after July 1, 2014. The college and work ready assessment system consists of:

(1) A nationally standardized assessment that measures college and career readiness and is used for college admission; and

(2) A series of seven end-of-course examinations, one each in the areas of English language arts I, English language arts II, physical science, Algebra I, geometry, American history, and American government.

State report cards

Effective March 22, 2013, H.B. 555 of the 129th General Assembly established a new academic performance rating and report card system for school districts and individual schools, including community schools and STEM schools, using "A," "B," "C," "D," or "F" letter grades and numerous reported and graded performance measures. Most of the performance measures are based on student scores on the state elementary and secondary achievement assessments. The major six components of the rating system are: (1) gap closing, (2) achievement, (3) progress, (4) graduation, (5) kindergarten through third grade literacy, and (6) prepared for success. Most of the separate performance measures are graded separately and then used to assign the grade for the respective organizing component and an overall grade.

The bill makes a few revisions to the report card system.

Performance indicators met proficiency percentages

The bill requires the State Board to adopt rules to establish proficiency percentages to meet each report card indicator that is based on a state assessment. (Under current law, adopting rules to establish such measures for the 2014-2015 school year and each school year thereafter is optional for the State Board.) The bill further sets

⁴³ R.C. 3301.0710(B)(1).

deadlines by which the State Board must adopt proficiency percentages by school year as follows:

- (1) Not later than December 1, 2015, for the 2014-2015 school year;
- (2) Not later than July 1, 2016, for the 2015-2016 school year;
- (3) Not later than July 1, 2017, for the 2016-2017 school year, and for each school year thereafter.

Finally, the bill specifies that the proficiency percentages cannot be less than 60%, for the 2014-2015, 2015-2016, and 2016-2017 school years, and cannot be less than 75%, for the 2017-2018 school year and each school year thereafter.⁴⁴

The proficiency percentage is the percentage of students in a school district or school who attain a proficient score or above on a state assessment for a school or district to be considered "meeting" the performance indicator. Under current law, the proficiency percentages for the 2013-2014 school year were set at 80% for the elementary state achievement assessments and the tenth grade OGT, and at 85% for the eleventh grade OGT.

Calculation of performance index and performance indicator met measures for the 2014-2015 school year using secondary assessments

For the 2014-2015 school year only, the bill directs the Department of Education to calculate a district's or school's grade for performance index score and the performance indicators met for the state report card using high school assessments, as follows:

- (1) For students enrolled in any of grades 9 through 12, the Department must use the scores students received on the OGT.⁴⁵ The scores from a student in grades 9 through 12 who took an end-of-course exam⁴⁶ under the new College and Work Ready Assessment System are to be reported only and not included in the calculation of a report card grade for the performance index score or performance indicators met measures.

⁴⁴ R.C. 3302.02.

⁴⁵ R.C. 3301.0710(B)(1), not in the bill.

⁴⁶ R.C. 3301.0710(B)(2), not in the bill.

(2) For any students enrolled in grade eight or below who take high school level classes and assessments, the bill directs the Department to use the scores from the assessments under the College and Work Ready Assessment System.⁴⁷

Calculation of performance indicators met measure for the 2014-2015 school year using the third-grade English language arts assessment

The bill requires that the proficiency percentage for the performance indicator met measure for the state report card for the third-grade English language arts assessment administered in the 2014-2015 school year be at least 80% of tested students.⁴⁸ As discussed above in "**Performance indicators met proficiency percentages**," the proficiency percentage is the percentage of students in a school district or school who attain a proficient score or above on a state assessment for a school or district to be considered "meeting" the performance indicator. Thus, for that school year, in order to meet the performance indicator for the third-grade English language arts assessment, a district or school must have at least 80% of its tested students score at the proficient level or higher.

K-3 literacy progress measure

The bill makes two changes to the manner of calculating the kindergarten through third grade literacy progress measure on the state report card. Under current law, the State Board must designate for a "C" grade a value that is not lower than the statewide average for this measure. The bill clarifies that it not be lower than the *previous year's* statewide average for the measure. Second, current law does not require a grade to be issued for a district or building in which less than 5% of students have scored below grade level on the kindergarten diagnostic assessment. The bill stipulates that in order not to be graded for this measure, in addition to the condition described above, 5% or more of the district's or building's students must not have failed to score proficient or higher on the third grade English language arts assessment.⁴⁹ Thus, in order for a district or building not to receive a grade on this measure, less than 5% of its students must have scored below grade level on the kindergarten diagnostic assessment *and* 95% of its students must receive proficient or higher on the third grade English language arts assessment.

