Sub. H.B. 597
130th General Assembly
(LSC 130 2660-1)

Reps. Thompson and Huffman

BILL SUMMARY

Academic content standards and assessments

Repeal of the Common Core State Standards and related assessments

- Prohibits the State Board of Education from adopting, and the Department of Education from implementing, the Common Core State Standards, or any standards developed by any similar initiative process or program, as the state's academic content standards for English language arts and mathematics and voids any prior actions taken to adopt or implement the Common Core State Standards. (R.C. 3301.078(B).)

- Prohibits the State Board from using the assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), the Smarter Balanced Assessment, or any other assessment related to or based on the Common Core State Standards. (R.C. 3301.078(B) and Section 9 of H.B. 487 of the 130th General Assembly repealed in Section 3 of the bill.)

- Specifies that the bill's intent is that any assessment related to the PARCC or Smarter Balanced consortia may not be used for the 2014-2015 school year or any school year thereafter. (Section 7.)

- Prohibits any state official from joining an organization that requires ceding state or school district control over education. (R.C. 3301.078(C)(1).)

- Limits the academic standards that the State Board may adopt to the subject areas prescribed under current law. (R.C. 3301.078(C)(2).) The principal subject areas are English language arts, mathematics, science, and social studies. After completing
emphasize "rigor." (R.C. 3301.079(A)(1).) For that purpose, the bill defines rigor as "requiring a high degree of academic content knowledge appropriate to the subject and grade level." (R.C. 3301.079(K)(6).) The bill also maintains the current statutory statement that the standards be "more challenging and demanding when compared to international standards." (R.C. 3301.079(A)(1).)

- Removes the other current specifications for the academic content standards and, instead, specifies that the new standards must be designed to teach the competencies for which students are tested and to prepare students for active citizenship, employment, or successful completion of post-secondary education without the need for remedial coursework at the post-secondary level. (R.C. 3301.079(A)(1)(a).) Current law specifies that the standards (1) include essential academic content and skills students are expected to know and be able to do at each grade level, (2) include the development of skill sets that promote information, media, and technological literacy, (3) include interdisciplinary, project-based, real world learning opportunities, (4) instill lifelong learning by providing essential knowledge and skills based in the liberal arts tradition, as well as science, technology, engineering, mathematics, and career-technical education, and (5) be clearly written, transparent, and understandable by parents, educators, and the general public. (R.C. 3301.079(A)(1)(a)(i) to (v), removed by the bill.)

- Specifies that the standards for English language arts require the use of English phonograms and all of their sounds; include significant instruction in English grammar; require that at least 80% of English study focus on imaginative literature; require that at least 80% of literary works taught in grades 8 through 12 be complete works of classic British and American authors published prior to 1970; and require a choice of literary works to be studied solely on the basis of literary merit rather than popularity or political considerations. (R.C. 3301.079(A)(1)(a)(i).)

- Specifies that the standards for mathematics require a mastery of the standard algorithm; require fluency with addition and subtraction of multi-digit whole numbers using the standard algorithm by third grade; require fluency with arithmetic operations on decimals and multiplication and division of multi-digit numbers using the standard algorithm by fifth grade; prepare students to take the first authentic Algebra I course by eighth grade; and include a traditional Euclidean geometry course. (R.C. 3301.079(A)(1)(a)(ii).)

- Specifies that the standards in science be based in core existing disciplines of biology, chemistry, and physics; incorporate grade-level mathematics and be referenced to the mathematics standards; focus on academic and scientific knowledge rather than scientific processes; and prohibit political or religious interpretation of scientific facts in favor of another. (R.C. 3301.079(A)(1)(a)(iii).)
Eliminates the following provisions related to end-of-course examinations: (1) timeline and specifications for the American history and American government examinations, (2) requirement for the State Board to determine and designate scoring levels and related scoring items for the end-of-course examinations, (3) specifications for the use of substitute examinations in certain subject areas in lieu of end-of-course examinations, (4) requirement for the examinations to be selected jointly with the Superintendent of Public Instruction and Chancellor of the Board of Regents in consultation with certain faculty members at state institutions of higher education, (5) exemption of certain students who earned course credit prior to July 1, 2014, from taking the corresponding end-of-course examination, and (6) requirement for the State Board to consider additional assessments that may be used as substitute examinations in lieu of the end-of-course examinations. (R.C. 3301.0712(B)(3) to (7)) and 3313.618(A)(2).

**Review of academic content standards**

- Prohibits the State Board from adopting or revising any academic content standards in English language arts, mathematics, science, or social studies until both the following conditions are met:

  (1) The General Assembly approves the proposed standards or revisions by a concurrent resolution. The bill requires each of the Education committees of the House of Representatives and the Senate to hold at least one public hearing on the proposed standards or revisions.

  (2) The appropriate subject area subcommittee appointed by the academic content standards steering committee approves the proposed standards or revisions. The bill also requires that the State Board propose any new or revised standards to the academic content standards steering committee prior to submitting them to the General Assembly for approval (see below). (R.C. 3301.0718(A) and (C).)

- Creates the 13-member Academic Content Standards Steering Committee to do the following: (1) determine a chair and co-chair for the committee, (2) appoint four individuals to oversee the development of the standards documents, (3) contract, if necessary, with an individual who has a "national reputation" in the areas of academic content standards and assessments to facilitate the committee's work, (4) establish a subcommittee each in the areas of English language arts, mathematics, science, and social studies, and (5) select, by majority vote of all members, a chair for each subcommittee. (R.C. 3301.0718(C) and (D).)
2016) with the standards in place just prior to the bill's effective date (that were adopted in 2010 pursuant to H.B. 1 of the 128th General Assembly) and to submit a report to the General Assembly and Governor outlining the results of the comparison of the standards. In conducting its evaluation and comparison of the standards, the State Board must consider public comments, the use of best practices, evidence, and research. (Section 6(A).)

- Requires the Department to compare, the new elementary and secondary assessments (to be adopted by June 30, 2017) with the Ohio Achievement Assessments and Ohio Graduation Tests and with the assessments that are used for the 2015-2016 and 2016-2017 school years and requires the Department to publish the comparison on its website. (Section 6(B).)

**Release of personally identifiable data**

- Requires that the standards for the Education Management Information System (EMIS), in regard to processing and reporting student data to the Department of Education, to restrict access to personally identifiable information by a person who performs data processing services for a school district to just the information necessary for fulfillment of contractual obligations. (R.C. 3301.0714(D)(1).)

- Requires the contract between a school district and a data processing entity to include a stipulation that personally identifiable information shall not be shared with additional parties. (R.C. 3301.0714(D)(1).)

- Specifies that if the U.S. Department of Education requires a grant recipient to provide personally identifiable information of students or teachers as a condition of a federal education grant, only aggregate data may be provided for such purpose. (R.C. 3301.078(E).)

- Prohibits a federal grant recipient from releasing personally identifiable information without informed written consent of the student's parent or guardian for a student's information or of the teacher for a teacher's information. (R.C. 3301.078(E).)

**State Board minimum standards for schools**

- Removes the words "and other such factors the Board finds necessary" from the provision that enumerates categories for which the State Board must adopt minimum standards for schools. (R.C. 3301.07(D)(2).) Current law requires the State Board to "formulate and prescribe minimum standards to be applied to all elementary and secondary schools in this state for the purpose of providing children access to a general education of high quality according to the learning needs of each individual ...." These minimum standards specifically must provide for (I)