



EdChoice voucher	<p>Increases the maximum for a high school student to \$5,900 in FY 2016 and \$6,000 in FY 2017 and thereafter.</p> <p>Increases the maximum amount of a voucher for an elementary school student from \$4,250 to \$4,650</p> <p>Fiscal effect: In FY 2014, \$69.1 million was deducted for the traditional program and will increase in future years based on how many vouchers are used. For the income-based program that is paid directly by the state, will increase state expenditures. The bill appropriates \$23.5 million in FY 2016 and \$31.5 million in FY 2017 for income-based EdChoice vouchers.</p>
Autism and Jon Peterson Special Needs voucher programs	<p>Increases the maximum value of the Autism vouchers to \$27,000 (up from \$20,000 under current law).</p> <p>Increases the maximum value of the Jon Peterson Special Needs vouchers to \$27,000 (from \$20,000 under current law).</p> <p>Fiscal effect: Based on the number of students receiving vouchers in FY 2015, deductions from school districts could increase by as much as \$22.1 million in FY 16 and \$22.2 million in FY 17. Higher voucher amounts may also increase participation, thereby increasing deductions from school district funds.</p>
Cleveland voucher limit	<p>Removes the limitation on the number of Cleveland pilot project vouchers that may be awarded to students who were already enrolled in a private school when the students applied for the voucher. (The current limit is 50% of all Cleveland Pilot Program vouchers awarded.)</p> <p>Fiscal effect: May make possible a greater number of voucher awards to students currently attending private schools. Spending on the program, however, is limited to the appropriation.</p>

<p>Qualification of private schools for the Cleveland voucher program</p>	<p>Specifies that, in order for a private secondary school to participate in the Cleveland voucher program, the private school must be located in a school district that is both:</p> <p>(1) Located in a municipal corporation with a population of at least 15,000 (rather than at least 50,000 under current law); No provision. Same as the House. No provision. (2) Located within 5 miles of the pilot project (Cleveland) school district's border (rather than adjacent to the pilot project school district as under current law).</p> <p>Fiscal effect: May increase the number of schools that can register to participate in the program.</p>
<p>Community school surety bond</p>	<p>Permits, in lieu of the surety bond or cash payment guarantee required to be paid by a charter school under current law, a written guarantee of payment that obligates the sponsor or operator to pay the costs of audits conducted by the Auditor of State up to \$50,000.</p> <p>Specifies that any such written guarantee is binding upon any successor sponsor or operator.</p> <p>Requires ODE to notify the Auditor of State when a charter school is to open and to provide the certification of the school's sponsor of compliance with all legal preconditions to opening, including the filing of a surety bond, deposit of cash guarantee, or written guarantee of payment.</p> <p>Prohibits a charter school that is subject to these provisions from maintaining or continuing its operations absent the ongoing provision of a surety bond, a cash deposit, or a written guarantee.</p>
<p>Community school tax levies</p>	<p>Expands the authority of school districts to levy property taxes for charter schools to include any school district that contains a charter school sponsored by an "exemplary" sponsor. (Under current law, only the Cleveland Metropolitan School District and the Columbus City School District have the authority to propose such a</p>

	<p>levy.)</p> <p>Authorizes school districts other than the Cleveland Metropolitan School District to levy a property tax solely for and on behalf of one or more charter schools located in the district that is sponsored by an "exemplary" sponsor. (Current law does not cap the percentage of levy revenue that may be allocated to charter schools, but could imply that at least a portion must be levied for the school district's own expenses.)</p> <p>Regarding the division of revenue from a tax levy among qualifying charter schools, requires the following:</p> <p>(1) If revenue from a tax levy is to be divided among the school district levying the tax and qualifying charter schools, requires that the revenue be divided in accordance with a ratio established in the resolution levying the tax;</p> <p>(2) If more than one charter school qualifies for levy revenue, requires that the revenue be divided among the qualifying charter schools on a per-pupil basis, with only pupils residing in the school district levying the tax counted.</p> <p>Retains the authority of the Cleveland Metropolitan School District to levy a property tax to be shared with certain charter schools, but removes the criteria that was enacted specifically to enable the Columbus City School District to levy such a tax.</p>
<p>Teacher of the Year recognition program</p>	<p>Permits the State Board of Education to establish an annual Teacher of the Year recognition program for outstanding teachers.</p> <p>Allows, under the Ethics Law, a teacher who is recognized as a Teacher of the Year to receive a gift or privilege as part of the recognition program.</p> <p>Permits, under the Ethics Law, a person or entity to make a voluntary contribution to the recognition program.</p>

