

# Education Update

To: LWVO

From: Joan Platz

Education Update for January 11, 2010

1) 128th General Assembly: The Ohio House and Senate will hold sessions and committee hearings this week. Lawmakers are expected to continue work on legislation related to casino gambling in Franklin County (SJR 8 - Goodman-Hughes); changes in elections laws (SB8 - Seitz and HB260 - D. Stewart); redistricting/reapportionment (SJR 5 - Husted); reauthorization of the Third Frontier Program (HJR 12 (S. Williams)); and more.

\*The Ohio Supreme Court announced on January 4, 2010 the launch of a new free subscription delivery news service to expand the information available about the Supreme Court and the Ohio Judicial System. Users will be able to receive information on specific topics from the Court via e-mail or wireless text messages, and subscribe to two dozen RSS news feeds provided by the Court. To sign-up for the news system please visit <http://www.supremecourtofohio.gov/PIO/news/Updates/>

\*Governor Strickland will deliver the annual "State of State" address before a joint session of the Ohio House and Senate on January 27, 2010 at noon.

\*The American Legacy Foundation announced on January 6, 2010 that it will ask the Ohio Supreme Court to overturn a decision by the Ohio 10th District Court of Appeals regarding the disposition of \$258 million in tobacco settlement funds. On December 31, 2009 the Appeals Court found that the Board of Trustees of the Tobacco Use Prevention and Control Foundation violated the state's open records law when it met in executive session and decided to transfer its funds to the American Legacy Foundation before Governor Strickland and lawmakers could allocate the \$258 million for other purposes. Governor Strickland and lawmakers intended to divert the funds to support children's health insurance and Medicaid programs.

2) More Support for STEM: President Barack Obama announced on January 6, 2010 the expansion of the "Educate to Innovate" Campaign during a White House ceremony recognizing outstanding science teachers.

The "Educate to Innovate" campaign is a nationwide effort by citizens, not-for-profits, universities, and companies to help improve math and science instruction in U.S. schools. The campaign will be expanded to offer additional training to more than 100,000 teachers and prepare more than 10,000 new teachers in the next five years with the support of more than half a billion dollars in private funding.

The "Education to Innovate" campaign includes the following: a 10-year, \$200 million campaign by Intel to train math and science teachers in all 50 states to

better use new technologies and techniques in their lessons plans; the creation of an online platform to share best practices in science and math supported by PBS and the National Science Teachers Association; support of the National Math and Science Initiative by Texas Instruments and the Dell Foundation to prepare 5,000 new math and science teachers; commitment from the presidents of more than 75 of the largest public universities in the country to produce thousands of additional science and math teachers at their institutions.

For more information about the campaign, please visit <http://www.ed.gov/index.jhtml>

### 3) This Week at the Statehouse

\*The House Education Committee, chaired by Representative Williams, will meet on January 12, 2010 at 2:00 PM in hearing room 017. The committee will consider the following bills:

-HB366 (Gardner) School District Rules: Allows school district boards to exempt their districts from certain spending rules and the requirement to provide all-day kindergarten, and directs duties of the Ohio School Funding Advisory Council.

-SB167 (Cates) School Performance Ratings: Revises the performance ratings for school districts and buildings.

-HB387 (Lehner) School Performance Ratings: Revises the performance ratings for school districts and buildings.

-HB353 (Huffman) School Bus Ads: Authorizes school districts to sell commercial advertising space on school buses.

\*The Senate Finance and Financial Institutions Committee, chaired by Senator Carey, will meet on January 12, 2010 at 2:30 PM in the Senate Finance Hearing Room. The committee will consider a number of bills, including the following bill pertaining to education:

-SB172 (Grendell) GED Test Fees: Requires the Department of Education to waive fees for certain Ohio residents taking the GED test.

\*The House Elections and Ethics Committee, chaired by Representative Stewart, will meet on January 12, 2010 at 3:00 PM in hearing room 122. The committee will consider SB8 (Seitz) Election Reform and SJR5 (Husted) Redistricting Process.

\*The Senate Education Committee, chaired by Senator Cates, will meet on January 12, 2010 at 4:00 PM in the North Hearing Room. The committee will consider the following bills:

-SB102 (Turner) School Dropout Programs: Requires the State Board of Education to recommend performance standards for dropout programs operated by school districts.

