



# Ohio Legislative Service Commission

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## Synopsis of House Committee Amendments\*

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### **Sub. S.B. 96**

130th General Assembly  
(H. Education)

#### **World history**

- 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, instead of one full unit of instruction as under the Senate Passed version of the bill.
- Changes the starting cohort to which the bill's world history requirement applies, from students who enter the ninth grade for the first time on or after July 1 that next succeeds the bill's effective date, to students who enter the ninth grade for the first time on or after July 1, 2017.
- 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 from current law, not amended by the Senate-passed version, 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.
- Adds a requirement, until the 2016-2017 school year, that the Department of Education make available to school districts and schools end-of-course examinations in both physical science and biology.

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

- Adds, beginning with the 2016-2017 school year, a provision permitting the State Board of Education to choose to provide one or both of the end-of-course examinations in physical science and biology.
- Adds a provision permitting school districts or schools that utilize an integrated approach to mathematics instruction may replace the required Algebra I end-of-course examination for an integrated mathematics I end-of-course examination and replace the required geometry end-of-course examination for an integrated mathematics II end-of-course examination.
- Adds a provision specifying, for students enrolled in Advanced Placement courses in physical science or biology, American history, or American government, 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.
- Adds a requirement, beginning with the 2015-2016 school year, that final course grades, rather than substitute examinations, 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.
- Adds a requirement that the Superintendent of Public Instruction and Chancellor of the Board of Regents must 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.
- Adds a provision clarifying deadlines regarding the phase out of the Ohio Graduation Test (OGT) and OGT practice assessments.
- Adds a requirement for the 2014-2015 school year, that school districts and schools must administer the Ohio Achievement Assessment for English language arts to all third grade students in the spring administration.
- Removes the contingency under current law 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**

- Adds 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.
- Adds a stipulation 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.
- Adds a provision specifying 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 15th.
- Adds a requirement that the Department of Education 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.

- Adds a requirement that the Department 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.
- Adds a requirement that the State Board of Education 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 school funding formula provision prescribed by current law stating that a student's enrollment is considered to cease when the student has 105 continuous hours of unexcused absences.
- Adds a provision specifying 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**

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

- Adds that a school district board of education must 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.
- Adds that a public or participating nonpublic high school that has a policy of weighting grades or enhancing class standing for specified courses must 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.
- Adds 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**

- Adds that the State Board of Education, not later than June 30, 2015, must develop a model disciplinary policy for violent, disruptive, or inappropriate behavior, including excessive truancy.
- Adds that the Department of Education, not later than December 31, 2015, must 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.
- Adds a requirement that the State Board of Education 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.
- Adds a provision specifying 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.
- Adds that the State Board may 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.
- Adds a provision permitting 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.
- Corrects 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.