



Mid-Ohio ESC Administrative Conference

Monday, August 2, 2021

Ohio's Superintendent Association

GRF Revenues – Actual \$ Received

Comparing 06/21 with YTD Estimates

(\$ in thousands)

Category	Actual FY21 per 06/30/2021	Estimated FY21 per 06/30/2021	Difference
Non-Auto Sales	\$ 10,334,014	\$ 9,588,700	\$ 745,314
Auto Sales & Use	\$ 1,856,618	\$ 1,592,000	\$ 264,618
Subtotal – Sales	\$ 12,190,632	\$ 11,180,700	\$ 1,009,932
Personal Income	\$ 10,201,335	\$ 9,765,800	\$ 435,535
Corp. Franchise/Financial	\$ 232,330	\$ 189,700	\$ 42,630
Commercial and Petroleum Activity Tax	\$ 1,670,650	\$ 1,663,000	\$ 7,650
Public Utility, KWH, MCF Tax	\$ 492,935	\$ 545,800	\$ (52,865)
Foreign/Domestic Insurance	\$ 634,137	\$ 605,200	\$ 28,937
Other Business	\$ 413	\$ 0	\$ 413
Sin Taxes	\$ 1,044,395	\$ 978,700	\$ 65,695
Estate	\$ 62	\$ 0	\$ 62
Total Tax Receipts	\$ 26,466,889	\$ 24,928,900	\$ 1,537,989



GRF Revenues – Actual \$ Received YTD 06/21 and 06/20

(\$ in thousands)

Category	Actual FY21 per 06/30/21	Actual FY20 per 06/30/20	Difference
Non-Auto Sales	\$ 10,334,014	\$ 9,183,047	\$ 1,150,967
Auto Sales & Use	\$ 1,856,618	\$ 1,502,737	\$ 353,881
Subtotal - Sales	\$ 12,190,632	\$ 10,685,784	\$ 1,504,848
Personal Income	\$ 10,201,335	\$ 7,881,337	\$ 2,319,998
Corp. Franchise/Financial	\$ 232,330	\$ 214,468	\$ 17,862
Commercial and Petroleum Activity Tax	\$ 1,670,650	\$ 1,680,417	\$ (9,767)
Public Utility, KWH, MCF Tax	\$ 492,935	\$ 532,564	\$ (39,629)
Foreign/Domestic Insurance	\$ 634,137	\$ 608,111	\$ 26,026
Other Business	\$ 413	\$ 399	\$ 14
Sin Taxes	\$ 1,044,395	\$ 1,020,045	\$ 24,349
Estate	\$ 62	\$ 71	\$ (8)
Total Tax Receipts	\$ 26,466,889	\$ 22,623,196	\$ 3,843,693



Fair School Funding Plan

- Use of an inputs-based methodology for determining the per pupil base cost
- Replacement of the State Share Index with an equitable state/local share mechanism which uses both property wealth and income in a clear and rational manner
- Weighted categorical funding
- Phased in at a rate of 16.7% in FY22 and 33.3% in FY23
- Elimination of the community school and voucher deductions and replacement with full funding by the state

Fair School Funding Plan

- The proposed \$260 million increase in funding for economically disadvantaged students was intended to be phased in at 100% in the first year (FY22)
 - 0% increase in DPIA funding in FY22 and 14% increase in FY23.
 - The budget also removed the economically disadvantaged student cost study included in the House's version of the budget
- HB 110 specifies that the FSFP funding formula is only to be implemented for the FY22 and FY23 school years with school funding calculations in FY24 and beyond to “be determined by the General Assembly”

Income Tax Reductions

- The final version of the FY22-23 budget included a \$1.643 billion income tax reduction
 - increase in the “zero bracket rate” from \$22,151 to \$25,00
 - tax rates applicable to the 3 lowest tax brackets were reduced by 3%
 - tax rate on the 4th tax bracket (\$110,650-\$221,300) was reduced by 9.6%
 - the top tax bracket (Income > \$221,300) was eliminated entirely which amounted to a tax rate reduction of 16.8%.
- The \$1.643 billion cost of income tax reduction over the FY22-23 biennium was nearly 3 times as large as the \$564 million biennial increase in K-12 funding

EdChoice Scholarship Amounts

- Increases the maximum scholarship amounts for EdChoice vouchers:
 - grades K-8 from \$4,650 to \$5,500
 - grades 9-12 from \$6,000 to \$7,500
- Requires the dollar amounts specified for EdChoice vouchers to increase in future fiscal years by the same percentage that the statewide average base cost per pupil increases in future fiscal years

EdChoice

- Eliminates the cap (currently 60,000) on the number of EdChoice scholarships that ODE may award each year
- Changes the criteria for EdChoice eligibility:
 - For the 2023- 2024 school year, the district building ranked in the lowest 20% of the performance index in each of the 2018-2019 and 2021-2022 school years
 - For the 2024- 2025 school year, the district building ranked in the lowest 20% of the performance index in each of the 2021-2022 and 2022-2023 school years

EdChoice Eligibility

- Extends eligibility for the performance-based EdChoice Scholarship Program to the following students, regardless of if they would be enrolled in a designated building:

(1) Students whose sibling received a scholarship for the school year immediately prior to the school year for which the student is seeking a scholarship.

