

As Introduced

**130th General Assembly
Regular Session
2013-2014**

H. B. No. 549

Representative Fedor

**Cosponsors: Representatives Foley, Driehaus, Antonio, Lundy, Cera,
Stinziano, Reece, Ramos, Rogers, Boyce, Phillips, Patterson, Strahorn,
Clyde, Sheehy, Heard, Ashford, Winburn, Gerberry, Sykes**

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A B I L L

To amend section 3313.608 and to enact section 1
3317.26 of the Revised Code and to amend Sections 2
263.10 and 263.255 of Am. Sub. H.B. 59 of the 3
130th General Assembly to delay until the 4
2015-2016 school year retention of third grade 5
students and requirements for teachers who provide 6
instruction to third grade students under the 7
Third Grade Reading Guarantee, to provide for a 8
subsidy for reading intervention services, and to 9
make an appropriation. 10

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF OHIO:

Section 1. That section 3313.608 be amended and section 11
3317.26 of the Revised Code be enacted to read as follows: 12

Sec. 3313.608. (A)(1) Beginning with students who enter third 13
grade in the school year that starts July 1, 2009, and until June 14
30, ~~2013~~ 2015, unless the student is excused under division (C) of 15
section 3301.0711 of the Revised Code from taking the assessment 16
described in this section, for any student who does not attain at 17

least the equivalent level of achievement designated under 18
division (A)(3) of section 3301.0710 of the Revised Code on the 19
assessment prescribed under that section to measure skill in 20
English language arts expected at the end of third grade, each 21
school district, in accordance with the policy adopted under 22
section 3313.609 of the Revised Code, shall do one of the 23
following: 24

(a) Promote the student to fourth grade if the student's 25
principal and reading teacher agree that other evaluations of the 26
student's skill in reading demonstrate that the student is 27
academically prepared to be promoted to fourth grade; 28

(b) Promote the student to fourth grade but provide the 29
student with intensive intervention services in fourth grade; 30

(c) Retain the student in third grade. 31

(2) Beginning with students who enter third grade in the 32
~~2013-2014~~ 2015-2016 school year, unless the student is excused 33
under division (C) of section 3301.0711 of the Revised Code from 34
taking the assessment described in this section, no school 35
district shall promote to fourth grade any student who does not 36
attain at least the equivalent level of achievement designated 37
under division (A)(3) of section 3301.0710 of the Revised Code on 38
the assessment prescribed under that section to measure skill in 39
English language arts expected at the end of third grade, unless 40
one of the following applies: 41

(a) The student is a limited English proficient student who 42
has been enrolled in United States schools for less than three 43
full school years and has had less than three years of instruction 44
in an English as a second language program. 45

(b) The student is a child with a disability entitled to 46
special education and related services under Chapter 3323. of the 47
Revised Code and the student's individualized education program 48

exempts the student from retention under this division.	49
(c) The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the department of education.	50 51 52
(d) All of the following apply:	53
(i) The student is a child with a disability entitled to special education and related services under Chapter 3323. of the Revised Code.	54 55 56
(ii) The student has taken the third grade English language arts achievement assessment prescribed under section 3301.0710 of the Revised Code.	57 58 59
(iii) The student's individualized education program or plan under section 504 of the "Rehabilitation Act of 1973," 87 Stat. 355, 29 U.S.C. 794, as amended, shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.	60 61 62 63 64
(iv) The student previously was retained in any of grades kindergarten to three.	65 66
(e)(i) The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three.	67 68 69 70
(ii) A student who is promoted under division (A)(2)(e)(i) of this section shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.	71 72 73 74 75 76 77
(B)(1) Beginning in the 2012-2013 school year, to assist	78

students in meeting the third grade guarantee established by this 79
section, each school district board of education shall adopt 80
policies and procedures with which it annually shall assess the 81
reading skills of each student, except those students with 82
significant cognitive disabilities or other disabilities as 83
authorized by the department on a case-by-case basis, enrolled in 84
kindergarten to third grade by the thirtieth day of September and 85
shall identify students who are reading below their grade level. 86
Each district shall use the diagnostic assessment to measure 87
reading ability for the appropriate grade level adopted under 88
section 3301.079 of the Revised Code, or a comparable tool 89
approved by the department of education, to identify such 90
students. The policies and procedures shall require the students' 91
classroom teachers to be involved in the assessment and the 92
identification of students reading below grade level. 93

