

Amended Substitute Senate Bill 311

The Ohio Core

Purpose of the Ohio Core

The stated purposes of the Ohio Core are:

- To establish the Ohio Core as the standard expectation for all students graduating from high school.
- To prepare Ohioans to apply increased knowledge and skills to meet the demand of the 21st century.
- To prepare high school graduates to succeed in their post-secondary endeavors including, entry-level jobs, apprenticeships, military service and college.
- To create stronger coordination between high schools and institutions of higher education in order to prepare students to take more challenging curriculum.
- To reduce remediation at the college level.

The bill also extends the requirements of the Core to students attending Ohio community schools.

Ohio CORE Graduation Requirements

Beginning with students who enter ninth grade for the first time on or after July 1, 2010, the requirements for graduation from every public and chartered nonpublic high school shall include twenty units that are designed to prepare students for college and the workforce. The units shall be distributed as follows:

- English language arts, four units;
- Health, one-half unit;
- Mathematics, four units, which shall include one unit of algebra II or the equivalent of algebra II;
- Physical education, one-half unit;
- Science, three units with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information, which shall include the following, or their equivalent:
 - Physical sciences, one unit.
 - Biology, one unit.
 - Advanced study in one or more of the following sciences, one unit:
 - Chemistry, physics, or other physical science;
 - Advanced biology or other life science;
 - Astronomy, physical geology, or other earth or space science.
- Social studies, three units, which shall include both of the following:
 - American history, one-half unit;
 - American government, one-half unit.

- Each school shall integrate the content of economics and financial literacy, as expressed in the social studies academic content standards adopted by the State Board of Education, in a social studies or other course so that all students receive this instruction.
- One sequence or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, or English language arts, mathematics, science, or social studies courses not otherwise required, for a total of five units.

Prior law required only three units of mathematics and three units of science, permitting six electives. There were no foreign language requirements.

With respect to the fine arts requirement, the bill requires two semesters or the equivalent to be completed before graduation. The coursework can be completed in any of grades 7-12. Prior to grade nine, the coursework will count for high school credit only if the course satisfied the requirements for advanced work (i.e., [1] the class is taught by a teacher licensed or certified to teach high school; and [2] the local board of education designates the work as meeting the high school curriculum requirements. Otherwise, the course counts toward the two-semester requirement. Career-technical students are exempted from the fine arts requirement.

Alternative Graduation Requirement

The bill establishes alternative methods to earn a diploma without completing the CORE curriculum through 2014. The requirements are as follows:

- The student must complete two years of high school and the student's parent must sign a statement consenting to the child's graduation without completing the CORE and acknowledging that the child may not be able to proceed directly to a four-year university.
- The student and parent, guardian, or custodian must fulfill any procedural requirements the school stipulates to ensure the student and parent, guardian, or custodian are informed of the informal consent process.
- The student, the parent and the high school must develop a career plan for the child.
- The student's high school must provide counseling and support for the student related to the plan.
- The student successfully completes, at a minimum, the curriculum prescribed in current law.

Dropout Recovery Programs

Students attending Dropout Recovery Programs as defined by the statute may be exempt from the requirements of the CORE if the program has received a waiver from ODE and meets the following conditions:

- The program offered by the school is a competency-based instructional program.
- The program serves only students not younger than 16 years of age and not older than 21 years of age.
- The program enrolls students who, at the time of their initial enrollment, either or both, are at least one grade level behind their cohort age groups or experience crises that significantly interfere with their academic progress such that they are prevented from continuing their traditional programs.
- The program requires students to attain at least the applicable score designated for each of the Ohio Graduation Tests.
- The program develops an individual career plan for the students.
- The program provides counseling and support for the student related to the plan.
- The program requires the student's and parent's informed consent to the student graduating without completing the Core.
- The program has submitted to ODE an instructional plan that demonstrates how the academic content standards will be assessed.