(2) Students who are placed as a foster child.

(3) Students who are placed with a guardian, legal custodian, or kinship caregiver.

(4) Students who resided in the same household for at least 45 consecutive days within the last calendar year with a student who is placed with a guardian, legal custodian, or kinship caregiver

EdChoice Eligibility

(5) Students who reside in a home certified as a foster home even if not a foster child themselves.

(6) Students who have a parent or guardian residing in Ohio who have resided in the household of an individual who is not the student's parent or guardian for at least 45 consecutive days within the last calendar year and, if not for residing in that household, would have been homeless

(7) Students who are not described in (6) but have resided in the same household as a child described in (6) for at least 45 consecutive days within the last calendar year.

(8) Students who received an Autism or Jon Peterson Special Needs scholarship but no longer qualify for either of those scholarships because they no longer are in need of special education and related services.

EdChoice Eligibility

- High school students (including incoming 9th graders) who attend a chartered non-public or are homeschooled who never attended an eligible school can come back to claim a voucher
- Phases out the requirement that a student in K through 8 first be enrolled in an EdChoice eligible school building before claiming a voucher on the following schedule:
 - 2021- 2022, exempts students entering grades K-2
 - 2022-2023, exempts students entering grades K-4
 - 2023-2024, exempts students entering grades K-6
 - 2024-2025, exempts students entering grades K-8

Other Voucher Program Changes

- Cleveland - Allows private K-8 schools located outside Cleveland to accept students with Cleveland vouchers
 - K-8 school must be (a) within 5 miles of CMSD's border and (b) located in a city with a population of at least 15,000
 - Such a provision already applies to high schools (enacted in 2014)
 - Also requires the maximum amounts to increase by the same percentage as the base cost per pupil increases

Other Voucher Program Changes

- Autism – increases maximum voucher amount to \$31,500 (from \$27,000) for FY 2022, and \$32,455 for FY 2023 and thereafter
 - Increase of \$35 million over the biennium to implement
- Jon Peterson – increase in per-pupil amount to conform with per-pupil base cost
 - Increase of \$1.5 million over the biennium to implement

EdChoice Application Window

- Requires the application window for EdChoice scholarships to open on February 1 prior to the school year for which a scholarship is sought
 - Rather than a priority application window opening on February 1 and running not less than 75 days as under current law

Education Savings Accounts

- Establishes a \$125 million education savings account program using one-time federal pandemic aid
 - \$500 in each fiscal year available to students in public and non-public schools and home-schooled students
 - Provided to families at or below 300% of Federal Poverty Guidelines
 - \$79,500 for a family of 4
 - First-come, first-served

Education Savings Accounts

- Uses:
 - Before-or-after school educational programs
 - Day camps, including camps for academics, athletics, and arts
 - Tuition at learning centers or learning pods
 - Purchase of curriculum materials for home-schooled students
 - Field trips to historical landmarks, museums, etc.
 - Language classes
 - Instrument lessons
 - Tutoring

Income Tax Credits

- A credit of up to \$250 for education expenses used directly for home school instruction for one or more of the taxpayer's dependents who are home schooled for the school year
- Authorizes a nonrefundable income tax credit of up to \$2,500 per year for tuition paid for one or more dependents to attend a non-chartered nonpublic school

Auxiliary Services

- Permits all chartered nonpublic schools, instead of only nonreligious affiliated schools, to elect to receive auxiliary service funds directly from ODE instead of through the local public school district
- Repeals the statutory per-pupil cap of \$360 for nonpublic administrative cost reimbursement for a school year and, instead, prohibits payments for the reimbursement from exceeding the per-pupil amount specified by the General Assembly for that school year

Transportation of Community School and Nonpublic School Students

- Requires a school district to provide transportation services to students it is required to transport who are enrolled in a community or chartered nonpublic school if that school is open for instruction, even if the district's schools are not open for instruction
 - School districts currently transport such students on days the district is not in session pursuant to an Ohio Attorney General's opinion (OAG 83- 096).