(2) For each student identified by the diagnostic assessment 94
prescribed under this section as having reading skills below grade 95
level, the district shall do both of the following: 96

(a) Provide to the student's parent or guardian, in writing, 97
all of the following: 98

(i) Notification that the student has been identified as 99
having a substantial deficiency in reading; 100

(ii) A description of the current services that are provided 101
to the student; 102

(iii) A description of the proposed supplemental 103
instructional services and supports that will be provided to the 104
student that are designed to remediate the identified areas of 105
reading deficiency; 106

(iv) Notification that if the student attains a score in the 107
range designated under division (A)(3) of section 3301.0710 of the 108
Revised Code on the assessment prescribed under that section to 109

measure skill in English language arts expected at the end of 110
third grade, the student shall be retained unless the student is 111
exempt under division (A) of this section. The notification shall 112
specify that the assessment under section 3301.0710 of the Revised 113
Code is not the sole determinant of promotion and that additional 114
evaluations and assessments are available to the student to assist 115
parents and the district in knowing when a student is reading at 116
or above grade level and ready for promotion. 117

(b) Provide intensive reading instruction services and 118
regular diagnostic assessments to the student immediately 119
following identification of a reading deficiency until the 120
development of the reading improvement and monitoring plan 121
required by division (C) of this section. These intervention 122
services shall include research-based reading strategies that have 123
been shown to be successful in improving reading among 124
low-performing readers and instruction targeted at the student's 125
identified reading deficiencies. 126

(3) For each student retained under division (A) of this 127
section, the district shall do all of the following: 128

(a) Provide intense remediation services until the student is 129
able to read at grade level. The remediation services shall 130
include intensive interventions in reading that address the areas 131
of deficiencies identified under this section including, but not 132
limited to, not less than ninety minutes of reading instruction 133
per day, and may include any of the following: 134

(i) Small group instruction; 135

(ii) Reduced teacher-student ratios; 136

(iii) More frequent progress monitoring; 137

(iv) Tutoring or mentoring; 138

(v) Transition classes containing third and fourth grade 139

students;	140
(vi) Extended school day, week, or year;	141
(vii) Summer reading camps.	142
(b) Establish a policy for the mid-year promotion of a student retained under division (A) of this section who demonstrates that the student is reading at or above grade level;	143 144 145
(c) Provide each student with a teacher who satisfies one or more of the criteria set forth in division (H) of this section.	146 147
The district shall offer the option for students to receive applicable services from one or more providers other than the district. Providers shall be screened and approved by the district or the department of education. If the student participates in the remediation services and demonstrates reading proficiency in accordance with standards adopted by the department prior to the start of fourth grade, the district shall promote the student to that grade.	148 149 150 151 152 153 154 155
(4) For each student retained under division (A) of this section who has demonstrated proficiency in a specific academic ability field, each district shall provide instruction commensurate with student achievement levels in that specific academic ability field.	156 157 158 159 160
As used in this division, "specific academic ability field" has the same meaning as in section 3324.01 of the Revised Code.	161 162
(C) For each student required to be provided intervention services under this section, the district shall develop a reading improvement and monitoring plan within sixty days after receiving the student's results on the diagnostic assessment or comparable tool administered under division (B)(1) of this section. The district shall involve the student's parent or guardian and classroom teacher in developing the plan. The plan shall include	163 164 165 166 167 168 169