Opt Out Extension

The Opt Out provision can be extended beyond 2015, if based on data, the Partnership for Continued Learning, in collaboration with ODE and the Ohio Board of Regents, determines are mitigating circumstances to extend the provision. The group's finding must be presented to state policy makers by August 1, 2014. Additional legislation would be needed to extend the provision.

Readiness Assessment

The bill requires that students be assessed on their readiness to attend college or enter the workforce. This assessment must be able to achieve the following goals:

- Measure students' skills against identified college and work-ready expectations in English and mathematics;
- Promote consistency in high school academic course content, quality, and expectations;
- Provide individual students with information to assist in planning the remaining high school learning experience;
- Serve as one indicator for college admission or placement;
- Assist institutions of higher education in aligning remedial coursework with the college and work-ready expectations measured by the assessments.

In response, the Partnership for Continued Learning has drafted the following unapproved recommendations. These recommendations will be voted on at the next Partnership for Continued Learning meeting on March 18, 2008, where they may change. Furthermore, these recommendations have to be enacted by the designated legislative and state leaders, and may not be enacted or enacted “as is.” They charge the Ohio Department of Education to work with the Board of Regents to:

- Develop multi-purpose assessment prototypes (including End-of-Course Exams)
 - Consult with a stakeholder panel
- Pilot two to three assessment methods for feasibility and review
- Recommend a high school assessment system that:
 - Aligns with Ohio College Readiness Expectations in English and Mathematics
 - Provides meaningful feedback to students
 - Promotes a challenging high school curriculum
 - Streamlines the assessment system

Dual Enrollment

Dual enrollment and accelerated learning are the major means for high school students to earn college credit, while attending high school. These learning programs may include any of the following:

- The Post-Secondary Enrollment Options program;
- Advanced placement courses; or
- Any similar program established pursuant to an agreement between a school district or nonpublic high school and an institution of higher education.

The bill requires each public and nonpublic high school to provide students enrolled in grades 9-12 with the opportunity to participate in a dual enrollment program. In addition it required the Partnership for Continued Learning to submit recommendations on expanding methods for high school students to receive college credit, particularly on high school campuses and to make specific recommendations for improving PSEO and other dual enrollment programs. In response, the Partnership for Continued Learning has drafted the following unapproved recommendations. These recommendations will be voted on at the next Partnership for Continued Learning meeting on March 18, 2008, where they may change. Furthermore, these recommendations have to be enacted by the designated legislative and state leaders, and may not be enacted or enacted “as is:”

- Definitions of
 - Dual enrollment
 - These options enable a student to earn both high school and college credit during high school as a result of participating in a college course offered at the high school, at a college or university, or via distance learning. Examples of dual enrollment options are: PSEO, other dual enrollment agreements, Early College High School, and some College Tech Prep programs. The significant feature is earning and the transcription of college credit while still in high school.

- Accelerated learning
 - These opportunities enable a student to complete coursework while enrolled in high school that may earn credit toward a degree from an institution of higher education upon the student's matriculation to higher education; and in some cases the college credit is based on the attainment of a specified score on an examination covering the coursework. Advanced Placement and International Baccalaureate, and some College Tech Prep articulation agreements are examples of accelerated learning options. The significant feature is that the college credit is not earned until the student matriculates to college.

- Increased opportunities for high school students to earn college credit
 - Develop a statewide vision/goals and statewide communication plan
 - Add accelerated learning/dual enrollment "report only" indicators to report cards (already implemented beginning Aug. 2007)
 - Expand on-line college credit opportunities
 - Encourage regional efficiencies
 - Revise funding provisions for nonpublic students to maximize access (A resolution of Intent was passed, December 10-11, 2007; Chapter 119 meeting to occur February 11, 2008)
 - Establish funding for a comprehensive Advanced Placement system

- Definition of "in good standing" for dual enrollment
 - Any Ohio high school student in grades 9-12, who meets individual program criteria (PSEO, Tech Prep, Early College, AP, IB)