Transportation of Community School and Nonpublic School Students

- Requires school districts, ESCs, and private school transportation contractors to deliver students enrolled in preschool through twelfth grades to their respective public and nonpublic schools no sooner than:
 - 30 minutes prior to the beginning of school and,
 - to be available to pick them up no later than 30 minutes after the close of their respective schools each day

Transportation of Community School and Nonpublic School Students

- Requires a community school or chartered nonpublic school to establish start and end times for the school year by April 1 of the prior school year and provide them to each district expected to be responsible for transporting its student
- Requires each district to use the start and end times to develop a transportation plan, including routes and schedules, within 60 days of receiving the start and end times
 - Requires each district to develop a transportation plan for any student who enrolls in a community or nonpublic school after July 1 within 14 business days of receiving a request for transportation services

Transportation of Community School and Nonpublic School Students

- Requires a school district to attempt to provide a transportation plan to a community or chartered nonpublic school by August 1 if the school provides its start and end times after April 1 but before July 1

Transportation of Community School and Nonpublic School Students

- Prohibits a district from providing transportation services via a mass transit system to community or chartered nonpublic students in grades K-8 unless the district enters into an agreement with the school authorizing it
- Requires a district that elects to provide transportation services via a mass transit system to students in grades 9-12 to ensure the student's route does not require more than one transfer

Payment in Lieu of Transportation

- Sets a deadline by which a school district must make a determination whether to provide payment in lieu of transportation for a student:
 - 30 calendar days prior to the district's or school's first day of instruction or,
 - in the case of a student who enrolls later, within 14 days after the student's enrollment

Payment in Lieu of Transportation

- Authorizes a superintendent to make a determination regarding payment in lieu, but requires that the determination be formalized at the next meeting of the school district board of education
- Requires a board to issue a letter to a student's parent, guardian, nonpublic or community school and to the State Board of Education with a detailed description of the reasons for which the payment in lieu determination was made

Payment in Lieu of Transportation

- Permits the parent at any time after requesting transportation for that pupil, to authorize the nonpublic or community school in which the pupil is enrolled to act on the parent's behalf for purposes of determining payment in lieu of transportation and any related mediation proceedings

Payment in Lieu of Transportation

- Modifies the minimum amount of a payment in lieu of transportation to be at least 50% of the amount determined by ODE as the average cost of pupil transportation for the previous school year
 - \$539 for FY 2020

School Bus Purchase Funding

- Establishes a program to distribute bus purchasing grants of not less than \$45,000 to traditional school districts for the purpose of replacing the oldest and highest mileage buses in the state assigned to routes
 - The bill appropriates \$50 million in FY 2022
- Requires ODE to annually collect age, mileage, and vehicle condition data from districts through its transportation data collection system.

Online School Bus Driver Training

- Makes permanent the following provisions originally enacted for the 2020-2021 school year only by H.B. 164 of the 133rd General Assembly:
 - Requires ODE develop an online bus driver training program to satisfy the classroom portion of pre-service and annual in-service training for school bus driver certification
 - Requires drivers to continue to complete on-the-bus instructional training in person

National Assessment of Educational Progress

- Requires each school and school district selected for the NAEP to participate

College Credit Plus Study

- Requires ODE, in consultation with the Department of Higher Education (DHE), to produce a report by January 1, 2023, concerning:
 - the cost-effectiveness of the College Credit Plus Program for secondary schools and participants
 - as well as whether participants save money on college tuition and reduce the amount of time to degree completion

Industry Recognized Credentials

- Up to \$8,000,000 in each fiscal year to support payments to public schools whose students earn an industry-recognized credential or receive a journeyman certification
- Up to \$12,500,000 in each fiscal year to establish and operate the Innovative Workforce Incentive Program (IWIP), which will pay public schools \$1,250 for each qualifying credential earned by a student attending the school

Kindergarten Assessments

- Adjusts the period of time in which a school must administer required kindergarten assessments to July 1 through the 20th day of instruction of the school year.
 - Kindergarten readiness assessment (KRA)
 - Kindergarten reading skills assessment (for the Third Grade Reading Guarantee)
 - Current law is July 1 through November 1

College Admission Assessments

- Permits the parent or guardian of a high school student to opt the student out of the requirement to take the ACT or SAT
 - Begins with the class of 2026 (incoming 8th grade class)
 - Prohibits a district from administering the test to those that opt out

Online Learning

- Permits a school district, with the approval of the Superintendent of Public Instruction, to operate a school using an online learning model
- Requires a district to notify ODE within 60 days of the bill's effective date if it currently operates a school using an online learning model and, for changes in the use of online learning models, no later than July 1 of the school year for which the change is effective

Online Learning

- Requires a district to do all of the following if operating a school using an online learning model:
 1. Assign all students engaged in online learning to a single school which ODE will designate as a district online school
 2. Provide all students engaged in online learning a computer, at no cost, for instructional use (with filtering software)
 3. Provide all students engaged in online learning access to the internet, at no cost, for instructional use

Online Learning

District requirements (continued):

4. Provide a comprehensive orientation for students and their parent or guardian

5. Implement a learning management system that tracks the time students participate in online learning activities
 - Specifies that off-line student learning activities must be documented with all participation records checked and approved by the teacher of record