<p>Teacher and principal evaluations</p>	<p>Revises the alternative teacher evaluation and principal evaluation frameworks as follows:</p> <ul style="list-style-type: none">(1) Decreases the student academic growth measure to account for 35% of an evaluation instead of 42.5-50%;(2) Requires the teacher performance measure to account for 50% of an evaluation, instead of 42.5-50%;(3) Specifies that the remaining 15% of each evaluation be one or a combination of (a) student surveys, (b) teacher self-evaluations, (c) peer reviews, (d) student portfolios, and (e) any other component determined appropriate by the district or school (rather than only one of either (a), (b), (c), or (d));(4) Permits, instead of requires, each district or school to use instruments approved by ODE for the remaining 15% of each evaluation (see (3) above). <p>Replaces the House provision with a provision that prohibits districts and schools from using value-added ratings from the 2014-2015 and 2015-2016 school years for evaluations or employment decisions unless the district or school collectively agrees with its teachers or principals to use them.</p> <p>Repeals the current law provision related to the 2014-2015 school year. Requires ODE to request a waiver for the federal No Child Left Behind Act to account for this prohibition.</p> <p>Requires that evaluations be based solely on performance if a value-added rating applies and no other measure of student academic growth is available.</p>
<p>Ohio Teacher Residency Program</p>	<p>Modifies a requirement that the Teacher Residency Program include mentoring by teachers who hold a lead professional educator license issued by the State Board by instead requiring that the program include mentoring by any teachers during only the first two years of the program.</p> <p>Modifies the required counseling component of the program by specifying that the district or school must determine if counseling is necessary.</p> <p>Specifies that one of the required measures of progression through the program must be</p>

	<p>the performance-based assessment required by the State Board for resident educators in the third year of the program. Specifies that a career-technical education instructor teaching under an alternative resident educator license may not be required to complete the conditions of the first two years of the Ohio Teacher Residency Program and may apply for a professional educator license after successful completion of the requirements of the last two years of that Program, as it existed prior to the effective date of this provision.</p>
<p>State achievement assessments</p>	<p>Prohibits GRF appropriations from being used to purchase an assessment developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) for use as the state elementary and secondary achievement assessments. Prohibits federal Race to the Top program funds from being used for any purpose related to the state elementary and secondary achievement assessments. Requires the Superintendent to verify, within 30 days after the bill's effective date, that (1) the state elementary and secondary achievement assessments that are administered in the 2015-2016 school year will be administered once each year, not over multiple testing windows, and in the second half of the school year, and (2) the length of those assessments will be reduced as compared to the assessments that were administered in the 2014-2015 school year, "in order to provide more time for classroom instruction and less disruption in student learning."</p> <p>Specifies that the restriction on state assessments being administered in the second half of a school year does not apply to a high school end-of-course exam for a course that was completed during the first semester of the school year.</p> <p>Requires, if the 2015-2016 state achievement assessments do not meet the conditions described above, the Superintendent to take the steps necessary</p>

	<p>to find and contract with one or more entities to develop and provide assessments that meet the prescribed conditions.</p> <p>Requires, beginning with the 2015-2016 school year, ODE, or an entity with which it contracts for the scoring of state achievement assessments, to send to each school district and school a list of individual scores for all students who took a state achievement assessment by the following deadlines:</p> <p>(1) For all elementary and secondary assessments (except for the third-grade ELA assessment), within 45 days (instead of 60 days as under current law) of the assessment's administration or by June 30 of each school year, whichever is earlier;</p> <p>(2) For the third-grade ELA assessment, within 45 days of the assessment's administration or by June 15 of each school year, whichever is earlier.</p> <p>Permits the results from the writing component of any assessment in the area of ELA, except for the third-grade ELA assessment, to be sent after 45 days of the assessment's administration except that the results must be sent by June 30 of each school year.</p>
<p>Various state report card measures and safe harbor provisions</p>	<p>Changes the school year by which overall letter grades on the state report card must be first issued from the 2015-2016 school year, as under current law, to the 2017-2018 school year.</p> <p>Extends by two years (through the 2016-2017 school year) the following safe harbor provisions in effect for only the 2014-2015 school year: (a) Authorizes ODE, at the discretion of the State Board, to not assign an individual grade to each component that comprises the state report card;</p> <p>(b) Prohibits ODE from ranking school districts and schools based on operating expenditures, performance achievements, and other specified items;</p> <p>(c) Prohibits the report card ratings from being used to determine Educational Choice voucher eligibility, charter</p>

	<p>school closure, academic distress commissions, and other prescribed provisions.</p> <p>Extends by two years (through the 2016-2017 school year) a provision in effect for only the 2014-2015 school year that prohibits a district or school from utilizing a student's score on any elementary-level state assessment or high school end-of course exam as a factor in any decision to retain the student, promote the student to a higher grade level, or grant course credit.</p> <p>Requires each school district, charter school, and STEM school to report to ODE the number of students who did not take a state achievement assessment that was administered in the 2014-2015 school year and who was not excused from taking the assessment, and to report that number as a whole and as a percentage.</p>
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