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H.B. 154
133rd General Assembly

Bill Analysis

Version: As Introduced

Primary Sponsors: Reps. J. Miller and Jones

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Summary

- Dissolves all current academic distress commissions and repeals the law on the establishment of new commissions.
- Requires the implementation of a community learning center model for schools within school districts for which an academic distress commission had previously been established or schools that are determined as low-performing by the Department of Education for three consecutive years.
- Requires the Department of Education to provide administrative and organizational support in the implementation of a mandatory community learning center.

Detailed Analysis

Academic distress commissions

The bill dissolves all current academic distress commissions for persistently low-performing school districts and repeals the law on the establishment of new commissions.¹

Current law, enacted in 2015, requires the Superintendent of Public Instruction to establish an academic distress commission for certain school districts with persistently low academic performance to guide actions to improve their performance. The law requires each commission to appoint a chief executive officer who has substantial powers to manage the operation of a qualifying district and prescribes progressive consequences for the district, including possible changes to collective bargaining agreements and eventual mayoral

¹ New R.C. 3302.10(A); Repealed R.C. 3302.10; Repealed Sections 4, 5, and 6 of H.B. 70 of the 131st General Assembly; Conforming changes in R.C. 133.06(G)(1) and (2), 3302.036(B)(3), 3302.042(F), 3302.11, 3302.12, 3310.03(E) and (G)(4), 3311.29(D), and 3314.102.

appointment of the district board. Currently, Youngstown, Lorain, and East Cleveland have academic distress commissions.

For a detailed description of current law on academic distress commissions, see pp. 10-23 of the LSC Final Analysis of H.B. 70 of the 131st General Assembly at: <https://www.legislature.ohio.gov/download?key=2653&format=pdf>.

Community learning center model implementation

The bill requires schools operated by school districts for which an academic distress commission had been established and other specified low-performing buildings to begin transitioning to a community learning center (CLC) model. A CLC, as authorized by current law on a voluntary basis, is a school that “participates in a coordinated, community-based effort with community partners to provide comprehensive educational, developmental, family, and health services to students, families, and community members during school hours and hours in which school is not in session.”²

Besides a school in a former academic distress commission district, the bill requires any school building to begin a transition process to a CLC if the Department of Education determines the building to be “low-performing.” The bill requires the State Board of Education to establish criteria for determining low performance.³

The transition process to a mandatory CLC is as follows:

1. In the first school year that a building is designated as low-performing, the district board must convene a group of community stakeholders to conduct a performance audit and review of the school and begin developing an improvement plan. The bill also encourages hiring of a resource coordinator for the school.
2. In the second consecutive school year that a building is designated as low-performing, the district board must finalize the improvement plan. The district board also must hire a resource coordinator for the school.
3. In the third consecutive school year that a building is designated as low-performing, the district board must use the finalized improvement and implement the CLC model, following the guidelines used for the voluntary CLC creation process.⁴

For a detailed analysis of the CLC creation process, see pages 4-9 of the LSC Final Analysis of H.B. 70 of the 131st General Assembly.

The bill, however, diverges from the voluntary CLC creation process in several ways. First, the bill removes the provision that requires a district board to conduct an election when a school is voluntarily deciding to transition to a CLC model.⁵ Furthermore, the bill requires a school action team to conduct and complete a performance audit of the school and review the needs of the school with regard to restructuring within 30 days of the beginning of the

² R.C. 3302.16.

³ New R.C. 3302.10(H).

⁴ New R.C. 3302.10(C) to (E).

⁵ R.C. 3302.17(C) and (D).

mandatory CLC process instead of four months, as prescribed by the voluntary transition process. The school action team then must provide quarterly updates of its work in a public hearing.⁶

Finally, the school action team must submit its improvement plan directly to the district board for evaluation and adoption, rather than to the parents or guardians of students enrolled in the school for their approval. If the board does not adopt the plan in full, it must provide an explanation as to why portions of the plan were rejected, and the action team must redevelop and resubmit those portions within 30 days.⁷

Department of Education duties

The bill requires the Department to do the following with regard to a mandatory CLC:

1. Develop appropriate interventions for community learning center improvement plans that may be used by school action teams;
2. Solicit input from resource coordinators from existing CLCs to publish a menu of programs and services that may be offered by CLCs on the Department's website;
3. Provide information regarding implementation of comprehensive community-based programs and supportive services, including the CLC model, to a school building that is (1) a secondary school that is among the lowest achieving 15% of secondary schools statewide, (2) is a secondary school with a graduation rate of 60% or less for three consecutive years or more, or (3) is a school that the Department determines is persistently low-performing.

The bill permits the Department to do the following with regard to implementing a mandatory CLC:

1. Provide assistance, facilitation, and training to community stakeholders or school action teams in conducting the audit required by the bill;
2. Provide opportunities for members of school action teams from different schools to share improvement strategies with parents, teachers, and other stakeholders from higher performing schools;
3. Provide financial support in school action teams' planning process and create a grant program to assist in the implementation of qualified community learning center plans.⁸

History

Action	Date
Introduced	03-20-19

H0154-I-133/ar

⁶ New R.C. 3302.10(D).

⁷ New R.C. 3302.10(F).

⁸ New R.C. 3302.10(G).