Online Learning

- Requires the State Board of Education to revise operating standards to include standards for the operation of online learning models to provide for the following:
 1. Student-to-teacher ratios of not greater than one teacher for every 125 students in online learning classrooms
 2. The ability of all students, at any grade level, to earn credits or advance grade levels upon demonstrating mastery of knowledge or skills through competency-based learning models
 - Prohibits credits or grade level advancement to be based on a minimum number of days or hours in a classroom

Online Learning

Operating Standards Revisions (continued):

3. Require online schools operated by a school district to have an annual calendar of not less than 910 hours
4. Require ODE to review and adjust state funding payments to districts based upon student participation in online learning

Blended Learning

- Specifies "blended learning" occurs "primarily" in a supervised physical location away from home combined with online delivery whereby the student has some element of control over time, place, path, or pace of learning
 - Current law does not specify "primarily" in the definition

Definition of Unused Buildings

- Expands the definition of unused school buildings for required sale or lease to community, STEM, or college-preparatory boarding schools located in the district's territory to include:
 - “Any school building that has been used for direct academic instruction but less than 60% of the building was used for that purpose in the preceding school year”
 - Makes the provision effective July 1, 2022

Athletic Transfer Rules

- Repeals the requirement (enacted in 2019) that school districts, interscholastic conferences, and organizations that regulate interscholastic athletics have uniform transfer rules for public and nonpublic schools

Diploma Seals

- Permits a student to use a final course grade equivalent to a "B" or higher in an American history course or an American government course to qualify for the Citizenship state diploma seal
- Permits a student to use a final course grade equivalent to a "B" or higher in specified science courses to qualify for the Science state diploma seal

Graduation Requirements

Alternate Demonstrations of Competency

- Makes the changes to the alternative demonstrations of competency that a student may use to demonstrate math and English language arts competency in order to qualify for a high school diploma, if the student is unable to attain a competency score on the Algebra I and English Language Arts II end-of-course exams. Those include:
 - A student may use a remediation-free score on the ACT or SAT as an alternative demonstration of competency in a subject area in which a student did not attain a competency score
 - for alternative demonstrations of competency in English Language Arts II, a student must be remediation-free in the subjects of English and reading on the ACT or SAT

Graduation Requirements

Alternate Demonstrations of Competency

- Requires a student to earn a cumulative score of proficient or higher on three or more state technical assessments in order to use those assessments as a "foundational" option when using alternative demonstrations of competency, instead of earning a score of proficient or higher on three state technical assessments
- Clarifies that an apprenticeship used as a "foundational" option must be registered with the Ohio State Apprenticeship Council and that a pre-apprenticeship used as a "foundational" option must align with standards established under continuing law

Graduation Requirements

Alternate Demonstrations of Competency

- Qualifies a student with an individualized education program (IEP) for a high school diploma without demonstrating math and English language arts competency, provided that:
 - The student's IEP specifically exempts the student from that requirement
 - The student takes the required Algebra I and English Language Arts II end-of-course exams or alternate math or English language arts assessments and fails to attain the required scores on them
 - The student received, remedial support in each area the student didn't attain the established score
 - The student retook each exam or assessment for which the student did not attain a required score and still did not attain that score

Graduation Requirements

Alternate Demonstrations of Competency

- Specifies obtaining a state-issued license for practice in a vocation that requires an examination is one of the "foundational" options that a student might use to help qualify for a high school diploma after failing to obtain a competency score on a retake of an end-of-course examination

Graduation Requirements Chartered Nonpublic Schools

- Specifies that students enrolled in chartered nonpublic schools that use the ACT or SAT to meet state testing requirements under continuing law may demonstrate math and English language arts competency for the purposes of qualifying for a high school diploma by attaining a remediation-free score in English, math, and reading on that assessment.
 - Clarifies that such students are not required to take the Algebra I or English language arts II end-of-course exams

Graduation Requirements Chartered Nonpublic Schools

- Clarifies that chartered nonpublic school students do not have to meet the requirements to demonstrate math and English language arts competency and earn state diploma seals to qualify for a high school diploma, if they are enrolled in a school that administers an alternative assessment approved by ODE, in lieu of the end-of-course exams or the nationally standardized assessment (ACT or SAT).

Graduation Requirements Chartered Nonpublic Schools

- Requires chartered nonpublic schools offer remedial support to any student that fails to attain a competency score in any of Algebra I or English language arts II end-of-course exams (public schools already have to offer such support)

Graduation Requirements

Student Transfers

- Requires, generally, transfer students who, in the prior school year, were homeschooled or attended an out-of-state or non-chartered, nonpublic school, to comply with continuing law's requirements to demonstrate competency and earn state diploma seals
- Exempts students who transfer in 12th grade and fail to attain a competency score on the Algebra I or English Language Arts II end-of-course exams from having to retake that exam prior to using alternative demonstrations of competency

Graduation Requirements

Student Transfers

- Permits such students who attained the equivalent of a "B" or higher in American history and American government courses, a specified science course, or an "appropriate" technology course, as determined by the student's district or school, prior to enrolling in an Ohio public or chartered nonpublic high school to use those grades to satisfy the requirements of the Citizenship state diploma seal, the Science state diploma seal, or the Technology state diploma seal.