⁴⁷ Section 10.

⁴⁸ Section 9 of Am. Sub. H.B. 487 of the 130th General Assembly, amended in Sections 7 and 8 of the bill.

⁴⁹ R.C. 3302.03(C)(1)(g).



State report card deadline for the 2014-2015 school year

The bill temporarily adjusts the deadline by which the Department of Education must assign letter grades on report cards for the 2014-2015 school year. Under permanent law, the Department must issue grades not later than September 15 of each year, or on the preceding Friday if the 15th falls on a Saturday or Sunday.⁵⁰ The bill specifies, instead, that the Department must assign letter grades to districts and schools for the 2014-2015 school year not later than January 15, 2016.⁵¹

Reporting of assessment scores

The bill makes a corresponding change to the reporting of assessment scores to districts and schools. Under the bill, the Department of Education, or an entity with which the Department contracts for the scoring of state assessments, must send to each district and school a list of individual scores for all students who took an assessment in the 2014-2015 school year not later than December 31, 2015.⁵² Current law requires that such scores be sent within 60 days after the administration of an assessment, but in no case shall the scores be returned later than the 15th day of June following the assessment administration.⁵³

Reports of data regarding students with disabilities

Continuing law, recently enacted in H.B. 487 of the 130th General Assembly, requires the Department of Education to issue a separate report for each school district, community school, STEM school, and college-preparatory boarding school the following performance measures for a district's or school's students with disabilities:

- (1) Value-added progress dimension score disaggregated for that subgroup;
- (2) Performance index score for that subgroup; and
- (3) The four- and five-year adjusted cohort graduation rates for that subgroup.

The Department must make the information for each district and school available on the Department's website for comparison purposes.⁵⁴

⁵⁰ R.C. 3302.03, first paragraph.

⁵¹ Section 12.

⁵² Section 9.

⁵³ R.C. 3301.0711(G).

⁵⁴ R.C. 3302.035, effective September 17, 2014.

The bill requires the Department to report the following for additional measures for a district's or school's students with disabilities: (1) the six-, seven-, and eight-year adjusted cohort graduation rates (in addition to the four- and five-year rates), (2) annual measureable objectives performance measure (AMO) regarding closing achievement gaps, and (3) data regarding disciplinary actions taken by the school district or school against students with disabilities compared with those taken against students who do not have disabilities.⁵⁵

The bill also requires the Department to calculate and report the state averages for all the following regarding students with disabilities: (1) value-added progress dimension score, performance index score, four- to eight-year adjusted cohort graduation rates, AMO, and disciplinary action data, (2) value-added progress dimension score disaggregated by grade level and subject area, and (3) performance index score disaggregated for each category of disability.⁵⁶

Finally, the bill temporarily adjusts the deadline for the Department's initial reports regarding students with disabilities. Under permanent law, each report currently must be issued by October 1 of each year, beginning with October 1, 2015. The bill specifies, instead, that the initial reports are due not later than January 15, 2016, using data from the 2014-2015 school year. Thereafter, the reports are due on October 1 of each year as required by permanent law.⁵⁷

Recommendation to extend report card and assessment score safe harbor

The bill requires the State Board of Education, not later than November 1, 2015, to make a recommendation on whether or not to extend for an additional year (through the 2015-2016 school year) the report card and assessment score safe harbor provisions⁵⁸ recently enacted by H.B. 487 of the 130th General Assembly. Those provisions currently:

(1) Prohibit the report card ratings issued for the 2014-2015 school year from being considered in determining whether a school district or a school is subject to specified sanctions or penalties;⁵⁹ and

⁵⁵ R.C. 3302.035(A)(3), (4), and (5).

⁵⁶ R.C. 3302.035(B).

⁵⁷ Section 13.

⁵⁸ Section 14.

⁵⁹ R.C. 3302.036, not in the bill.

