

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

**July 12, 2021
Meeting Summary**

Members Present: Manchester (Chair), Johnson (Vice-Chair), Fessler, Hill, Miller, Newman, Poklar

**OAC 3301-42-01 Criteria for Enrolling Adults in Public Secondary Education Programs
(Strategy 10)**

- Leah Amstutz, Director, and Shell Nichols, Associate Director from the Office of Career-Technical Education, provided members with an overview of this Ohio Administrative Code rule pursuant to the five-year rule review process.
- Proposed revisions include removing language that is redundant of that contained in statute, providing greater clarity, removing limitations on hours of instruction, removing certain admission considerations based on public comment feedback and keeping adult participants under this section separated from the K-12 population.
- Committee members reviewed and discussed the proposed rules with Department staff. Discussion included a review of the various adult diploma options available to Ohioans.
- Following discussion, the Committee voted 4-2 in favor of a resolution recommending approval of the proposed revised rule as presented. A resolution to adopt the revised rules will appear on the State Board's September 2021 voting agenda.

Ohio Assessments for Educators (Strategy 1)

- Matt DiBartolomeo and Lisa Gawlick from the Evaluation Systems Group of Pearson Education provided committee members with information about the development process for Ohio's statewide educator licensure testing program, the Ohio Assessments for Educators (OAE). The OAE licensure assessments are designed to assess the content area and professional (pedagogical) knowledge of candidates seeking Ohio educator licensure.
- Committee members reviewed and discussed the information with Pearson staff. Pearson intends to present the annual review of passage rate data to the committee in September.
- Committee members requested copies of Pearson's presentation slides. The slides have been provided to committee members and are also posted online with the July Teaching, Leading and Learning committee materials.

OAC 3301-24-11 Alternative Principal License & OAC 3301-24-12 Alternative Superintendent License and Alternative Administrative Specialist License (*Strategy 1 & 2*)

- Thomas McGee, Director of the Office of Educator Licensure, provided members with a review of and response to testimony that was received at the June Chapter 119 hearing on the five-year rule review of the *Alternative Principal License* (OAC 3301-24-11) and the *Alternative Superintendent License and Alternative Administrative Specialist License* (OAC 3301-24-12) rules.
- Mr. McGee noted that the Department intends to make procedural changes to strengthen the alternative administrative pathway including establish a process to verify eligibility for an alternative license that does not require a change in administrative code. This will allow an eligible applicant to be issued a statement of eligibility verifying to schools and districts that the applicant would be eligible to be granted an alternative license upon employment.
- Committee members reviewed and discussed the requirements in the proposed rules with Department staff. Mr. Poklar noted that the Department may wish to review Board and Agency requirements regarding Chapter 119 hearings to ensure efficiency in the rule review process.
- Following discussion, the Committee did not recommend any modifications to the rules as adopted by the State Board at their April 2021 meeting.

**State Board of Education
Emerging Issues and Operational Standards Committee**

**July 12, 2021
Meeting Summary**

MEMBERS PRESENT: Chair Antoinette Miranda, Vice Chair Steve Dackin, Christina Collins, Tim Miller, Brendan Shea and Mike Toal were present. Committee member John Hagan was absent.

PURPOSE(S) AND/OR GOAL(S) OF MEETING:

- Discuss: Strengthening Business and Education Partnerships: Business Advisory Councils
- Discuss: 3301-69-03 Medicaid School Component Administrative Costs
- Discuss: Supports for Schools and Districts: Regional Data Leads

STRENGTHENING BUSINESS AND EDUCATION PARTNERSHIPS: BUSINESS ADVISORY COUNCILS – Cassie Palsgrove and Michelle Washington

- Department staff discussed the importance of students gaining real world career experiences and how the Department and districts are building partnerships with businesses to help students with access to those experiences. Staff explained the requirements for districts in statute, who the members of business advisory councils are and what business advisory councils do.
- Staff asked committee member Miller to share his experiences with Akron's business advisory council while he was a board member for the district. Committee member Dackin and board member Davis also shared their experiences with their local business advisory councils.
- Staff addressed questions from committee members regarding:
 - If districts can have their one business advisory council and also participate in the one set up by their educational service center
 - What happens if districts do not turn in a business advisory plan
 - If business advisory council membership is driven by the industries in demand in their regions
 - How business advisory councils are funded
 - If there is data that tracks student and employer interactions

3301-69-03 MEDICAID SCHOOL COMPONENT ADMINISTRATIVE COSTS – Mark Smith and Brian Jones

- Department staff reviewed the purpose of OAC 3301-69-03, the proposed change to the rule and the stakeholder engagement process. No public comments were received for this rule.