Diploma Seals

- Permits a student to use a final course grade equivalent to a "B" or higher in an American history course or an American government course to qualify for the Citizenship state diploma seal
- Permits a student to use a final course grade equivalent to a "B" or higher in specified science courses to qualify for the Science state diploma seal

Diploma Seals

- Permits a student with an IEP and significant cognitive disabilities who is administered alternative assessments in accordance with continuing law to qualify for the Citizenship state diploma seal or the Science state diploma seal by attaining scores established by the State Board of Education on the alternate assessments in social studies or science
- Qualifies for an industry-recognized credential diploma seal a student who obtains a state-issued license for practice in a vocation that requires an examination, in addition to a student who earns an industry-recognized credential as under continuing law. Specifies that the industry-recognized credential must be at least equal to the total number of points established by the Superintendent of Public Instruction's committee

Diploma Seals

- Requires guidelines for a locally-defined state diploma seal developed by a district or school to include a method to give a transfer student a proportional amount of credit for any progress made toward completing that state seal at the district or school from which the student transfers

Adult Diploma Age Eligibility

- Lowers the minimum age to participate in the Adult Diploma Pilot Program from 22 to 20

College Credit Plus Academic Eligibility Requirements

- Replaces the College Credit Plus (CCP) Program's academic eligibility requirements for students who are not "remediation-free" by:
 - creating an alternative remediation-free eligibility option that the Chancellor, in consultation with the Superintendent of Public Instruction, must define
 - removing the current law eligibility condition for a student within one standard error of measurement below the remediation-free threshold if the student:
 - also has at least a 3.0 cumulative high school GPA or
 - receives a recommendation from a school counselor, principal, or career-technical program advisor.

College Credit Plus Course Subject Matter Disclaimer

- Requires ODE and DHE to jointly develop a permission slip regarding the potential for mature subject matter in courses taken through the College Credit Plus (CCP) Program and to post it on their CCP websites
- Requires each public and participating chartered nonpublic school to include the permission slip in CCP counseling information
- Requires the student and the student's parent, as a condition of participating in the CCP Program, to sign the permission slip and include it in the student's application to a participating institution of higher education

College Credit Plus Course Subject Matter Disclaimer

- Requires participating institutions of higher education to include the following in each CCP student's enrollment materials:
 - (1) A questionnaire for students acknowledging that the student possesses the necessary social and emotional maturity to attend college-level courses
 - (2) Guidance on reviewing course materials available prior to enrolling in a course
 - (3) Information about the college's and the program's policies on withdrawing from or dropping a course
 - (4) Information about the student's right to speak with the student's high school counselor or with the academic advisor assigned to the student

College Credit Plus Course Subject Matter Disclaimer

- Requires each participating institution to include a discussion about the potential for mature subject matter in courses taken through the CCP Program at student orientation
- Requires ODE, DHE, and each participating institution to post in a prominent place on their CCP websites a disclaimer about the potential for mature subject matter in courses taken under CCP

FAFSA Data System

- Requires the Chancellor and the Management Council of the Ohio Education Computer Network (OECN) to establish a data system to track the Free Application for Federal Student Aid (FAFSA) completion rate of Ohio's public and chartered nonpublic school students
 - Requires the Chancellor and Management Council to develop guidelines and procedures to operate the data system
 - Permits the Chancellor to publish and share aggregate FAFSA data, including completion counts and rates for Ohio and each school district, community school, STEM school, and chartered nonpublic school

FAFSA Data System

- Requires each school district and each community school, STEM school, and chartered nonpublic school that is a high school to:
 - enter into a data sharing agreement with the Chancellor for the purposes of operating the data system
 - provide principals and school counselors with access to the system to assist with efforts to support and encourage students to complete the FAFSA

School Safety Training Grants

- Requires School Safety Training Grants be used by the Attorney General, in consultation with the Superintendent of Public Instruction and the Director of Mental Health and Addiction Services, to make grants for school safety and school climate programs and training to public and chartered nonpublic schools, educational service centers, local law enforcement agencies, and schools operated by county boards of developmental disabilities

School Safety Training Grants

- Specifies that use of the grant includes:
 - (a) school resource officer certification training,
 - (b) any type of active shooter and school safety training or equipment,
 - (c) all grade level type educational resources,
 - (d) training to identify and assist students with mental health issues,
 - (e) school supplies or equipment related to school safety or for implementing the school's safety plan, and
 - (f) any other training related to school safety.