-SB192 (Cates) School Transportation: Permits non-civil service school district boards to terminate positions of district transportation employees for reasons of economy and efficiency and to contract with independent agents to provide transportation services.

4) State Board of Education to Meet: The State Board of Education, Debbie Cain president, will meet on January 11-12, 2010 at the Ohio School for the Deaf, 500 Morse Road, Columbus, Ohio.

MEETING ON JANUARY 11, 2010

The State Board of Education's Executive Committee, chaired by Debbie Cain, will meet at 8:30 AM to discuss the formation of an Academic Distress Commission; receive an update on Ohio's Race to the Top application; and discuss ad hoc committee appointments to the community schools appeals committee.

At 9:00 AM Ohio Supreme Court Justice Thomas J. Moyer will administer the oath of office to the new members of the State Board of Education.

The Achievement Committee, chaired by Mike Collins, and the Capacity Committee, chaired by Rob Hovis, will meet at 9:30 AM.

The Achievement Committee will discuss and consider for approval a resolution of intent to amend Rule 3301-51-05, Procedural Safeguards; discuss Rule 3301-35, Operating Standards; and hear a presentation on a nationally recognized dropout prevention program.

The Capacity Committee will discuss and consider for approval Rules 3301-3-01 to -07, Information Technology Center; Rules 3301-102-01 to -07, Community School Sponsors; receive a presentation on Diversity Strategies Policy; receive a presentation on Case load Ratios and discuss Rule 3301-51-09; and discuss the evaluation of Ohio coaches, preparation and monitoring data.

The Board will then hear a presentation about the state's education budget. Kelly Weir, Director of the Office of Budget and Planning, Kim Murnieks, Executive Director of the Center for School Options and Finance, and Carey McDonald, School Funding Advisory Council Coordinator, will present information about the evidence-based model (EBM) and an update on the School Funding Advisory Council.

The Board will recognize National Blue Ribbon Schools at 11:30 AM, and recess for lunch.

The Board will reassemble at 1:15 PM. The 21st Century Learning Subcommittee, chaired by Steve Millett, and the Advocacy and Outreach Subcommittee, chaired by John Bender, will meet at 1:15 PM.

The 21st Century Learning Subcommittee will discuss the concept of 21st Century Learning Skills and hear a presentation of KnowledgeWorks Foundation's Map of Future Trends.

The Advocacy and Outreach Subcommittee will receive an update on legislation, and approve a stakeholder outreach effort.

At 3:00 PM the Board will review written reports and receive reports from the various committees.

At 3:50 PM the Budget Subcommittee, chaired by Dennis Reardon, will meet to discuss the committee's role in the budget process and the stakeholder input schedule.

MEETING ON JANUARY 12, 2010

The full Board will meet on January 12, 2010 at 9:00 AM. The Buckeye Association of School Administrators and the Ohio Educational Service Centers Association will present to the Board information about the issues facing these education stakeholder organizations, and their budget priorities for FY12-13.

The State Board of Education's business meeting will begin at 11:00 AM, and immediately convene into executive session.

Following the executive session the Board will receive the report of the Superintendent of Public Instruction, Deb Delisle; accept public participation on agenda items; vote on the report and recommendations of the Superintendent (please see resolutions below); consider old business and new business; accept public participation on non-agenda items; receive a report on the Governor's Early Childhood Advisory Board, and adjourn.

Resolutions to be considered by the State Board of Education at their business meeting on January 12, 2010:

\*Six personnel resolutions and the following:

#3 Resolution of Intent to Amend Rule 3301-51-05 of the Ohio Administrative Code, Procedural Safeguards.

#8 Resolution to Rescind and Adopt Rules 3301-25-01,02,05 and 07 of the Ohio Administrative Code, and to Amend Rules 3301-25-03,04 and 08 of the Ohio Administrative Code regarding educational aide permits.

#9 Resolution to Amend Rules 3301-31-01 to 3301-32-11 of the Ohio Administrative Code, and to Rescind and Adopt Rule 3301-32-12 of the Administrative Code, and to Rescind Rule 3301-31-13 of the Administrative Code regarding School Child Programs.

#10 Resolution to Adopt a Four-Year and a Five-Year Adjusted Cohort Graduation Rate for the Purpose of Determining Whether All Local Educational Agencies, Public Elementary Schools, and Public Secondary Schools Make Adequate Yearly Progress.

#11 Resolution to Adopt New Praxis II Subject Assessments and Qualifying Scores for Licensure.