(2) Permit a school district board of education, community school governing authority, or STEM school governing body that has entered into a collective bargaining agreement with its teachers to enter into a separate memorandum of understanding with the teachers' labor union regarding the use of student assessment scores in teacher evaluations. The memorandum may stipulate that the value-added progress dimension rating that is (1) based on the results of the elementary and secondary state achievement assessments administered in the 2014-2015 school year and (2) used to assess student academic growth under the state framework for teacher evaluations, will not be used when making decisions regarding dismissal, retention, tenure, or compensation.⁶⁰

More detail regarding the safe harbor provisions is available on pp. 67-68 of the LSC Final Analysis for H.B. 487. It may be found at http://www.legislature.state.oh.us/analyses.cfm?ID=130_HB_487&ACT=As%20Enrolled.

Data on student performance tied to expenditures

Continuing law requires the Department of Education, by September 1 of each year to rank order all city, exempted village, local, and joint vocational school districts, community schools (except dropout prevention and recovery schools), and STEM schools according to each of the following measures:

(1) Performance index score;

(2) Student performance growth from year to year, using the "value-added progress dimension," where it is available, and other measures of student performance growth designated by the state Superintendent for subjects and grades not covered by the value-added progress dimension;

(3) Current operating expenditures per pupil;

(4) Percentage of total current operating expenditures spent for classroom instruction; and

(5) Performance of, and opportunities provided to, identified gifted students, using value-added progress dimensions, if applicable, and other relevant measures designated by the state Superintendent.⁶¹

⁶⁰ Section 13 of Am. Sub. H.B. 487 of the 130th General Assembly, not in the bill.

⁶¹ R.C. 3302.21, not in the bill.

The Department, by September 1 of each year, must issue a report for each school district, community school, and STEM school, and each separate building showing its rank on each measure.

The bill temporarily alters this requirement for the reports based on the 2014-2015 school year only. Under the bill, for that school year, the Department is prohibited from ranking districts and schools according to the academic performance measures described in (1), (2), and (5) above. It is, however, required to rank districts and schools according to the spending measures described in (3) and (4) above. The bill also extends until January 15, 2016, the deadline for the report for that school year.⁶²

OTHER EDUCATION PROVISIONS

Student attendance reporting

Current law specifies several conditions under which a student's enrollment is considered to cease for purposes of counting the student for state operating funding (see below). One such condition occurs when the student has 105 continuous hours of unexcused absences. That provision goes on to require the district to take "appropriate action," such as filing a complaint against the child and the child's parent or guardian, if the student is withdrawn and the district board determines that the student is truant.⁶³

The bill removes these provisions.

The bill also specifies that a student in grades nine through twelve is considered a full-time equivalent student if the student is enrolled in at least five units of instruction per school year.⁶⁴

Background on student withdrawal policy

Current law specifies that a student's enrollment in school is considered to cease on the date on which any of the following occur:

(1) The student's school district received documentation from a parent terminating the student's enrollment.

(2) The district is provided documentation of a student's enrollment in another public or nonpublic school.

⁶² Section 15.

⁶³ R.C. 3317.034(C)(3).

⁶⁴ R.C. 3317.034(E).



(3) The student fails to participate in learning opportunities and has not received an excused absence for 105 continuous hours (removed by the bill).

(4) The student ceases to participate in learning opportunities by the school.⁶⁵

Teach for America licenses

In order to continue to possess a resident educator license, the bill requires each participant in the Teach for America Program who is assigned to teach in Ohio to successfully complete that program. The bill also requires a school district to notify in writing the Department of Education in the event that a participant in the Teach for America Program assigned to that school district resigns or is otherwise removed from the program.⁶⁶

Background

Current law provides for the issuing of resident educator licenses to applicants who are assigned to teach in Ohio as participants in the Teach for America Program. To be eligible for a resident educator license issued under the program, an individual must be assigned to teach in Ohio as a participant in the Teach for America Program or have completed two years of teaching in another state through that program, and meet all of the following conditions:

- (1) Have a bachelor's degree;
- (2) Have an undergraduate grade point average of at least 2.5 out of 4.0;
- (3) Have passed the Praxis II subject area assessment in the teaching area; and
- (4) Have successfully completed Teach for America's summer training institute.⁶⁷

College Credit Plus (CCP) Program

The College Credit Plus (CCP) Program allows high school students who are enrolled in public or nonpublic high schools or who are home instructed to enroll in college courses to receive high school and college credit.⁶⁸ The CCP Program replaced the former Post-Secondary Enrollment Options (PSEO) Program and will begin

⁶⁵ R.C. 3317.034(C).

⁶⁶ R.C. 3319.227(E).

⁶⁷ R.C. 3319.227.