Career-Technical Educator License Requirements

- Qualifies an individual holding a certificate of high school equivalence, in addition to an individual holding a high school diploma as under current law, for:
 - a two-year initial career-technical workforce development educator license or
 - a five-year advanced career-technical workforce development educator license.

Employment Applications and Screening

- Requires each public and chartered nonpublic school to include a written notice on all employment applications explaining that any person knowingly making a false statement on the application is guilty of falsification, which is a first degree misdemeanor
- Requires each public and chartered nonpublic school to consult ODE's "educator profile" database before making hiring decisions
- Permits a district or school to offer conditional employment to an individual pending the completion of the screening process and permits termination of employment if the process uncovers an absolute bar offense

Computer Science Licensure

- Extends through the 2022-2023 school year a current law exemption for the 2019-2020 and 2020-2021 school years that generally permits school districts to have an individual who does not hold a license or endorsement to teach computer science to teach computer science courses, provided that individual meets other prescribed licensure and professional development requirements

Computer Science Licensure

- Requires ODE to update the standards and model curriculum for computer science in grades K-12 within one year of the bill's effective date.
- Requires ODE, in consultation with the Chancellor of Higher Education to establish a committee to develop a state plan for primary and secondary computer science education
 - An examination of the challenges that prevent school districts from offering computer science courses
 - A requirement that ODE collect data on existing computer science courses offered in the state
 - Requires the committee to complete the plan not later than one year after the bill's effective date

Diagnostic Tests as Dyslexia Screeners

- **Removed** the requirement that diagnostic assessments for grades K-3 in reading, except for the kindergarten readiness assessment (KRA), include a sufficient number of certain items to identify students who may need further measures to determine if the student has dyslexia
 - Would have allowed these diagnostics to serve as a Tier 1 screener to meet the mandates of HB 436

Phase out of Academic Distress Commissions

- Establishes a process by which a school district subject to an academic distress commission (ADC) may be relieved from the oversight of its ADC prior to meeting the conditions prescribed by continuing law
 - Requires the district to develop and implement a three-year academic improvement plan and submit annual reports to ODE
 - Requires the State Superintendent to review the plan and approve or suggest modifications to the plan not later than 30 days after receiving it
 - Specifies that if the district meets the majority of the plan's improvement benchmarks at the end of the initial or extended evaluation period, the ADC is dissolved

Effects of Vaping Curriculum

- Requires school districts to include instruction on the harmful effects and legal restrictions against the use of electronic smoking devices (vaping) in its health education curriculum
 - This is in addition to the instruction on the harmful effects and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco required under current law

Venereal Disease Instruction

- Requires a public school district to notify all parents and guardians if the district or school chooses to offer additional instruction in venereal disease or sexual education not specified under continuing law.
 - Specifically requires this notification to include the name of any instructors, vendor name if applicable, and the name of the curriculum being used
- Requires ODE to conduct an annual audit at the beginning of each school year of school districts to ensure compliance with continuing law requirements regarding venereal disease education and to publish the findings of the audits “prominently” on the ODE website

Juneteenth

- Establishes June 19, known as Juneteenth, as a legal holiday for which government employees generally receive paid leave and for which school districts may dismiss school.

HB 82—Report Card Reform

- Beginning with the state report card issued for the 2021-2022 school year, replaces the A to F letter grade system with a rating system that uses a five-star system to indicate performance
- NO overall grade issued for the 2021-2022 school year
 - The overall grade will use half stars (a nine-star system)

Overall performance rating	Descriptor
Five stars	“Significantly exceeds state standards”
Four stars	“Exceeds state standards”
Three stars	“Meets state standards”
Two stars	“Needs support to meet state standards”
One star	“Needs significant support to meet state standards”

HB 82—Report Card Reform

- Measured Components:
 - Achievement
 - Progress
 - Gap Closing
 - Graduation
 - Early Literacy
- College, Career, Workforce, and Military Readiness
 - not rated for the 2021-2022, 2022-2023, and 2023-2024 school years
 - May be rated beginning in 2024-2025
 - The Joint Committee on Agency Rule Review (JCARR) will decide

HB 82—Achievement

- Based on Performance Index
- Performance Indicators are “report only”
- The maximum performance index score is as follows:
 - For a building, the average of the highest 2% of performance index scores achieved by a building for the school year for which a report card is issued
 - For a district, the average of the highest 2% of performance index scores achieved by a district for the school year for which a report card is issued

HB 82—Progress

- Based on overall value added score
- Uses three-year average
 - Most recent year: 50%
 - Years 2 and 3: 25% each
- No subgroups reported and no subgroup demotion

