



# Ohio Legislative Service Commission

## Sub. Bill Comparative Synopsis

Hannah K. Wann and Carrie Burggraf

### Sub. S.B. 21

130th General Assembly  
(H. Education)

This table summarizes how the latest substitute version of the bill differs from the immediately preceding version. It addresses only the topics on which the two versions differ substantively. It does not list topics on which the two bills are substantively the same.

Topic	Previous Version (As Passed by the Senate)	Sub. Version (LSC 130 0515-3)
<b>Assessments for determining retention</b>	<p>Specifies that retention under the third-grade reading guarantee is triggered by failure to attain a score in the designated range on the English language arts achievement assessment (current law) or by failure to attain at least the "equivalent level of achievement" as determined by the Department of Education. (R.C. 3313.608(A)(1) and (2).)</p> <p>No provision.</p>	<p>Similar, but specifies that retention under the third-grade reading guarantee is triggered only by failure to attain at least the "equivalent level of achievement" as determined by the Department. (R.C. 3313.608(A)(1),(2),(2)(c), and (C)(6).)</p> <p>Exempts from the third-grade reading guarantee limited English proficient students who have been enrolled in United States schools for less than three years (instead of two years as under current law) and who have had less than three years (instead of two years as under current law) of instruction in an English as a second language program. (R.C. 3313.608(A)(2)(a).)</p>

Topic	Previous Version (As Passed by the Senate)	Sub. Version (LSC 130 0515-3)
<b>Exemption from annual diagnostic assessment</b>	Exempts outright from the requirement to take the annual diagnostic assessment of reading skills students with "significant cognitive disabilities" or other disabilities as authorized by the Department. <i>(R.C. 3313.608(B)(1).)</i>	Same, but specifies that such students be excused by the Department on a "case-by-case basis." <i>(R.C. 3313.608(B)(1).)</i>
<b>Teacher qualifications for reading guarantee services</b>	<p>No provision.</p> <p>No provision.</p> <p>Adds all of the following to the list of acceptable qualifications for providing reading guarantee services for the 2013-2014 school year and beyond:</p> <p>(1) A teacher who is "an effective reading instructor, as determined by criteria established by the Department." <i>(R.C. 3313.608(H)(1)(d).)</i></p>	<p>Requires that all teachers who provide reading guarantee services have at least one year of teaching experience, unless that teacher meets at least one of the criteria to provide reading guarantee services (prescribed) under the bill, and is mentored by a teacher with at least one year of experience who meets at the qualifications to provide reading guarantee services.<sup>1</sup> <i>(R.C. 3313.608(H).)</i></p> <p>Specifies that a teacher who qualifies to provide third-grade reading guarantee services by holding a reading endorsement on the teacher's license, under current law, need also to have passed the State Board-required assessment for that endorsement, also as under current law, only "as applicable." <i>(R.C. 3313.608(H)(1)(a).)</i></p> <p>No provision.</p>

<sup>1</sup> Current law, changed by S.B. 21, As Passed by the Senate, requires that third-grade reading guarantee teachers have at least three years experience in reading instruction.

Topic	Previous Version (As Passed by the Senate)	Sub. Version (LSC 130 0515-3)
	<p>(2) A teacher who shows evidence of completion of a program from a list of scientifically research-based reading instruction programs approved by the Department. <i>(R.C. 3313.608(H)(1)(c).)</i></p> <p>No provision.</p> <p>No provision.</p> <p>No provision.</p> <p>No provision.</p>	<p>No provision.</p> <p>Adds all of the following to the list of acceptable qualifications for providing reading guarantee services for the 2013-2014 school year and beyond:</p> <p>(1) A teacher who was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor on a list of assessments approved by the State Board of Education. <i>(R.C. 3313.608(H)(1)(c).)</i></p> <p>(2) A teacher who was rated "above expected value-added" for reading as determined by criteria established by the Department for the most recent consecutive two years. <i>(R.C. 3313.608(H)(1)(d).)</i></p> <p>(3) A teacher who holds an educator license for teaching grades PreK-3 or 4-9 issued on or after July 1, 2017 (see third entry, in this column, under "<b>Reading competencies and alignment</b>," below).</p> <p>Permits a teacher who qualifies under the bill who is not a student's "teacher of record" to provide that student with reading guarantee services. <i>(R.C. 3313.608(H)(4).)</i></p>



Topic	Previous Version (As Passed by the Senate)	Sub. Version (LSC 130 0515-3)
	No provision.	Permits a teacher who does not have one year of teaching experience or a qualification listed in R.C. 3313.608(H)(1)(a) to (f) but who holds an alternative credential or who has successfully completed training that is based on principles of scientifically research-based reading instruction, either of which is approved by the Department, to provide a student, who enters third grade prior to July 1, 2016, with reading guarantee services. <i>(R.C. 3313.608(H)(3).)</i>
<b>Teacher reading to English language learners and students with IEPs</b>	No provision.	Indefinitely, permits teachers, regardless of years of experience, with alternative credentials or training to teach reading to English language learners in the U.S. for three years or less or students with disabilities with individualized education programs. <i>(R.C. 3313.608(I).)</i>
<b>Reading competencies and alignment</b>	No provision.  No provision.	Requires the State Board of Education not later than January 31, 2014, to adopt competencies for all reading credentials and training that include an understanding of phonemic awareness, phonics, fluency, vocabulary, comprehension, appropriate use of assessments, differentiated instruction, and selection of appropriate instructional materials and application of research-based instructional practices. <i>(R.C. 3301.077.)</i>  Beginning on July 1, 2014, requires that the alternative credentials and training that qualify a teacher to provide reading guarantee services and reading instruction to English language learners and students with IEPs be aligned with the reading competencies adopted by the State Board. <i>(R.C. 3313.608(H)(3) and (I).)</i>