- Legislative recommendations to improve PSEO and dual enrollment
 - Ensure consistent awarding and transferability of credits at both the high school and college levels
 - Use a common standard for placement into initial college level courses as the method for allowing student participation in PSEO or dual enrollment courses.
 - Charge Regents to evaluate return-on-investment and require that students participate in a privacy protected, state-level linked data system that would allow such an evaluation.
 - Create a state level PSEO/dual enrollment oversight authority
 - Ensure PSEO/dual enrollment instructors meet standards of The Higher Learning Commission
 - Require PSEO and dual enrollment courses to use the same syllabi, assessments, and texts that are used by the college for that course
 - Encourage nonpublic higher education institutions to adhere to the same policy and regulations as public institutions.
 - Develop funding recommendations to address the current disincentives in the PSEO system

High School Diplomas

The bill incorporates the requirements of the Ohio Core into the state's diploma requirements. The bill prohibits ODE from granting an Honors Diploma to any student not meeting the Core requirements. Under the bill, the State Board of Education must establish rules for obtaining an Honors Diploma based upon exceeding the Core criteria to be effective by June 30, 2007

Report Card Implications

Not later than June 30, 2012, the State Board of Education must select one or more methods of measuring high school graduates' preparedness for higher education and the workforce. The measures may include, but need not be limited to,

- Student performance on the readiness assessments,
- The percentage of students who earn credit towards a degree from an institution of higher education while enrolled in high school, or
- The percentage of students who take remedial coursework upon enrollment in an institution of higher education.

The State Board of Education is required to include the school district's or school building's performance on each applicable measure on the Local Report Card (LRC) beginning with the LRC issued for the 2012-2013 school year.

Teacher Preparation Program Reports

The State Board of Education, in collaboration with the Ohio Board of Regents, is required to issue an annual report on the quality of institutions approved for the preparation of teachers. The report must include:

- Identification of best practices in the preparation of teachers drawn from research conducted by the teacher quality partnership;
- A plan for implementing best practices in approved teacher preparation institutions;
- The number of graduates of approved teacher preparation institutions who graduated with a subject area specialty and teach grades seven through twelve;
- A plan to be implemented by the teacher preparation program for increasing the number of classroom teachers in science, mathematics and foreign language.

College Admission Requirements

Beginning with the 2014-15 academic year (*Note: the prior versions of the bill had the new requirements beginning in the 2012-13 school year.*), each state university (excluding Central State University, Shawnee State University and Youngstown State University) shall admit as an undergraduate student a resident of this state only if the student has successfully completed the Ohio Core curriculum for high school graduation, unless one of the following applies:

- The student has earned at least ten semester hours, or the equivalent, at a community college, state community college, university branch, technical college, or another post-secondary institution except a state university.
- The student met the high school graduation requirements by successfully completing an individualized education program.
- The student completed the equivalent of the twelfth grade through instruction at home and demonstrates mastery of the academic content and skills in reading, writing, and mathematics needed to successfully complete introductory level coursework at an institution of higher education and to avoid remedial coursework.

Admission may be delayed even if the student has completed the Ohio Core if the university determines the student needs remediation. However, the bill also requires recommendation on admissions policies for non-Ohio Core students. In response, the Partnership for Continued Learning has drafted the following unapproved recommendations. These recommendations will be voted on at the next Partnership for Continued Learning meeting on March 18, 2008, where they may change. Furthermore, these recommendations have to be enacted by the designated legislative and state leaders, and may not be enacted or enacted “as is.” State universities may waive the requirement that a student complete the Ohio Core curriculum to be admitted as an undergraduate under the following conditions:

- The student meets one of the criteria provided in statute - 3345.06 (B):
 - The person has earned at least ten semester hours at a community college, state community college, university branch, technical college, or another post-secondary institution...
 - The person met the high school graduation requirements by successfully completing an individualized education program developed under section 3323.08...
 - The person is receiving or has completed the final year of instruction at home as authorized under section 3321.04 of the Revised Code, or has graduated from a non-chartered, nonpublic school in Ohio, and demonstrates mastery of the academic content and skills in reading, writing, and mathematics needed to successfully complete introductory coursework at an institution of higher education and to avoid remedial coursework.
 - The person is a high school student participating in the post-secondary enrollment options program or another dual enrollment program.
- The student graduated from high school in another state and has completed a curriculum equal to the Ohio Core, or has demonstrated mastery of the academic content, or is seeking admittance to the university as an international student.
- In the case of a student that did not graduate from high school, if more than twelve months have elapsed since the student attended high school, the student has completed a GED and demonstrates mastery of the academic content.

- Any student demonstrating mastery of some, but not all, academic content of the Ohio Core may be admitted on a case by case basis at the discretion of the university, so long as the university develops and implements a remediation plan for the students designed to achieve mastery of all academic content of the Ohio Core.

College Remediation

The bill establishes a disincentive funding calculation for state subsidies for remedial courses offered by four-year state institutions of higher learning on their main campuses. Under the provisions, the Ohio Board of Regents is required to reduce the amount of subsidy it extends to four-year degree granting institutions for remedial courses.

Exceptions are provided for Central State University, Shawnee State University and Youngstown State University.

Other Provisions

Physical Education Credits. The board of education of each school district and the governing authority of each chartered nonpublic school may adopt a policy to excuse from the high school physical education requirement each student who, during high school, has participated in interscholastic athletics, marching band, or cheerleading for at least two full seasons. If the board or authority adopts such a policy, the board or authority shall not require the student to complete any physical education course as a condition to graduate. However, the student shall be required to complete one-half unit, consisting of at least sixty hours of instruction, in another course of study.

Use of Technology Provision. School districts, community schools and chartered nonpublic schools shall integrate technology into learning experiences whenever practicable across the curriculum in order to maximize efficiency, enhance learning and prepare students for success in the technology-driven twenty-first century. Districts and schools may use distance and web-based course delivery as a method of providing or augmenting all instruction required under this division, including laboratory experience in science. Districts and schools shall whenever practicable, utilize technology access and electronic learning opportunities provided by the eTech

Ohio Commission, the Ohio Learning Network, education technology centers, public television stations and other public and private providers.

Additions to the Partnership for Continued Learning. Four additional members to the Partnership for Continued Learning were added. The complete list (excerpted from the bill) is below with the added members underlined.

- The partnership for continued learning is hereby established. The partnership shall consist of the following members:
 - The governor;
 - The superintendent of public instruction;
 - The chancellor of the Ohio board of regents;
 - The director of development;

- Three representatives of the private sector, appointed by the governor;
 - Two representatives of organizations that have formed regional partnerships to foster collaboration among providers of preschool through postsecondary education, appointed by the governor;
 - One member of the student access and success coordinating council of Ohio, appointed by the governor;
 - Two representatives of elementary and secondary schools, one of whom shall be a member of the state board of education and one of whom shall represent chartered nonpublic schools, appointed by the governor;
 - Two representatives of institutions of higher education, one of whom shall be a member of the Ohio board of regents and one of whom shall represent nonprofit institutions of higher education that hold certificates of authorization issued by the board of regents under ORC §1713.02, appointed by the governor;
 - One member of the state workforce policy board prescribed by section 6301.04 of the Revised Code, appointed by the governor;
 - One teacher who teaches any of grades kindergarten through twelve in a school district, appointed by the governor;
 - One teacher who teaches any of grades kindergarten through twelve in a chartered nonpublic school, appointed by the governor;
 - One teacher who teaches in any of grades nine through twelve in a career center, appointed by the governor;
 - One representative of a comprehensive or compact career-technical school, appointed by the governor;
 - The chairpersons and ranking minority members of the education committees of the Senate and House of Representatives.
- Appointed members of the partnership shall serve at the pleasure of the governor.
 - The governor shall serve as chairperson of the partnership. The partnership shall meet at least quarterly and at other times upon the call of the chairperson to conduct its business.