HB 82—Gap Closing

- Reflects whether each of the following measures was met or not:
 - The gifted performance indicator
 - The chronic absenteeism indicator
 - For English learners, an English language proficiency improvement indicator established by the Department
 - Subgroup graduation targets
 - Subgroup achievement targets in both math and English language arts
 - Subgroup progress targets in both math and English language arts
 - NOTE: achievement and progress measured separately
- N-size = 15
- No subgroup demotions

HB 82—Graduation

- Measure includes both the 4- and 5-year adjusted cohort graduation rates
 - The 4-year adjusted cohort rate is assigned a weight of 60%
 - The 5-year adjusted cohort rate is assigned a weight of 40%
- Reported: The percentage of students in the 4- and 5-year adjusted cohort graduation rates of a district or school who completed all of grades 9-12 in the district or school

HB 82—Graduation

- Also reported:
 - Students who are still enrolled in the district or school and receiving general education services
 - Students with an individualized education program (IEP) who satisfied the conditions for a high school diploma, but opted not to receive a diploma and are still receiving education services
 - Students with an IEP who have not yet satisfied conditions for a high school diploma and who are still receiving education services
 - Students who are no longer enrolled in any district or school

HB 82—Early Literacy

- Includes three components:
 - The percentage of students who score a proficient or higher on the reading segment of the third-grade English language arts assessment
 - Whether a district or school is making progress in improving literacy in grades K-3, as determined by a method prescribed by the Department
 - The percentage who are promoted to the fourth grade and not subject to retention under the Third Grade Reading Guarantee
- The bill requires the Department, to the extent possible, to include the results of the summer administration of the third-grade English language arts assessment

College, Workforce, and Military Readiness Components

- Attaining a remediation-free score on a nationally standardized assessment (ACT or SAT)
- Attaining required scores on three or more advanced placement (AP) or international baccalaureate (IB) exams. The bill specifies that a required score for an AP exam is a three or higher, while for an IB exam it is a four or higher
- Earning at least 12 college credits through advanced standing programs, such as College Credit Plus
- Receiving an honors diploma

College, Workforce, and Military Readiness Components

- Earning an industry-recognized credential or a state-issued license
- Completing a preapprenticeship aligned with standards established by the Departments of Education and Job and Family Services
- Completing an apprenticeship registered with the Ohio State Apprenticeship Council
- Providing evidence of acceptance into an apprenticeship program after high school

College, Workforce, and Military Readiness Components

- Earning a cumulative score of proficient or higher on three or more state technical assessments
- Earning an OhioMeansJobs-readiness seal and completing 250 hours of an internship or other work-based learning experience approved by the district's or school's business advisory council
- Providing evidence of military enlistment

HB 82—Other Data Reported

- The number and percentage of high school seniors in each school year who completed the Free Application for Federal Student Aid (FAFSA)
- The positive behavior intervention and supports (PBIS) indicator, which marks with a “yes” or “no” whether the district or school has implemented a PBIS framework in compliance with continuing law

HB 82—Student Opportunity Profile Components

1. The average ratio of teachers of record to students in each grade level;
2. The average ratio of school counselors to students;
3. The average ratio of nurses to students;
4. The average ratio of licensed librarians and library media specialists to students;
5. The average ratio of social workers to students;

HB 82—Student Opportunity Profile Components

6. The average ratio of mental health professionals to students;
7. The average ratio of paraprofessionals to students;
8. The percentage of teachers with fewer than three years of experience teaching in any school;
9. The percentage of principals with fewer than three years of experience as a principal in any school;
10. The percentage of teachers who are not teaching in the subject or field for which they are certified or licensed;

HB 82—Student Opportunity Profile Components

11. The percentage of kindergarten students who are enrolled in all-day kindergarten;
12. The percentage of students enrolled in a performing or visual arts course;
13. The percentage of students enrolled in a physical education or wellness course;
14. The percentage of students enrolled in a world language course;
15. The percentage of students in grades 7-12 who are enrolled in a career-technical education course;
16. The percentage of students participating in one or more co-curricular activities;
17. The percentage of students participating in AP courses, IB courses, Honors courses, or courses offered through CCP;

HB 82—Student Opportunity Profile Components

18. The percentage of students identified as gifted and receiving gifted services;
19. The percentage of students participating in enrichment or support programs offered by the district or school outside of the normal school day;
20. The percentage of eligible students participating each school day in school breakfast programs;
21. The percentage of students who are transported by a school bus each day; and
22. The ratio of portable technology devices that students may take home to the number of students.¹⁸

Looking Ahead



S.B. 1

Teaching Financial Literacy in High School



Rob McColley
District 1



Steve Wilson
District 7

S.B. 1

Teaching Financial Literacy in High School

- **Initially:** Required one-half unit of instruction in financial literacy as a stand-alone course for Class of 2025 and beyond
- **As passed by the Senate:** “...for students who enter ninth grade for the first time on or after July 1, 2021, the study of financial literacy shall equal at least one-half unit of instruction.”