Topic	Previous Version (As Passed by the Senate)	Sub. Version (LSC 130 0515-3)
	<p>No provision.</p>           <p>No provision.</p>	<p>Beginning on July 1, 2017, requires all new applicants seeking an educator license for grades PreK-3 and 4-9 to pass an examination aligned with the reading competencies adopted by the State Board and requires the State Board to adopt rules prescribing criteria for that requirement. (R.C. 3319.233.)</p> <p>Requires the Chancellor of the Board of Regents, not later than July 1, 2016, to revise the requirements for reading endorsement programs offered by institutions of higher education to align those requirements with the reading competencies adopted by the State Board (R.C. 3333.049).</p>
<b>Staffing plans</b>	<p>Requires a school district or community school that is unable to furnish the number of teachers needed to satisfy the reading guarantee teacher requirements for the 2013-2014 school year to develop and submit a plan indicating the criteria that will be used to determine teachers who will teach during that school year and how the requirements of the law will be met in subsequent school years by June 20, 2013.<sup>2</sup> (R.C. 3313.608(H)(2).)</p>      <p>No provision.</p>      <p>No provision.</p>	<p>Same, but refers to the plan as a "staffing plan" and requires it to include criteria that will be used to assign a student with a reading improvement monitoring plan to a teacher, credentials or training held by current teachers, and how the district or school will meet the bill's teacher qualification requirements. (R.C. 3313.608(J).)</p>      <p>Requires that the staffing plan be posted on the district or school's web site for the applicable school year. (R.C. 3313.608(J).)</p>      <p>Requires a district or school that has submitted a staffing plan to submit to the Department a</p>

<sup>2</sup> Current law subjects a district's or school's plan to approval by the Department. S.B. 21, As Passed by the Senate, relieves the Department of this duty, causing the plans to be effective upon submission.

Topic	Previous Version (As Passed by the Senate)	Sub. Version (LSC 130 0515-3)
	<p>No provision.</p> <p>No provision.</p> <p>No provision.</p>	<p>detailed report of the progress the district or school has made in meeting the requirements of law by March 1, 2014. <i>(R.C. 3313.608(J).)</i></p> <p>Allows a district or community school to request a staffing plan beyond the 2013-2014 school year, which request must be submitted to the Department by April 30th of the prior school year. <i>(R.C. 3313.608(J).)</i></p> <p>Allows the Department to grant extensions for staffing plans through the 2015-2016 school year. <i>(R.C. 3313.608(J).)</i></p> <p>Until it ceases to grant extensions, requires the Department annually to review all staffing plans and report the progress the districts and schools are making in meeting the requirements of law. <i>(R.C. 3313.608(J).)</i></p>
<b>Diagnostic assessment study</b>	<p>No provision.</p> <p>No provision.</p>	<p>Requires the Department of Education to conduct a study of diagnostic assessments for reading and writing for grades K-3 that may be considered for approval by the State Board of Education. The study must include methods for establishing correlations between assessment results in order to determine equivalent performance levels across assessments. <i>(Section 3.)</i></p> <p>Requires the Department, not later than March 31, 2014, to submit a report of the study to the State Board, the Governor, and General Assembly with recommended legislative changes regarding the approval and use of diagnostic assessments. <i>(Section 3.)</i></p>

Topic	Previous Version (As Passed by the Senate)	Sub. Version (LSC 130 0515-3)
<b>Department of Education staff to support reading and literacy initiatives</b>	No provision.	Requires the Department to designate one or more staff members to provide guidance and assistance to districts and schools in regard to the third-grade guarantee and reading instruction and achievement. (R.C. 3313.608(K).)
<b>Reading achievement improvement plans</b>	No provision.  No provision.	Requires school districts and community schools that meet <i>both</i> of the following criteria, as reported on the past two consecutive state report cards, to submit to the Department a reading achievement improvement plan:  (1) The district or school received a grade of "D" or "F" on the K-3 literacy progress measure; <i>and</i>  (2) Less than 60% of the district's students who took the third grade English language arts assessment attained at least a proficient score on that assessment. (R.C. 3302.13(A) and (B).)  Specifies that a district or school is no longer required to have a reading achievement improvement plan if it meets <i>either</i> of the following criteria, as reported on the most recent report card:  (1) The district or school received a grade of "C" or higher on the K-3 literacy progress measure; <i>or</i>  (2) At least 60% of the district's students who took the third grade English language arts assessment attained a proficient score or better on that assessment. (R.C. 3302.13(D).)

Topic	Previous Version (As Passed by the Senate)	Sub. Version (LSC 130 0515-3)
	No provision.  No provision.  No provision.	Requires a district's or school's first improvement plan to be submitted by December 31, 2016, and each subsequent plan to be submitted by December 31 of each following year. <i>(R.C. 3302.13(B).)</i>  Not later than December 31, 2014, requires the State Board of Education to adopt rules prescribing the content of and deadlines for improvement plans. <i>(R.C. 3302.13(C).)</i>  Requires the Department to post improvement plans in a prominent location on its web site. <i>(R.C. 3302.13(E).)</i>
<b>Data collection on reading achievement</b>	No provision.	Requires the Department annually to collect, analyze, and publish data in regard to reading achievement in schools. <i>(R.C. 3302.14.)</i>
<b>Report on the progress of students and schools</b>	No provision.	Requires the Department, on January 31, beginning in 2015, to report to the Governor, the General Assembly, and the State Board on both of the following:  (1) The progress of public school students who were on reading intervention plans at any time in grades K-4.  (2) The progress of districts and community schools that are operating under reading achievement improvement plans, as data becomes available. <i>(R.C. 3302.14.)</i>