⁶⁸ R.C. 3365.02(A), not in the bill.

operation with the 2015-2016 school year. Meanwhile, for the 2014-2015 school year, students will continue to participate in the manner specified under former law for the PSEO Program.⁶⁹

College courses under CCP may be taken at any public or private college, as well as any eligible out-of-state college. All public colleges in the state (state universities, state community colleges, community colleges, university branches, and technical colleges), except the Northeast Ohio Medical University, are required to participate in the program.⁷⁰ Private colleges (nonprofit and for-profit proprietary colleges) and eligible out-of-state colleges also may participate in the program. If a private or eligible out-of-state college chooses to participate, it is also subject to requirements of the program.⁷¹

Admission to a college under the CCP Program

The bill prohibits a public or participating private college from denying admission to a student under the CCP Program based *solely* on the grade in which that student is currently enrolled, so long as the student meets the applicable eligibility requirements for the program.⁷² Under current law, students who are enrolled in grades 7 through 12 in any public or nonpublic school, as well as home-instructed students that are the equivalent of seventh-, eighth-, ninth-, tenth-, eleventh-, or twelfth- grade students, are eligible to participate in the CCP Program.⁷³ Any student wishing to enroll in a college under the program must do both of the following, as well as complete additional administrative requirements, prior to participation in the program:

(1) Apply to the college in accordance with the college's established procedures for admission.

(2) Meet that college's established standards for admission and for course placement, including any course-specific capacity limitations on class size.⁷⁴

Following a student's application for enrollment, the college must apply "established standards and procedures for admission to the college and for course

⁶⁹ Section 6 of Am. Sub. H.B. 487 of the 130th General Assembly, not in the bill.

⁷⁰ R.C. 3365.01(Q) and 3365.02(C), neither in the bill.

⁷¹ R.C. 3365.01(P) and 3365.02(C).

⁷² R.C. 3365.05(A), last paragraph.

⁷³ R.C. 3365.02(B) and 3365.033(A), neither in the bill. See also R.C. 3365.01(J) and (R), not in the bill.

⁷⁴ R.C. 3365.03(A)(1)(b) and (A)(2)(a), not in the bill.



placement."⁷⁵ Additionally, each college must do all of the following when determining admission and course placement:

(1) Consider all available student data that may be an indicator of college readiness.

(2) Give priority to the college's current students for enrollment in courses; however, once a CCP student is accepted into a course, that student cannot be displaced for another student.

(3) Adhere to the college's established capacity limitations for courses.⁷⁶

Calculation of grades and class standing for CCP courses

Under current law, each high school is required to implement a policy for the awarding of grades and the calculation of class standing for CCP courses. The adopted policy must be equivalent to the school's policy for AP and IB courses or for other courses designated as "honors courses" by the school. Therefore, if that school's policy for AP, IB, or honors courses includes awarding a weighted grade or enhancing a student's class standing, then the school's policy for CCP courses must do the same.

The bill further specifies that if the school has a policy of weighting grades or enhancing class standing for AP, IB, or honors courses, the school's CCP policy must *require*, rather than provide for, weighted grades and enhanced class standing to be applied to all CCP courses taken in math, English language arts, science, and social studies, regardless of whether a similar course is offered at the school.⁷⁷

Information on no-cost options under CCP

Current law permits the district board, or equivalent, of a student's high school and a college to enter into an agreement establishing an alternative payment structure for tuition, textbooks, and fees under the CCP Program that differs from the default payment amounts prescribed by law.⁷⁸ If a public high school and a *private* college enter into such an agreement, the agreement may include charging a student for participation.

⁷⁵ R.C. 3365.05(A).

⁷⁶ R.C. 3365.05(A)(1) to (3).

⁷⁷ R.C. 3365.04(E).

⁷⁸ R.C. 3365.07(A)(2) and (B)(2). See also R.C. 3365.07(A)(1)(a).