#12 Resolution to Appoint a Member of the State Library Board.

#13 Resolution to Accept the List of Best Practices for Improving Parental Involvement in Schools.

5) Ohio School Funding Council Meets: The Ohio School Funding Advisory Council, chaired by Superintendent of Public Instruction Deborah Delisle, met on January 7, 2010 at Battelle for Kids in Columbus. This was the first meeting of the 28-member council, which is directed by law (Am. Sub. HB1) to review the components of the new school funding model and issue recommendations to the State Board of Education, the General Assembly, and the public on December 1, 2010 regarding the adequacy of the model's financing for special education, gifted education services, career-technical education, arts education, services for limited English proficient students, early college high schools, and more.

During the first meeting members introduced themselves and shared their background information, questions, and what they would like the Council to accomplish over the next few months. Several members requested more information about the evidence-based model (EBM) included in Am. Sub. HB1, and especially about the research that was used to develop the EBM components and the Educational Challenge Factor. Other members wanted to know how the state would fund the new school funding system in future biennia. Some members believed that the Council should work to reduce the inconsistencies in educational quality across the state, and ensure that all students, no matter where they live, have access to educational opportunities that can prepare them for successful lives in the 21st Century.

The following is a summary of some of the questions that Council members hope to address over the next few months:

- What new options are available to promote cost savings and efficiencies in schools?
- What can be done to provide school districts with local flexibility as they adapt to the new requirements in HB1?
- What research was used to develop the evidence-based model?
- How much will the evidence-based model cost when fully implemented?
- What research and studies are available to show the connection between educational attainment and economic development?
- How many students are not meeting the state standards, and what resources are needed to assist these students?
- What other state initiatives are currently underway, and how do they relate to the work of the Council? (Race to the Top, Performance-Based Assessments, revised standards, etc.)
- What funds are currently provided through federal and other grants, and who determines how they are distributed?
- How are community schools different from traditional public schools?
- How will the Council avoid the trap of "residual funding" and focus on implementing the vision of an adequate and fair school funding system outlined in HB1?
- Is there residual funding?
- What resources are school districts currently receiving?
- What are the unintended consequences of the new school funding system?

- How can the Council reduce the inequity in funding between community schools and traditional schools?
- What are some models of regional delivery systems for education?

The Council also discussed how it would meet the requirements of Ohio's Sunshine Laws and Open Meetings Act regarding information gathering, discussions among members, decision-making, and subcommittees. The law establishes one subcommittee, which is required to make recommendations that would foster collaboration between school districts and community schools. This subcommittee is also required to submit its report by September 1, 2010. The Council is permitted to establish other subcommittees, and members discussed the number and topics that other subcommittees would address. Decisions about the subcommittees and topics will be considered at the next meeting.

The Council will have its own web site where information about meetings and resources will be posted. The Council's next meeting will be held on January 19, 2010 from 1-4:00 PM at Battelle For Kids, 1160 Dublin Road, Suite 500, Columbus, OH.

6) eTech Submits State Technology Plan: eTech Ohio, Kate Harkin Executive Director, submitted Ohio's "Educational Technology Plan, 2009 - 2014" to the General Assembly and Governor Strickland on January 5, 2010. The plan was required by HB1 (Sykes), the FY10-11 budget.

According to the press release, the plan creates "...an aligned educational technology system that spans preschool to postsecondary education, complies with federal mandates, prepares students to compete and secure jobs in a technologically-advance economy, and establishes 12 metrics that will measure the success of its strategies such as educator use, student use and efficiency."

The plan outlines the following objectives for Ohio's educational system:

- Expand and integrate a P-20 longitudinal data system
- Provide virtual learning content and opportunities to all Ohio learners
- Develop advanced student service system
- Deliver high quality professional development for educators
- Support public broadcasting and media delivery
- Continue to support the implementation of federal programs

According to the press release, baseline data to measure progress toward meeting the plan's goals is already being collected, and state targets will be released within the next few months.

eTech Ohio is a state agency dedicated to enhancing learning by developing programs and using best practices to serve learning organizations while acquiring, integrating, and sustaining educational technology. eTech partners with other educational organizations in the state including Educational Technology Centers, Information Technology Centers, Educational Service Centers, OARnet, Ohio Learning Network, OhioLink, Ohio Educational Computer Network, Ohio Public Library Information Network, Office of Information Technology, Ohio Resource INFOhio, and the attorney general's Digital Citizenship Committee.

