

**State Board of Education
Teaching, Leading & Learning Committee**

**December 14, 2020
Meeting Summary**

Members Present: Fowler Arthur (Chair), Owens (Vice-Chair), Dackin, Haycock, Hill, Johnson, LaRue, Manchester.

OAC 3301-43 Adult High School Continuation Programs (*Strategy 10*)

- Department staff provided Members with an overview of Ohio Administrative Code 3301-43 Adult High School Continuation Programs, currently due for five-year review. The Department presented the rules to committee with revisions based on discussions at the November committee meeting. Department staff also shared a draft information document outlining diploma options for Ohio's students ages 16 through adulthood.
- Committee members reviewed and discussed the rules and offered feedback on the draft information document. Member feedback will be incorporated on the final document.
- Following discussion, Members voted 8-0 in favor of recommending approval of the proposed revised rules as presented. A resolution to adopt the revised rules will appear on the State Board's January 2021 voting agenda.

Discuss: Reading Achievement Plan Template (*Strategy 7 & 9*)

- Department staff provided Members with an overview of the draft revised template for Reading Achievement Plans. Staff discussed the revision process and noted revisions made at the suggestion of Committee Members and stakeholders.
- Committee members reviewed and discussed the draft revised template, noting that further clarification may be needed to highlight areas of the plan that are required by Ohio revised code.
- Department staff also noted Members' suggestions for clarification that will be addressed in guidance documents for districts. Areas of discussion included clarifying 'leadership team' membership and definitions for disaggregated data. Members also requested that the Department involve a larger and more diverse set of districts to review template revisions in the future.

**State Board of Education
Continuous Improvement Committee**

**December 14, 2020
Meeting Summary**

Members Present: All committee members were present.

Purpose(s) and/or Goal(s) of Meeting:

- Discuss Remote Learning

REMOTE LEARNING

- Staff from the Center for Continuous Improvement and the Unit of Field Relations provided the committee with updates about remote learning around the state.
 - Staff provided an overview of what remote learning looked like at the beginning of the school year and what remote learning looks like now that the pandemic is surging statewide. Currently, 60% of districts are conducting some form of remote learning.
 - Staff also shared data from a sample study of the remote plans of 90 districts where districts identify connectivity and training of learning management systems as the top challenges. 94% of plans address supports for vulnerable student populations.
 - Dr. Henry Pettiegrew, CEO of East Cleveland City Schools, shared information on challenges East Cleveland faced at the beginning of the COVID-19 ordered school building closure and how the district plans to reopen with hybrid learning in January. He also discussed the corporate sponsors who are providing supports for the district.
 - Dr. Pettiegrew answered questions from the committee and other board members regarding:
 - The problems relative to the content available and the content that is needed;
 - That the foundation of the learning experience is the digital platform and no longer the classroom;
 - If the district was connecting with virtual schools;
 - Helping students attend class;
 - Supporting the mental health of students and staff.
 - Department staff answered more questions about:
 - How districts were measuring students' required instructional hours;
 - If a remote learning plan template was provided.
 - Staff from the unit of Field Relations shared what learning looks like in Department-sponsored community schools from partitions in the classroom to meetings in parks and parking lots. The overview provided a glimpse into the reality of how teachers, students and parents are dealing with the pandemic while trying to maintain a high level of education.
 - Staff also presented an overview of RemotEDx and the partnerships at the state level that are creating a support system for remote learning. Staff introduced Connectivity Champions, the Exchange, Support Squad and the Network and Learning Academy.
 - Staff answered questions from the committee about:

- Who supports community and nonpublic schools with connectivity supports;
- If parents were being included in the partnership and if there was a hotline available to parents having connectivity problems;
- If there were any private contributions helping to connect students;
- Where to find the Reframing Education document created by the Mercer County Educational Service Center
- If the RemoteEDx Coordinating Committee was created by the state or by legislation
- Who determines if the information and content shared by InfoOhio meets state standards and if InfoOhio will be the online depository for the future;
- If there is a record of county health departments who instructed districts to begin remote learning.

Items Voted on and Outcome of Vote:

No items were voted on in committee this month.

Will there be a vote or information in front of the full board at next or upcoming meeting?

No items will be presented to the full board from this committee in January.

**State Board of Education
Integrated Student Supports Committee**

**December 14, 2020
Meeting Summary**

Members Present: Charlotte McGuire, Committee Chair, Martha Manchester, Committee Vice Chair, Kirsten Hill, Meryl Johnson, Mark Lamoncha, Paul LaRue and Antoinette Miranda.

Family Resources and Supports

- Staff provided an update on resources and supports available to families, including a review of the Department webpages, Parent Mentor Project and the Family Community Engagement Liaisons work in progress.
- Committee members discussed the value of the state's parent mentor program supporting parents of children with disabilities.
- The agenda item was discussion only, therefore, there was no action by the committee and the item is not scheduled for full board.