Under the bill, in order for such a student to be charged for participation according to an alternative payment structure, the high school must provide information to all students participating in the program on the no-cost options available.⁷⁹ This information likely would include the option of enrolling in a public college under the program, as public colleges are currently prohibited from charging any student for participation in the CCP Program.⁸⁰

Model disciplinary policy for inappropriate student behavior

The bill requires the State Board of Education, not later than June 30, 2015, to develop a model disciplinary policy for violent, disruptive, or inappropriate behavior, including excessive truancy. The policy must stress both "preventive strategies and alternatives to suspension and expulsion." The Department of Education must provide a copy of the policy to each school district by December 31, 2015. Additionally, by that same date, the Department must develop materials to assist school districts with teacher and staff training on the implementation of strategies included in the model policy.⁸¹

Under current law and continuing under the bill, each school district board of education is required to adopt a policy of zero tolerance for violent, disruptive, or inappropriate behavior, including excessive truancy, and to "establish strategies to address such behavior that range from prevention to intervention."⁸² Additionally, each district board must adopt a policy regarding suspensions and expulsions and specify the types of misconduct for which a student may be suspended or expelled.⁸³

The model policy required by the bill does not eliminate or replace these current requirements, nor does it require any school district to adopt or implement the strategies included in the model policy.

Admission to schools of children placed in foster homes or residential facilities

The bill prohibits public and nonpublic school officials from denying admission to a child placed in a foster home or residential facility (a group home for children, children's crisis care facility, children's residential center, residential parenting facility

⁷⁹ R.C. 3365.07(B)(2)(b).

⁸⁰ R.C. 3365.07(A)(3).

⁸¹ R.C. 3313.534(C).

⁸² R.C. 3313.534(A).

⁸³ R.C. 3313.661(A), not in the bill.

that provides 24 hour child care, county children's home, or district children's home)⁸⁴ solely because, upon registration for entry into the school, the child does not present one of the following as required under current law:

--A birth certificate;

--A comparable certificate or certification from another state, territory, possession, or nation;

--A passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child;

--An attested transcript of the certificate of birth;

--An attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;

--An attested transcript of a hospital record showing the date and place of birth of the child; or

--A birth affidavit.

However, the child or the child's parent, custodian, or guardian must present one of these documents to the person in charge of admission of the school within 90 days after the child's initial entry into the school.⁸⁵

Rules regarding the sale of beverages and food during the school day

The bill requires the State Board of Education to adopt rules, not later than 90 days after the bill's effective date, regarding the sale of beverages and food during the regular school day in connection with a school-sponsored fundraiser. The rules must specify that, if a fundraiser takes place during the regular school day for "not more than the equivalent of thirty school days during a school year," the fundraiser's sale of beverages and food must be exempt from existing restrictions on such sales (see "**Background**," below), so long as the beverages or food are not sold during the time of a meal service in the food service area.⁸⁶ For purposes of this provision, continuing law

⁸⁴ R.C. 3313.672(E).

⁸⁵ R.C. 3313.672(A)(3).

⁸⁶ R.C. 3313.814(E)(2).

defines "regular school day" as the period each school day between the designated arrival time for students and the end of the final instructional period.⁸⁷

Additionally, the bill specifies that each school district board of education or chartered nonpublic school governing authority may incorporate the rules adopted by the State Board into the guidelines adopted by the district board or school governing authority.⁸⁸

Background

Current law controls the nutrition value of foods and beverages that are sold in public and chartered nonpublic schools during school hours ("a la carte" items). There are separate restrictions depending on whether the "a la carte" item is a beverage or food. Generally, the options and serving sizes for beverages increase as students get older, but the sale of non-diet soda is prohibited in all grades during the restricted time. Additionally, during the restricted time, at least 50% of the "a la carte" beverages available for sale must be water or other beverages that contain no more than 10 calories per 8 ounces.⁸⁹

Each public and chartered nonpublic school must use available software to determine the nutritional value of each "a la carte" food item available for sale at the school. The school may not sell "a la carte" food that is in the lowest rated category of foods designated by the software and must ensure that a certain percentage of the food available is in the highest rated category. Additionally, the school must require that each item not rated in the highest category contain a specified amount of protein, fiber, vitamins, and/or nutrients.⁹⁰

The restrictions do not apply to any food or beverage item available for sale in connection with a school-sponsored fundraiser held outside of the regular school day, any other school-sponsored event held outside of the regular school day, or an interscholastic athletic event.⁹¹

⁸⁷ R.C. 3313.814(A)(4).

⁸⁸ R.C. 3313.814(E)(2).

⁸⁹ R.C. 3313.816, not in the bill.

⁹⁰ R.C. 3313.817, not in the bill.

⁹¹ R.C. 3313.814(A)(1).

