



John R. Kasich, *Governor*
Debe Terhar, *President*, State Board of Education
Dr. Richard A. Ross, *Superintendent of Public Instruction*

October/2013

**State Board of Education
Achievement Committee
Report Out**

1. **Operating Standards for Gifted Students.** The Committee discussed OAC 3301-51-15, Operating Standards for Gifted students and proposed amendments. The rule addresses elements such as identification, placement, written education plans, services and accountability. The committee also discussed suggested changes presented by Mrs. Elshoff. The rule is under review as part of JCARR's five year review process. Final adoption is scheduled for February 2014.
2. **Operating Standards for Children with Disabilities.** The Committee discussed proposed amendments to Rules 3301-51-01 to -11 and 3301-51-21. The intent of these operating standards is to ensure children with disabilities have equal access to and the opportunity for full participation in education, independent living and economic self-sufficiency. This rule is now under review as part of JCARR's five year review process. Revisions have been made to reflect changes in Federal law.

The Committee is expected to move forward to the full State Board of Education a Resolution of Intent to adopt the amended rules at the November meeting. Final adoption is scheduled for March 2014.

3. **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 November meeting.
4. **Reading Competencies.** The Committee received an update on the development process for the reading competencies. Within the Third Grade Reading Guarantee legislation, the State Board is required to adopt reading competencies by January 2014. Reading competencies will communicate what teachers should know and be able to do to provide reading instruction and intervention to students.
5. **Committee Discussion.** No topics were introduced.

**State Board of Education
Capacity Committee
Report Out**

1. Discuss rules 3301-20-01 and 3301-73-01 to -27, Professional Conduct Rules

The Committee discussed proposed revisions to the Professional Conduct rules, which are due for a five year review. The rules cover various topics associated with the educator disciplinary process. The existing rules have been revised and updated, and a new rule, 3301-73-27, was drafted to consolidate all references to time limits scattered throughout the existing rules into one rule.

The Committee voted to recommend approval of the proposed changes to the Full Board. There will be an intent resolution for these proposed amended rules on the State Board voting agenda in November.

2. Discuss Score-Setting Recommendations for New Pearson Licensure Assessments – The Ohio Assessments for Educators (OAE)

The Committee reviewed and discussed the recommendations of the Ohio Educator Standards Board (ESB) regarding the setting of passing scores for 12 new Ohio Assessments for Educators (OAE) licensure exams.

The Committee voted to recommend to the full State Board the adoption of the proposed assessments and corresponding ESB-recommended passing scores, while specifying that the passing scores would be reviewed again after there is data available on the performance of Ohio licensure candidates on the new exams, at which time the State Board may make adjustments to the passing scores. An adopt resolution for the new assessments and passing scores will be on the State Board voting agenda in November.

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

The Committee discussed proposed revisions to rules 3301-44-01 to -09, concerning Postsecondary Enrollment Options (PSEO). The proposed revisions to the rules align them with amendments to ORC section 3365 contained in H.B. 59. The rules will be brought back to the Committee in November following further revision and clarification of rule language.

4. Discuss Proposed Changes to rule 3301-35-05, Faculty and Staff Focus, and rule 3301-35-12, Chartered Nonpublic Schools

The Committee discussed proposed amendments to rules 3301-35-05 and 3301-35-12 to add language, recommended by Committee member Stephanie Dodd, about nondiscrimination in regards to sexual orientation when making hiring decisions. ODE Chief Legal Counsel P.R. Casey reported that, as he had anticipated, JCARR declined to take a position regarding statutory authority of the Board to adopt proposed rule amendments when the rules had not yet made their way through the State Board's rule revision process.

The Committee did not vote on the proposed amendments, as Ms. Dodd's motion to approve did not receive a second. Thereafter, Chairman Gunlock clarified that since these rules are part of OAC chapter 3301-35 (the school operating standards), and there is a newly-created State Board Operating Standards Committee that will be reviewing and recommending changes to this chapter, the new Committee is the most suitable arena for considering amendments to these rules, versus handling them separately and outside of that process.

