

Ohio Department of Education Industry Credential Criteria

Recommendations

Purpose

To meet requirements of HB.555 Section 3302.021

B (1) For the 2013-2014 school year, the department shall issue grades for each of the following (LRC) performance measures:

B (2) (d) ...The percentage of the district's or the building's students who receive industry credentials. The state board shall adopt criteria for acceptable industry credentials.

Industry Credential definition for use on Ohio K-12 Report Cards

- Documents mastery of knowledge or practice required for an occupation.
 - ✓ Occupational licenses/registries from state or national professional/governing bodies
 - ✓ Industry Certifications that meet the state-approved criteria

Recommended criteria for state approval of a credential (Must meet #1 or all of #2 - #5.)

1. Occupational license/registry from state or national professional/governing body
2. Documents required knowledge and skills for an occupation.
3. Authorized by at least a regional body representing a career field or industry.
4. Acknowledged by significant number of employers for securing/advancing a sustainable wage job.
5. Also reported by Regents as postsecondary credential and the Ohio Office of Workforce Transformation Office as common workforce metric measure.

How criteria to be implemented

- Purpose: Operationalize the credential indicator on the LRC and CTPD Report Card
- The Ohio Department of Education develops list of licenses, registries and approved industry certifications.
- Educational providers/employers may submit certifications for state approval.
- List to be updated on a pre-determined schedule
- Reported in the Education Information Management System.

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DATA COLLECTION

In the interest of providing specific and robust data to educational providers, employers, state and local policymakers, and other stakeholders a tiered approach is recommended for collecting credential data.

Description	Examples	ODE designation
Requires the most in-depth preparation, typically 900+ instructional hours; includes degrees.	Associate of Applied Science; License of Practical Nursing; License of Cosmetology; Federal Aviation Administration Airframe Mechanic	Tier 1 credential- Recognized on Report Card(s)
Requires substantial but less than Tier I depth of preparation, typically 450 - 900 instructional hours.	State Tested Nurse Aide License; Microsoft Office Specialist; Manufacturing Skills Standards Council (MSSC) Certified Production Technician	Tier 2 credential- Recognized on Report Card(s)
Requires the least preparation and often one part of a stackable or bundled set of certifications.	Microsoft Word; Manufacturing Skills Standards Council (MSSC) Safety Certification; ASE Student Certification Automobile Brakes	Tier 3 credential* - Collected but <u>not</u> recognized on Report Card(s); may be used by Regents or Ohio Workforce Transformation Office.

*Note: If a credential is not approved by the Ohio Department of Education for use on the Report Card(s), this does not restrict a school from offering students instruction for the credential. There may be reasons for students to pursue the credential. For example, it may be advisable for students to have a specific credential, but the Ohio Department of Education may not approve it as meeting the recommended criteria for use on the report card and may not be interested in tracking its attainment in the state.

Accountability Committee Presentation Outline

Dropout Prevention and Recovery Rules

Background

Earlier this year, the Capacity Committee prescribed rules for an academic performance rating and report card system for community schools that primarily serve students enrolled in dropout prevention and recovery programs. Additional work is required of the State Board. By December 2014, the State Board must (ORC 3314.017):

- Prescribe two additional rules: 1) additional performance indicators to measure growth in student achievement in reading and mathematics and 2) standards for awarding a community school an overall designation on its report card.
- Review the performance levels and benchmarks for performance indicators in the report card to consider if they should be revised based upon data and stakeholder input.

There are 86 schools identified as serving primarily dropout prevention and recovery students; 15,223 students are enrolled in these schools.

Growth Indicators

Statutory deadline is December 31, 2014

According to statute, the growth indicators may be reported on the 2014 Report Card and must be reported on the 2015 Report Card. Due to the complexities of selecting appropriate assessments and analyzing norms the department recommends the first report be on the 2015 Report Card.

Because December 2014 will conflict with the statutory reporting deadline for the August 2015 report card, the department recommends the rule adoption deadline be considered July 15, 2014. Thus, schools can implement testing in fall 2014 and spring 2015 for growth to be reported on the 2015 Report Card.

Calendar

January	Staff work on draft
February	Committee reviews draft rule
March	Committee votes out proposed draft rule
April	Full Board Resolution of Intent
May	Filing

June	Public Hearing, JCARR
July	Full Board Adoption
July	Release selected test(s)

LRC Overall Designation

Statutory deadline is December 31, 2014

To avoid filing rules in both spring and fall of 2014 and needing to use SBOE emergency consideration in the fall, the department recommends the rule filing deadline for the overall designation also be considered June 30, 2014 in concert with the growth indicators rule. Review of past benchmarks.

Calendar Same as Growth Indicators

Level and Benchmark Review

Statutory deadline for review is December 31, 2014

No statutory deadline for an amended rule should the Board's review require that.

Recommended timeline for level and benchmark review:

October 2014 Accountability Committee does first review of data.

November 2014 Accountability Committee finalizes review of data and presents its recommendation to the full Board as to whether the performance levels and benchmarks should be revised.

December 2014 Full Board takes action on the Accountability Committee's recommendation. If the decision includes revision of the performance levels and benchmarks, that can happen over the course of January 2015 – June 2015 and be applied for the 2014-2015 LRC.

Growth Indicator Update

Action to date

1. DOPR stakeholder meeting
 - a. Should only include students who are enrolled for a full academic year.
 - b. Many dropout recovery students will not be included in counts based on full academic year because they will not stay enrolled in the school from October count week through year end testing.

- c. There are no norms for this group.
 - d. Assessment should be tied to the end goal (graduation).
 - e. For eschools, testing procedures, including security, are an issue.
- 2. Researched appropriate assessments; no ideal examples so far.
- 3. Engaged Jody Ernst, the national dropout prevention and recovery subject matter expert whose consultation with Ohio legislators helped shape the legislation.
 - a. Ms. Ernst worked with NWEA assessments to collect and analyze data for dropout and prevention students, which at this point may be the closest thing available to population-specific norming data.
 - b. ODE is planning to bring Ms. Ernst to Ohio in December or January for consultation on our rules.
- 4. Talked with SAS and Battelle for Kids about feasibility of building a formula for measuring student growth among DOPR students based on NWEA assessments (since SAS and Battelle for Kids are already engaged in the use of these assessments to provide student growth for the purpose of teacher evaluation).