Montessori community schools

The bill expands the list of entities that may endorse the Montessori method used by a community school to enroll students in a Montessori preschool program. Specifically, the bill permits a community school that operates a program that uses the Montessori method endorsed by the Montessori Accreditation Council for Teacher Education as its primary method of instruction to admit individuals who are younger than five.⁹² Changes made by Am. Sub. H.B. 487 of the 130th General Assembly permit a community school that operates a program using the Montessori method endorsed by the American Montessori Society or the Association Montessori Internationale as its primary method of instruction to enroll students younger than the age of five.

The bill goes on to authorize early childhood education funding for community schools that use the method endorsed by the Montessori Accreditation Council for Teacher Education.⁹³ H.B. 487 extended the definition of the term "new" eligible provider, under the preschool funding law, to include a community school that operates a Montessori program according to the provisions of H.B. 487. This change ensures that a school utilizing the method endorsed by the Montessori Accreditation Council for Teacher Education is included within the definition of "new" eligible provider.

Alternative resident educator license for Montessori teachers

The bill also requires the State Board of Education to issue an alternative resident educator license to an applicant who holds a bachelor's degree and who has successfully completed a teacher education program offered by either: (1) the American Montessori Society, (2) the Association Montessori Internationale, or (3) an institution accredited by the Montessori Accreditation Council for Teacher Education. Such an applicant may obtain the alternative resident educator license only if the applicant is employed in a school that operates a program using the Montessori method endorsed by one of the three entities described above.

Current law requires the State Board to issue an alternative resident educator license to the holder of a bachelor's degree who has successfully graduated from an American Montessori Society affiliated teacher education program or received a certificate from the Association Montessori Internationale. Thus, the change is technical in part, but also adds the Montessori Accreditation Council to the list of acceptable teacher education programs for alternative resident educator licensure.

⁹² R.C. 3314.06.

⁹³ Section 263.20 of H.B. 59 of the 130th General Assembly, amended in Sections 3 and 4 of the bill.



Required hours of learning opportunities

Finally, the bill specifies that, notwithstanding anything to the contrary in the Community School Law, individuals younger than the age of five who are enrolled in a Montessori program must be offered at least 455 hours of learning opportunities per school year.⁹⁴ Continuing law, not amended by the bill, requires every community school to provide at least 920 hours of learning opportunities to its students per school year.⁹⁵

Background on Montessori programs

The Montessori method is based on the findings of Maria Montessori (1870-1952). According to the Association Montessori Internationale (AMI), "Montessori classrooms provide a prepared environment where children are free to respond to their natural tendency to work. The children's innate passion for learning is encouraged by giving them opportunities to engage in spontaneous, purposeful activities with the guidance of a trained adult."⁹⁶ Children can choose from different activities that are part of the curriculum and work independently on them. Montessori preschools are predominantly private, though some Montessori schools in Ohio are public.

Governor's Effective and Efficient Schools Recognition Program

The bill permits the State Board of Education to pass a resolution excusing the Department of Education from ranking the top 10% of schools for the Governor's Effective and Efficient Schools Recognition Program for the 2014-2015 school year.⁹⁷ The Governor's Effective and Efficient Schools Recognition Program recognizes the top 10% of schools in the state in a manner that the Governor considers appropriate.⁹⁸

Miscellaneous revisions

The bill makes the following miscellaneous revisions:

⁹⁴ R.C. 3314.06.

⁹⁵ R.C. 3314.03(A)(11)(A).

⁹⁶ See the AMI homepage (ami-global.org) for more information regarding Montessori programs.

⁹⁷ Section 16.

⁹⁸ R.C. 3302.22, not in the bill.

(1) Permits unexpended, unencumbered funds at the end of fiscal year 2015 appropriated for the Career Advising and Mentoring Program in the general mid-biennium review act to be used for the same purpose for fiscal year 2016.⁹⁹

(2) Corrects an engrossing error from H.B. 487 of the 130th General Assembly, for which language that clarifies the manner in which state-required assessment questions become a public record was omitted.¹⁰⁰

HISTORY

ACTION	DATE
Introduced	04-04-13
Reported, S. Education	06-20-13
Recommitted to S. Education	02-12-14
Re-reported, S. Education	02-20-14
Passed Senate (31-0)	05-14-14
Reported, H. Education	---

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⁹⁹ Section 263.320 of H.B. 483 of the 130th General Assembly, amended in Sections 5 and 6 of the bill.

¹⁰⁰ R.C. 3301.0711(N).