Transfer and Articulation. Not later than April 30, 2009, ODE and the Ohio Board of Regents must jointly propose a standard method and form for documenting on high school transcripts high school credits earned that are compatible with the standards for credit transfer and articulation adopted by the Board of Regents and any electronic clearinghouse for student transcript transfer developed by the Board of Regents. The proposal shall be submitted to the State Board of Education, the chancellor of the Board of Regents, the Partnership for Continued Learning, the governor, the speaker and minority leader of the House of Representatives, the president and minority leader of the Senate, and the chairpersons and ranking minority members of the standing committees of the House of Representatives and the Senate that consider education legislation.

Parental Involvement Policies. The State Board of Education shall adopt recommendations for the development of parental involvement policies. Prior to adopting the recommendations, the state board shall consult with the National Center for Parents at the University of Toledo.

Supplemental Contracts. If the board of education of a school district offers to students of compulsory school age courses for high school credit that are taught at times outside the district's normal school day, the board shall enter into supplemental contracts under ORC §3319.08 with the teachers assigned to teach those courses and shall not include such assignment of duties within the teachers' regular employment contracts under that section.

Foreign Language Advisory Council. The bill requires the State Board of Education -- in consultation with the Ohio Board of Regents and the Partnership for Continued Learning-- to create the Foreign Language Advisory Council (FLAC), to propose a statewide foreign language education implementation plan and recommendations for legislation to implement the plan by the 2014-15 school year. The FLAC was charged with studying the following:

- Facilitating foreign language acquisition across grades K-12, rather than limiting coursework at the high school level;
- The extent to which students should focus on critical languages of economically competitive countries;
- Best practices for implementing P-16 solutions to course instruction in foreign languages;
- Multiple course-delivery models, including distance learning, online learning, and synchronous and asynchronous web-based delivery;
- Defining a proficiency-based approach to earning credit for foreign language that can be reflected on students' high school transcripts;
- Allowing for the proficiency-based approach to apply to nonnative English speakers in their native languages.

The completed FLAC report contains the following recommendations:

- Require all students to take a world language as part of the Ohio Core during high school or before
- Award world language credit based on demonstration of proficiency
- Increase the number and capacity of language teachers
- Build capacity in languages critical for economic and strategic importance
- Provide access to a sequence of world language instruction across grades PreK-16, so that instruction at each level builds upon the proficiency that students have attained at an earlier level
- Use e-learning as a model for instructional delivery

Public-Private Collaborative. The bill establishes a public-private collaborative which consists of the following members and is charged with the following responsibilities:

- A school district superintendent, appointed by the Governor;
- A business or civic leader, appointed by the Governor;
- Two public members, appointed by the Speaker of the House of Representatives in consultation with the Minority Leader of the House of Representatives;
- Two public members, appointed by the President of the Senate in consultation with the Minority Leader of the Senate;
- One member, appointed by the Superintendent of Public Instruction;
- One member, appointed by the Chancellor of the Ohio Board of Regents.

The school district superintendent and the business or civic leader appointed by the Governor shall be co-chairpersons of the commission.

The commission's recommendations shall address methods of encouraging students and their families to develop a greater vision for their successful future in Ohio, including consideration of career opportunities afforded by pursuing higher education and the use of mentorships, internships, and other programs to provide guidance to students and their families toward pursuing higher education and career opportunities.

House Bill 190 extends the commission's deadline for issuing its recommendations to July 1, 2008. The recommendations shall be provided to the Governor, the Speaker and Minority Leader of the House of Representatives, the President and Minority Leader of the Senate, the chairpersons and ranking minority members of the committees that consider education in the House of Representatives and Senate, the State Board of Education, the Board of Regents, and the Partnership for Continued Learning.