

**State Board of Education
Achievement Committee**

**November 11, 2013
Meeting Summary**

1. **Operating Standards for Gifted Rule.** The Committee discussed proposed amendments to Rule 3301-51-15, Operating Standards for Gifted Rule. The rule addresses elements such as identification, placement, written education plans, services and accountability. The committee engaged in an extended discussion focused on revisions made to the rule since the October 2013 Achievement Committee meeting based on feedback received. The Committee is expected to move forward to the full State Board of Education a Resolution of Intent to adopt the amended rule at their December 2013 meeting.
2. **New English Language Proficiency (ELP) Standards for English Language Learners (ELL).** Due to time constraints, the Committee will receive an update on the ELP Standards at the December meeting.
3. **Reading Competencies.** Due to time constraints, the Committee will receive an update and take action on the Reading Competencies at the December meeting.
4. **Committee Discussion.**

November 2013 Capacity Committee Report Out

Discuss rules 3301-44-01 to -09, Postsecondary Enrollment Options

The Committee heard a presentation from staff regarding various aspects of Dual Enrollment programs including the Postsecondary Enrollment Options (PSEO) program, and how they work.

Staff also presented changes to these rules that had been requested by Committee members when the proposed rules were reviewed at the October Capacity Committee meeting. The rules had originally been proposed to be amended in order to align them with H.B. 59. The Committee voted to recommend to the full Board the adoption of the proposed rule changes. There is an intent resolution for these rules on the State Board voting agenda this month.

Discuss proposed new rules 3301-25-10, One-Year Instructional Assistant Permit, and 3301-25-11, Renewal of One-Year Instructional Assistant Permit

The Committee discussed two proposed new rules for an instructional assistant permit. These new permits will be issued at the request of registered private providers under the Autism Scholarship Program to enable individuals to provide instructional assistant services to participants in this program. Those services include the supervision of children and assistance with instructional tasks.

The qualifications to obtain this permit are specified in statute, and the law also requires the State Board to adopt rule language addressing how registered private providers will demonstrate the necessary training and supervision of instructional assistant permit holders who are providing instructional assistant services in the home of a child.

This was just a first look at these proposed rules, since they still need to complete review by the Autism Scholarship Program Advisory Group and other stakeholders as well as the CSI (Common Sense Initiative) office. The proposed rules will be brought back to the Committee in February for further discussion and recommendation to the full Board.

Discuss rescinding of rule 3301-24-10, Alternative Educator License

The Committee discussed rule 3301-24-10, concerning the two year alternative educator license, which was Ohio's former alternative teaching license. The rule needs to be rescinded since it is no longer aligned with statute. The law has changed concerning alternative teacher licensure, and presently requires alternative licensure candidates to obtain a four year alternative resident educator license and to complete Ohio's four year teacher residency program. The State Board has already adopted rules for various types of alternative resident educator licenses, which have superseded rule 3301-24-10. The Committee voted to recommend to the full Board the rescinding of rule 3301-24-10.

- Committee was encouraged by Dr. Smith to put a plan in motion that will address low performing schools in Rural and Urban Districts. Dr. Smith suggests that the committee consider:
 1. District high performing assistance teams
 2. School partner programs- low with high performing
 3. “Incentivize” a high performing team - curricular specialists, teacher training specialist and high performing principal to support low performing schools
 4. Involve retired high performing Principals, and Teacher to assist and support
 5. Build a community support system with local business and social and civic organizations to get involved
 6. Assist schools with resource utilization and acquisition of resources from the community
 7. Assist with mentoring of teacher faculty and principals
 8. Goal aspirations program for students
 9. Parental and community involvement program
- Committee members shared their responses and as a consensus were on board with Dr. Smith list of focus areas for the committee to address and support these low performing schools.
- Dr. Smith urged the committee to agree upon a name change. “The Urban and Rural Renewal Committee” name was suggested by Dr. Smith. The committee members shared their responses and were in agreement to the name change for the committee.
- 11:00 moment of silence by the committee to acknowledge Veterans
- Dr. Michael Corso, Chief Academic Officer – Quaglia Institute for Student Aspirations (QISA), presented to the Committee members.
- Dr. Michael Corso presentation focused on the Year 2 My Voice Ohio Report. Highlighted data was specific to:
 1. Ohio Teachers focus groups and survey responses - The data points suggested that 64% of the educators who took the survey last year

responded that they were “excited about my career in education”. Two years ago 68% of teachers responded that they were “excited about my career in education”.

2. Ohio Students survey responses. The data suggest that students in Ohio Dr. Corso shared the results and odds analysis as a result of the My Voice Ohio Survey data, which suggests that increasing student engagement and improving student’s experience of teacher support in Ohio has the biggest impact on motivating students to be academically successful.
 3. Non-White and White students survey responses – The Impact Index data revealed gaps between Non-White and White students response related to teachers support. Non-White students in the state feel less support by their teachers than White students. Based off the data the QISA team has hired additional staff to begin addressing these issues. Dr. Rhonda Knight, professor at Muskingum College who teaches courses on Culturally Relevant Pedagogy (CRP), will be doing professional develop at the demonstration site for staff, along with a series of webinars. Also, R.E.A.C.H. Communications is now an addition to the SUSO conference. R.E.A.C.H. is a compilation of speakers who address (CRP) though art are music.
- Updates on the Stand Up, Speak Out (SUSO) conferences. (Middle school leadership conferences led by the (QISA) Field Specialist and trained high school students.) Participating schools leave with a concrete action plan for positive change to their schools teaching and learning environment. SUSO conferences have been held so far in Youngstown and in Maysville, Ohio.
 - ODE staff led a committee discussion on Citizen Schools and their work with project based learning using community partnerships. Also, an update on the Florida Mentorship Partnership was given regarding the state’s current status.
 - In order to help guide the work of the committee, Dr. Smith asked committee members for comprehensive goals and ideas. He encouraged the committee to organize their ideas for the next meeting.

Graduation Requirements Committee

Mr. Jones provided an overview of the components within the graduation requirements proposal which include: course and assessment requirements, measures of academic achievement, endorsements and reward systems, and a transition plan. Additionally, the committee discussed alternative ways students can demonstrate proficiency, the role of the Diploma Endorsement Council, and the requirements for nonpublic schools exempted from end of course exams. The committee approved the proposal based on modifications made to the nonpublic schools section and also approved to move to the full board an emergency resolution approve the graduation requirements proposal.