Early Childhood Inclusive Leadership Grant

- Staff provided a brief overview of the new grant received from the U.S. Department of Education, Office of Special Education Programs. This five-year grant allows the state to create and deploy a two-year learning and mentoring experience for professionals aimed at building their knowledge and leadership capacity for supporting children with disabilities in Early Intervention, preschool and the early elementary grades.
- The agenda item was discussion only, therefore, there was no action by the committee and the item is not scheduled for full board.

Sexual Harassment and Assault Data

- Staff presented data from the U.S. Department of Education's Civil Rights Data Collection (2017-2018) focusing on sexual harassment and assault in K-12 schools. Also, an overview of the current requirements in Ohio Revised Code specific to health education was provided.
- The agenda item was discussion only, therefore, there was no action by the committee and the item is not scheduled for full board.

Strategy Updates

- Staff shared information on the recently released reset and restart guidance on mandated reporting and identification of presumptive English learners. Staff also shared updates on rollout activities occurring with the Ohio's Whole Child Framework and the Plan to Improve Educational Experiences and Outcomes for Students with Disabilities. This plan will be released this month.
- Meryl Johnson requested the time of the Jan. 28th Whole Child Live Social Media event.
- The agenda item was discussion only, therefore, there was no action by the committee and the item is not scheduled for full board.

**State Board of Education
Assessment & Accountability Committee**

**December 14, 2020
Meeting Summary**

Members Present: John Hagan (Chair), Lisa Woods (Vice Chair), Steve Dackin, Stephanie Dodd, Linda Haycock, Jenny Kilgore, Eric Poklar, and Mike Toal

Research Discussion: Impact of Charter Schools

Presentation by Dr. Heather Boughton, Director of the Office of Research, Evaluation and Advanced Analytics with guest speakers:

- Chad Aldis, Vice President, Ohio Policy and Advocacy, Fordham Institute
- Stéphane Lavertu, Professor, John Glenn College of Public Affairs

Fordham Institute – The Impact of Ohio Charter Schools on Student Outcomes 2016-2019

Previous studies have shown that students learn less in public charter schools than they do attending a traditional public school. Has this changed with the passage of charter school legislative reforms in 2015?

Dr. Lavertu examined the following: achievement, attendance, and disciplinary actions for brick-and-mortar charter schools. Results from the study include:

- In grades 4–8, students attending brick-and-mortar charter schools make significant gains on state math and ELA exams when compared to students of similar backgrounds attending traditional public district.
- Based on gains accumulated over five years, Lavertu estimates that the average Black student who attends a brick-and-mortar charter from grades 4–8 moves from the 25th to 40th percentile in statewide achievement. Though their gains are more modest, students of other races/ethnicities also make more progress in brick and- mortar charters than in traditional public schools, as do both high and low achievers.
- Ohio’s general education charter high schools also deliver notable academic benefits. The analysis shows that students’ scores on state English end-of course exams improve when they attend a brick-and-mortar charter high school, although gains on math end-of-course and ACT exams are not statistically significant.
- In grades 4–8 and in high school, brick and-mortar charters boost attendance and reduce disciplinary incidents.

Performance Standards Confirmation Update

Presentation by Lisa Chandler, Director of the Office of Assessment

Process and feedback: Parents and educators took part in the process to confirm the performance standards originally set in 2015 on Ohio’s State Tests in English language arts and mathematics. Parents participated in discussion groups reviewing the standard-setting process and provided input on the performance standards. These groups agreed that the standard setting was fair and thorough, involving teachers from across the state. Parents noted the continued importance of communication to them and their feedback on education policy at the local and state levels.

Panels of educators were convened to examine the Performance Level Descriptors and the knowledge and skills from Ohio's Learning Standards required for students to qualify for each of the performance levels based on Ohio-developed test items.

The educators confirmed performance levels were validly differentiating students into the performance classifications of Basic, Proficient, Accelerated or Advanced for almost every English language arts and mathematics test in grades 3-8 and high school.

- **Grade 3 mathematics:** This panel supports the existing performance standards but recommended developing more detailed Performance Level Descriptors in the future to assist in the development of district curriculum.
- **Grade 5 mathematics:** This panel recommended some minor revisions to the skills listed in the Advanced performance level but overall supported the existing performance standards.
- **Grade 5 English language arts:** This panel did not confirm the performance standards of Basic and Proficient, judging them to be too rigorous, but reached consensus that the Accelerated and Advanced performance levels were appropriately set.

Planning for Next Meeting & Adjourn

- 2021 Committee Agenda: Committee members and Department staff will continue to discuss test standards. The Department will work with the SBOE to develop additional committee priorities in the New Year.