all of the following:	170
(1) Identification of the student's specific reading deficiencies;	171 172
(2) A description of the additional instructional services and support that will be provided to the student to remediate the identified reading deficiencies;	173 174 175
(3) Opportunities for the student's parent or guardian to be involved in the instructional services and support described in division (C)(2) of this section;	176 177 178
(4) A process for monitoring the extent to which the student receives the instructional services and support described in division (C)(2) of this section;	179 180 181
(5) A reading curriculum during regular school hours that does all of the following:	182 183
(a) Assists students to read at grade level;	184
(b) Provides scientifically based and reliable assessment;	185
(c) Provides initial and ongoing analysis of each student's reading progress.	186 187
(6) A statement that if the student does not attain at least the equivalent level of achievement designated under division (A)(3) of section 3301.0710 of the Revised Code on the assessment prescribed under that section to measure skill in English language arts expected by the end of third grade, the student may be retained in third grade.	188 189 190 191 192 193
Each student with a reading improvement and monitoring plan under this division who enters third grade after July 1, 2013, shall be assigned to a teacher who satisfies one or more of the criteria set forth in division (H) of this section.	194 195 196 197
The district shall report any information requested by the department about the reading improvement monitoring plans	198 199

developed under this division in the manner required by the 200
department. 201

(D) Each school district shall report annually to the 202
department on its implementation and compliance with this section 203
using guidelines prescribed by the superintendent of public 204
instruction. The superintendent of public instruction annually 205
shall report to the governor and general assembly the number and 206
percentage of students in grades kindergarten through four reading 207
below grade level based on the diagnostic assessments administered 208
under division (B) of this section and the achievement assessments 209
administered under divisions (A)(1)(a) and (b) of section 210
3301.0710 of the Revised Code in English language arts, aggregated 211
by school district and building; the types of intervention 212
services provided to students; and, if available, an evaluation of 213
the efficacy of the intervention services provided. 214

(E) Any summer remediation services funded in whole or in 215
part by the state and offered by school districts to students 216
under this section shall meet the following conditions: 217

(1) The remediation methods are based on reliable educational 218
research. 219

(2) The school districts conduct assessment before and after 220
students participate in the program to facilitate monitoring 221
results of the remediation services. 222

(3) The parents of participating students are involved in 223
programming decisions. 224

(F) Any intervention or remediation services required by this 225
section shall include intensive, explicit, and systematic 226
instruction. 227

(G) This section does not create a new cause of action or a 228
substantive legal right for any person. 229

(H)(1) Except as provided under divisions (H)(2), (3), and 230
(4) of this section, each student described in division (B)(3) or 231
(C) of this section who enters third grade for the first time on 232
or after July 1, ~~2013~~ 2015, shall be assigned a teacher who has at 233
least one year of teaching experience and who satisfies one or 234
more of the following criteria: 235

(a) The teacher holds a reading endorsement on the teacher's 236
license and has attained a passing score on the corresponding 237
assessment for that endorsement, as applicable. 238

(b) The teacher has completed a master's degree program with 239
a major in reading. 240

(c) The teacher was rated "most effective" for reading 241
instruction consecutively for the most recent two years based on 242
assessments of student growth measures developed by a vendor and 243
that is on the list of student assessments approved by the state 244
board under division (B)(2) of section 3319.112 of the Revised 245
Code. 246

(d) The teacher was rated "above expected value added," in 247
reading instruction, as determined by criteria established by the 248
department, for the most recent, consecutive two years. 249

(e) The teacher has earned a passing score on a rigorous test 250
of principles of scientifically research-based reading instruction 251
as approved by the state board. 252

(f) The teacher holds an educator license for teaching grades 253
pre-kindergarten through three or four through nine issued on or 254
after July 1, 2017. 255

Nothing in this section prohibits a school district from 256
requiring that teachers be credentialed or work toward the 257
credentials prescribed under division (H)(1) of this section prior 258
to the 2015-2016 school year. 259

(2) Notwithstanding division (H)(1) of this section, a student described in division (B)(3) or (C) of this section who enters third grade for the first time on or after July 1, ~~2013~~ 2015, may be assigned to a teacher with less than one year of teaching experience provided that the teacher meets one or more of the criteria described in divisions (H)(1)(a) to (f) of this section and that teacher is assigned a teacher mentor who meets the qualifications of division (H)(1) of this section.