SUPPORTS FOR SCHOOLS AND DISTRICTS: REGIONAL DATA LEADS – Aly DeAngelo and Educational Service Center presenters

- Department staff introduced three regional data leads to the committee to discuss how districts are supported in their use of data. The regional data leads shared information about the training program and how districts can access the data leads' services. The regional data leads also explained the availability of checkpoint and benchmark assessments to provide real-time data to educators in order to adjust instruction for their students. They also shared how they are working around the missing data from the state assessment that was not administered due to the pandemic.
- Staff addressed questions from the committee regarding:
 - How the assessments were aligned to Ohio's curriculum standards
 - How many times could students take the benchmark assessment
 - If the services provided by regional data leads are available for free to districts
 - If the data from the benchmark and checkpoint assessments were aggregated at the district level
 - How the regional data leads are reconciling with the push to reduce standardization in assessments
 - If there is a regional data lead associated with every educational service center

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

**July 12, 2021
Meeting Summary**

Members Present: Charlotte McGuire-Committee Chair, Jenny Kilgore-Committee Vice Chair, Diana Fessler, Meryl Johnson, Mark Lamoncha, Paul LaRue, Martha Manchester and Michelle Newman.

Child Nutrition Programs: Supporting Students with Nutritious Meals

- Department staff continued the presentation on child nutrition programs from last month. Staff presented information on the U.S. Department of Agriculture funded National School Lunch and School Breakfast Programs. Staff presented on the impact of the nationwide waiver providing no cost meals to all students and the positive economic impact of the waiver and of the Pandemic Electronic-Benefits Transfer (P-EBT) program. Staff also discussed the Department's monitoring responsibilities for the school meal programs.
- Committee members discussed targeted eligibility versus the universal eligibility for the food programs during COVID-19, how decisions are made about what foods are served and serving meals in the classroom.
- The agenda item was discussion only, therefore, there was no action by the committee and the item is not scheduled for full board.

Supporting Students in Foster Care

- The Every Student Succeeds Act calls for state education agencies and local school districts to develop and sustain systems to ensure students in foster care can maintain educational stability. In this presentation, department staff explained the education supports, rights and services entitled to students in foster care, as well as provided data and examples of collaboration from Ohio school districts and child welfare agencies as they work together to support our students. Statewide data shows that students in foster care have higher rates of chronic absenteeism and a lower graduation rate than students who are not in foster care. Forty-five percent of students in foster care have an individualized education program. Staff also discussed the importance of those teaching and providing services to students in foster care be aware of and use trauma informed practices and focus on the student's social-emotional learning.
- Committee member Meryl Johnson requested: 1) A link to the Ohio Model Best Interest Determination Form for students in foster care; 2) Information on how trauma-informed practices are being infused into the Positive Behavioral Interventions and Supports trainings and 3) Committee viewing of a video on trauma at a future meeting. Committee members expressed interest in additional data for students in foster care such as socio-economic status, why students are in foster care and a state county map showing the distribution of the students in foster care. The Department will connect with the Ohio Department of Job and Family Services, the agency who oversees most components of foster care, to determine what data are available.
- 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
Performance and Impact Committee**

**July 12, 2021
Meeting Summary**

Members Present: Paul LaRue (Chair), Mark Lamoncha (Vice Chair), Christina Collins, Steve Dackin, John Hagan, Jenny Kilgore and Brendan Shea

Review: OAC Chapter 3301-16 Rules

Lisa Chandler, Director, Office of Assessment

Graham Wood, Graduation Requirements Program Administrator; Center for Teaching, Leading, and Learning

Four rules related to assessment and graduation were reviewed. These are not new rules. The rules are part of the regular five-year review process.