H.B. 322

Teaching of certain current events, race, and sex



Don Jones
District 95

H.B. 322

- No state agency, school district, or school administration shall require a teacher of history, civics, United States government and politics, social studies, or similar subject areas who is employed by the board of education of a school district to discuss current events or widely debated and currently controversial issues of public policy or social affairs.

H.B. 322

- Teachers who choose to discuss current events or widely debated and currently controversial issues of public policy or social affairs, to the best of their abilities, shall strive to explore such issues from diverse and contending perspectives

H.B. 322

- No state agency, school district, or school shall teach, instruct, or train any administrator, teacher, staff, member, or employee to adopt or believe a variety of concepts:
 - <https://www.legislature.ohio.gov/download?key=17005&format=pdf>

H.B. 327

Prohibit teaching, advocating, or promoting divisive concepts



Diane V. Grendell
District 76



Sarah Fowler Arthur
District 99

H.B. 327

Prohibit teaching, advocating, or promoting divisive concepts

- Prohibits school districts and state institutions of higher education from teaching “divisive concepts” or accepting private funding to further promotion of “divisive concepts”
- Requires the Department of Education to withhold funding from a school district or school that violates the bill’s provisions until such time as the district or school complies
- Summary:
 - <https://www.legislature.ohio.gov/download?key=16997&format=pdf>

H.B. 290

Statewide Voucher System Intent to Develop



Riordan T. McClain
District 87

Wyandot, Crawford, and Morrow counties, as well as portions of Marion and Seneca counties



Marilyn S. John
District 2

Richland County



H.B. 290

Statewide Voucher System Intent to Develop

It is the General Assembly's intent that sections of the Revised Code be amended, enacted, or repealed **to create a thorough and efficient statewide foundation funding formula for the education of all students in this state**...that allows families to choose the option for all computed funding amounts associated with students' education to follow them to the schools they attend. This formula **will ensure Ohio maintains strong funding for public and nonpublic schools** while cultivating innovation and opportunity for all children.

H.B. 290

Statewide Voucher System Intent to Develop

From the letter to House members requesting them to co-sponsor HB 290:

*Families often send their children to their local school district because they have no other funded option, and **the schools, guaranteed to have classrooms full of students, lack the incentive to produce higher standards.***

*The COVID-19 pandemic has again exposed problems within our system as many schools refused to open full time to students, despite the evidence that in-person education was safe. **Likewise, it seems every day, another story comes out of a rural, suburban, or urban school pushing harmful political agendas in the classroom.***

*Representative John and I will soon be introducing the Backpack Bill to address these issues. The Backpack Bill empowers families to choose the education option that best meets their needs. **It will tie state resources to the student so that Ohio funds students and teachers, instead of buildings and bureaucrats.***

School Seizure Action Plans

H.B. 370



Adam C. Bird
District 66

H.B. 373



Catherine D. Ingram
District 32

School Seizure Action Plans

- In collaboration with a student's parents school personnel of each school district shall create an individualized seizure action plan for each student enrolled in the school district or chartered nonpublic school who is diagnosed with a seizure disorder
 - The school nurse or a school administrator shall notify each school employee, in writing regarding the existence of each seizure action plan
 - A drug prescribed to a student with a seizure disorder shall be provided to a person at the school who is authorized to administer it to the student
 - A school district or governing authority of a chartered nonpublic school shall train or arrange to have trained at least one employee at each school, aside from a school nurse, on the implementation of seizure action plans

S.B. 209



Andrew O. Brenner
District 19

S.B. 209

- The state board of education, the department of education, and the board of education of any school district shall not require any individual, including students, teachers, other school employees, and visitors, to wear a facial covering to attend or participate in in-person instruction, school-sponsored athletics, or another school-sponsored extracurricular activity, or in any other place on school premises

H.B. 374

The Loving State Index



Paula Hicks-Hudson
District 44



Stephanie D. Howse
District 11

H.B. 374

The Loving State Index

- Creates the loving state index commission
- Establish a system to evaluate and rank municipal corporations in this state regarding critical supports that are vital to student academic success in order to identify gaps in opportunity for low-income individuals and minority individuals
- The system shall be known as the loving state index

H.B. 374

The Loving State Index

- Early childhood education participation
- Preschool suspension alternatives
- Gifted classes offered for kindergarten through grade eight
- Suspension and expulsion alternatives for kindergarten through grade twelve
- Advanced high school curriculum
- Advanced placement curricula
- Anti-bullying
- School-to-prison alternatives
- Well-resourced schools
- Experienced teachers
- In-school support staff

H.B. 374

The Loving State Index

- Economically integrated schools
- Access to health insurance
- Prenatal health services
- Access to mental health services
- Access to healthy food
- Clean air environments
- Access to parks
- Youth safety
- Access to public transportation
- Affordable housing
- Livable wages
- Civic participation
- Banking

Questions?