(3) Notwithstanding division (H)(1) of this section, a student described in division (B)(3) or (C) of this section who enters third grade for the first time on or after July 1, 2013, but prior to July 1, 2016, may be assigned to a teacher who holds an alternative credential approved by the department or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. Beginning on July 1, 2014, the alternative credentials and training described in division (H)(3) of this section shall be aligned with the reading competencies adopted by the state board of education under section 3301.077 of the Revised Code.

(4) Notwithstanding division (H)(1) of this section, a student described in division (B)(3) or (C) of this section who enters third grade for the first time on or after July 1, ~~2013~~ 2015, may receive reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology under Chapter 4753. of the Revised Code and a professional pupil services license as a school speech-language pathologist issued by the state board of education.

(5) A teacher, other than a student's teacher of record, may provide any services required under this section, so long as that

other teacher meets the requirements of division (H) of this 292
section and the teacher of record and the school principal agree 293
to the assignment. Any such assignment shall be documented in the 294
student's reading improvement and monitoring plan. 295

As used in this division, "teacher of record" means the 296
classroom teacher to whom a student is assigned. 297

(I) Notwithstanding division (H) of this section, a teacher 298
may teach reading to any student who is an English language 299
learner, and has been in the United States for three years or 300
less, or to a student who has an individualized education program 301
developed under Chapter 3323. of the Revised Code if that teacher 302
holds an alternative credential approved by the department or has 303
successfully completed training that is based on principles of 304
scientifically research-based reading instruction that has been 305
approved by the department. Beginning on July 1, 2014, the 306
alternative credentials and training described in this division 307
shall be aligned with the reading competencies adopted by the 308
state board of education under section 3301.077 of the Revised 309
Code. 310

(J) ~~If, on or after the effective date of this amendment,~~ a 311
school district or community school cannot furnish the number of 312
teachers needed who satisfy one or more of the criteria set forth 313
in division (H) of this section for the ~~2013-2014~~ 2015-2016 school 314
year, the school district or community school shall develop and 315
submit a staffing plan by June 30, ~~2013~~ 2015. The staffing plan 316
shall include criteria that will be used to assign a student 317
described in division (B)(3) or (C) of this section to a teacher, 318
credentials or training held by teachers currently teaching at the 319
school, and how the school district or community school will meet 320
the requirements of this section. The school district or community 321
school shall post the staffing plan on its web site for the 322
applicable school year. 323

Not later than March 1, ~~2014~~ 2016, and on the first day of 324
March in each year thereafter, a school district or community 325
school that has submitted a plan under this division shall submit 326
to the department a detailed report of the progress the district 327
or school has made in meeting the requirements under this section. 328

A school district or community school may request an 329
extension of a staffing plan beyond the ~~2013-2014~~ 2015-2016 school 330
year. Extension requests must be submitted to the department not 331
later than the thirtieth day of April prior to the start of the 332
applicable school year. The department may grant extensions valid 333
through the ~~2015-2016~~ 2017-2018 school year. 334

Until June 30, ~~2015~~ 2017, the department annually shall 335
review all staffing plans and report to the state board not later 336
than the thirtieth day of June of each year the progress of school 337
districts and community schools in meeting the requirements of 338
this section. 339

(K) The department of education shall designate one or more 340
staff members to provide guidance and assistance to school 341
districts and community schools in implementing the third grade 342
guarantee established by this section, including any standards or 343
requirements adopted to implement the guarantee and to provide 344
information and support for reading instruction and achievement. 345

Sec. 3317.26. In addition to the other payments specified in 346
this chapter, for each fiscal year for which funds are 347
appropriated by the general assembly for the purposes of this 348
section, the department of education shall pay the amounts 349
specified in divisions (A) and (B) of this section to assist city, 350
local, and exempted village school districts in funding reading 351
intervention services required under section 3313.608 of the 352
Revised Code. 353

(A) The department shall proportionately distribute funds 354

appropriated for this division to all city, local, and exempted 355
village school districts in the state based on each district's 356
adjusted formula ADM. 357