1. 3301-16-01 GPA calculation chart for alternative pathway to graduation
 - Standardizes letter grades to corresponding impact on GPA
 - Available to students (prior to class of 2019) who have passed all but one Ohio Graduation Test (OGT)
 - **No change proposed**
2. 3301-16-05 Additional assessment options for students required to pass the Ohio Graduation Tests
 - Options available in addition to OGT
 - Includes Ohio's State Tests, ACT, SAT, Advanced Placement, International Baccalaureate, College Credit Plus
 - Especially relevant next year when OGT is no longer available
 - **Proposed change: "competency" rather than "proficiency" for Algebra I and English language arts II**
3. 3301-16-06 Retaking End-of-Course Exams
 - Allows a student to retake end-of-course tests
 - Specifies an absent student may take the exam for which the student was absent or a different version of the state end-of-course test
 - **No change proposed**
4. 3301-16-07 End-of-Course Exam in science
 - Prescribes science testing requirement for students who entered ninth grade between July 1, 2014, and June 30, 2015
 - By statute, physical science test eliminated July 1, 2019, and biology test required
 - **Proposed change: eliminates language on physical science end-of-course test**

One public comment was received for 3301-16-06. It was discussed in committee and was not relevant to the specific rule.

OAC Chapter 3301-16 Rule Review next steps

The rules were advanced by the committee for September 20th-21st full Board consideration.

Career-Technical Planning District Report Card Overview

Shelby Robertson, Director, Office of Accountability

Leah Amstutz, Director, Office of Career-Technical Education

- 1) Board Authority and status: Career-Technical Planning District Report Card
 - ORC 3302.033 directs the State Board of Education to approve a report card for career-technical education.
 - The current CTPD Report Card is aligned to the Ohio School Report Card, when possible, per State Board guidance.
 - A workgroup met through 2018 to adjust and calibrate measures on the report card.
- 2) Student populations
 - Concentrators: Secondary students who completed 2 Workforce Development (WFD) Program courses in a pathway
 - Concentrators Who Left: Secondary students who are no longer enrolled; some measures include this population as a 'look-back' at how the students performed in later experiences or opportunities, or how they performed after the full schooling experience.
- 3) Perkins V (Federal CTPD Legislation) recent updates
 - Changes in some definitions
 - Changes in the relationship between states and the US Dept. of Education
 - Updates to key processes, such as how state targets are set.
 - Changes to accountability measures
- 4) CTPD Report Card: Overall Grade and Components
 - CTPD Overall Grade
 - This is composed of four components: each of equal weight of 25 percent.
 - Achievement component
 - This component represents the number of students who pass Ohio state tests and the technical assessments that measure the skills and knowledge learned in a student's career-technical program.
 - Career & Post-Secondary Readiness component
 - This component looks at how well-prepared students are for future opportunities.
 - Graduation Component
 - This component looks at students who successfully finish high school within four or five years.
 - Post-Program Outcomes Component
 - This component measures the proportion of students who are employed, in an apprenticeship, join the military, or are enrolled in postsecondary education or advanced training in the six months after leaving school. Industry credentials measure the proportion of students earning industry credentials before they leave high school or in the first six months after leaving school.

- 5) Federal (Perkins) Performance Indicators
 - Work-Based Learning (WBL)
 - The percent of the 4yr graduation cohort that accumulated 250 or more WBL hours
 - Perkins IV and V concentrators from the 4yr grad cohort
 - Non-traditional Program Enrollment -The non-traditional program enrollment indicator measures the percent of students enrolled in programs that are non-traditional for their gender
 - Programs are deemed non-traditional for a gender if they lead to a profession for which less than 25% of the field is comprised of that gender
 - Perkins V concentrators in the year
 - Non-traditional program designations listed in the CTE Program Matrix
- 6) Other Reported Measures
 - Enrollment
 - This is reported both as a headcount of students participating in Career-Technical Courses and as the number of students in each district participating in Career-Technical Courses
 - Financial Data
 - Information is provided on how much is spent on classroom instruction.
 - Comparisons on how much is spent by similar CTPDs are also available.

Planning for Next Meeting

- Continued discussions on Ohio's Accountability System and Report Cards
- Spring test data insights