The public is welcome to provide input on the plan, which is available at <http://www.etech.ohio.gov>.

7) RAND Releases Study on School Leadership: RAND Education, a division of RAND Corporation, recently released a report commissioned by the Wallace Foundation entitled "Improving School Leadership: The Promise of Cohesive Leadership Systems" by Catherine H. Augustine, Gabriella Gonzalez, Gina Schuyler Ikemoto, Jennifer Russell, Gail L. Zellman, Louay Constant, Jane Armstrong, Jacob W. Dembosky. (RAND Education 2009).

The study examines the actions taken by Wallace Foundation grantees "...to create a more cohesive set of policies and initiatives to improve instructional leadership in schools; describes how states and districts have worked together to forge such policies and initiatives around school leadership; and examines the hypothesis that more-cohesive systems do in fact improve school leadership."

According to the report, "Effective school leadership is evidenced by principals who have high expectations for students, use data to inform their decisions, and focus attention and resources on improving instruction. It is also achieved by school leadership teams that plan, implement, and evaluate improvements in instruction for all students. The outcome of interest-improved teaching and student achievement-is facilitated by effective school leadership." (p. 4)

The study is based on research that shows that teacher and principal quality are essential school-based factors that contribute to student success. Building on that information the Wallace Foundation posited that, "..... well-coordinated policies and initiatives to develop leadership standards, provide high-quality training, and improve the conditions that affect principals' work will increase their ability to improve instruction in their schools."

According to the report, "The study found that it is possible to build more-cohesive leadership systems and that such efforts appear to be a promising approach to developing school leaders engaged in improving instruction."

The study identified effective strategies and local conditions that fostered success, but was not able to find a correlation between improved conditions for principals and their engagement in instructional practices.

The report makes the following recommendations to develop closer working relationships between states and districts in order to better align policies for building a cohesive leadership system:

- Consider local contexts and address the challenges they pose. The study found that "building cohesive systems under challenging conditions, such as limited resources, cultures of independence, or reform "burnout," was difficult. However, some sites found ways to surmount barriers."

- Identify strong lead organizations and individuals. "We recommend that sites determine which of their agencies or organizations is best poised to lead the effort to develop a CLS. [Cohesive Leadership System] In particular, sites should question whether the SEA [State Education Agency] is the best choice for this

role, factoring in its overall capacity and credibility and its willingness to think and work outside the boundaries created by categorical federal programs."

-Capitalize on external funding and expertise.

-Build trust and mend fences. "Sites may need to address possible trust issues before undertaking efforts to develop CLSs. Once trust has been established, it should be easier to develop common understandings, shared goals, and joint ownership of the work."

-Engage a broad coalition of stakeholders. "Sites should recognize the importance of involving relevant stakeholders and giving them the authority to make decisions, thereby fostering buy-in. Key state and district leaders would also benefit from meeting in the same room to discuss leadership and to develop policies and initiatives for improving it."

-Hone skills at applying pressure while providing support. "Applying pressure was effective when people perceived the state as willing and able to exercise its powers, and offering support was effective only when state actors and agencies could provide expertise that districts needed."

-Recognize innovative districts as "lead learners." "State officials would benefit from partnering with such "lead learners" and creating mechanisms for scaling up relevant initiatives."

-Connect school leadership efforts to standards and to other reforms in the state. "To bolster the success of leadership efforts, new sites could integrate leadership policies with other educational reforms in their districts and state."

-Solidify programs and funding through legislation and regulations. "Widespread and long-term reform was achieved through legislation and mandates that ensured that initiatives such as mentoring, evaluation systems, and the redesign of pre-service programs were implemented and funded."

-Engage in continuous learning and improvement. "Leaders and organizations involved in building a CLS sought and shared expertise by participating in networks, attending conferences, and sharing ideas from research. They collected data to demonstrate that building a CLS had made a difference and to attract future funding. Other sites would benefit from similar commitments to continuous improvements."

-Commit to engaging in this work over the long term. "Even leaders in sites that have relatively advanced CLSs reported that only after nine years of effort were they beginning to see a real difference. Those who choose to embark on such an initiative should be prepared to engage in the work over the long term."

The full report is available at  
[http://www.rand.org/pubs/monographs/2009/RAMD\\_MG885.pdf](http://www.rand.org/pubs/monographs/2009/RAMD_MG885.pdf).

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