**State Board of Education
Committee on Urban Education
Report Out**

- The Committee continued to discuss a new name. The committee will continue this discussion next month as well as reviewing our purpose.
- ODE staff reviewed the work of the Quaglia Institute on Student Aspirations. This work suggests that student engagement and future orientation are strongly tied to student motivation. Student motivation leads to improved student performance.
- ODE staff noted that in some cases, low performing schools lack investment from the community. Florida has a mentorship program that might be worth further study. Local and state government employees are allowed one hour of leave per week in order to serve as mentors in schools. The committee will explore the mentoring opportunities.
- Next month the committee will hear more from the Quaglia Institute about the data behind their work with the hope that this information will better inform the committee in moving forward.

**State Board of Education
Legislative and Budget Committee
Report Out**

The L&B Committee was called to order at 8:32 AM. Members present were: Williams, Jones, Collins, Farmer, McGervey, Mehaffie, and Oakar.

- Mr. Williams discussed the implementation of the Medicaid Schools Program.
- Kelly Weir offered an update on the phase in of the new school funding formulas.
- Jennifer Hogue provided an update on state legislation.
- Jeremy Marks provided a federal update and discussed the impact of the shutdown on ODE and school districts.
- Adjourned at 8:56 AM.

**State Board of Education
Accountability Committee
Report Out**

Update on Status of K-3

Tina Thomas-Manning reported that on October 2nd, ODE staff presented to the Ohio Senate and House an update the Report Card, gave a briefing on proposed Rules and calculations for the K-3 component, and explained the change in definition of Gifted/Value Added component. The Senate requested that the team return with more and deeper data examples. Staff are preparing for that meeting and are continuing to move through the process toward filing Rules with JCARR. The Rules should be ready for December approval.

Follow-up Data Reports

Chris Woolard gave a presentation to address specific questions that were posed at the last full Board meeting.

Typology used?

- A statistical construct
- Small town districts tend to have a slightly larger populations, more diversity, higher education achievement for parents, and less reliance on agricultural property as a tax base than rural district

What data would have looked like last year against the 80% bar?

- The most notable change is in the “A” range
- At 75% - 52% of districts and 51% of schools would receive an “A”
- At 80% - 32% of districts and 38% of schools would receive an “A”

Why did 55 districts receive no grade for Gifted/Value Added?

- In order to receive a Gifted/Value Added grade, at least 6 students must be identified as gifted in a single subject/grade level combination
- Only 6 traditional districts reported fewer than 10 students identified as gifted

AMOs - Why do high schools in traditional public districts perform better than their middle school/ junior high school and elementary school counterparts?

- Grad rate, not necessarily as many subgroups
- The grad rate bar (79% for F)
- Fewer subgroups

Prepared for Success Component

Kevin Duff gave a high-level overview of the 6 and possibly 7 ungraded measures that will be used to determine the Prepared for Success component beginning on the 2013-14 report card.

- Percentage of students in a district or building participating in advanced placement (or AP) classes and the percentage of those students who received a score of three or better on an AP exam
- Number of a district's or school's students who have earned at least three college credits through dual enrollment programs
- Percentage of students in a district or school who have taken a national standardized test used for college admission determinations and the percentage of those students who are determined to be remediation-free
- Percentage of the district's or the school's students who receive industry credentials
- Percentage of students in a district or school who are participating in an international baccalaureate program, and the percentage of those students who receive a score of four or better on the corresponding exam
- Percentage of the district's or school's students who receive an honors diploma

- The **2015** LRC will report the results of the college and career-ready assessment selected by the superintendent and Chancellor of the Board of Regents.

**State Board of Education
Graduation Requirements Committee
Report Out**

- Ms. Phillips 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 Board, and the legislative language needed for the graduation rule.
- In November, the graduation requirements proposal is scheduled to be presented to the Committee and full board meeting.