For purposes of this division, a district's "adjusted formula 358
ADM" is the district's formula ADM multiplied by the district's 359
state share index. 360

(B) The department shall proportionately distribute funds 361
appropriated for this division to all eligible districts based on 362
each eligible district's formula ADM. 363

For purposes of this division, an "eligible district" is a 364
city, local, or exempted village school district for which less 365
than eighty per cent of the district's students received a score 366
described in division (A)(2)(a), (b), or (c) of section 3301.0710 367
of the Revised Code on the third grade English language arts 368
assessment administered pursuant to division (A)(1)(a) of section 369
3301.0710 of the Revised Code as reported on the report card 370
issued for the district under section 3302.03 of the Revised Code 371
for the prior school year. 372

Section 2. That existing section 3313.608 of the Revised Code 373
is hereby repealed. 374

Section 3. Notwithstanding division (A) of the version of 375
section 3313.608 that is in effect prior to the effective date of 376
this section, no school district, community school established 377
under Chapter 3314. of the Revised Code, or STEM school 378
established under Chapter 3326. of the Revised Code shall retain 379
any student in third grade under that division for the 2013-2014 380
school year because the student did not attain at least the 381
equivalent level of achievement designated under division (A)(3) 382
of section 3301.0710 of the Revised Code on the assessment 383
prescribed under that section to measure skill in English language 384

arts expected at the end of third grade. If a student has been 385
retained under division (A) of the version of section 3313.608 of 386
the Revised Code for that school year prior to the effective date 387
of this section, the school district, community school, or STEM 388
school shall promote the student to fourth grade. Nothing in this 389
section shall prohibit a school district, community school, or 390
STEM school from retaining a student for other reasons or from 391
providing intervention services to any student who otherwise may 392
have been retained under that division. 393

Section 4. That Sections 263.10 and 263.255 of Am. Sub. H.B. 394
59 of the 130th General Assembly be amended to read as follows: 395

Sec. 263.10. EDU DEPARTMENT OF EDUCATION 396

General Revenue Fund 397

GRF 200321	Operating Expenses	\$	13,142,780	\$	13,142,780	398
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GRF 200408	Early Childhood	\$	33,318,341	\$	45,318,341	399
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Education

GRF 200420	Information Technology	\$	4,241,296	\$	4,241,296	400
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Development and
Support

GRF 200421	Alternative Education	\$	7,403,998	\$	7,403,998	401
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Programs

GRF 200422	School Management	\$	3,000,000	\$	3,000,000	402
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Assistance

GRF 200424	Policy Analysis	\$	328,558	\$	328,558	403
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GRF 200425	Tech Prep Consortia	\$	260,542	\$	260,542	404
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Support

GRF 200426	Ohio Educational	\$	29,625,569	\$	19,625,569	405
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Computer Network

GRF 200427	Academic Standards	\$	3,800,000	\$	3,800,000	406
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GRF 200437	Student Assessment	\$	55,895,000	\$	75,895,000	407
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GRF 200439	Accountability/Report Cards	\$	3,500,000	\$	3,750,000	408
GRF 200442	Child Care Licensing	\$	827,140	\$	827,140	409
GRF 200446	Education Management Information System	\$	6,833,070	\$	6,833,070	410
GRF 200447	GED Testing	\$	879,551	\$	879,551	411
GRF 200448	Educator Preparation	\$	1,136,737	\$	1,564,237	412
GRF 200455	Community Schools and Choice Programs	\$	2,438,685	\$	2,491,395	413
GRF 200464	General Technology Operations	\$	192,097	\$	192,097	414
GRF 200465	Technology Integration and Professional Development	\$	1,778,879	\$	1,778,879	415
GRF 200502	Pupil Transportation	\$	505,013,527	\$	521,013,527	416
GRF 200505	School Lunch Match	\$	9,100,000	\$	9,100,000	417
GRF 200511	Auxiliary Services	\$	130,499,457	\$	138,214,374	418
GRF 200532	Nonpublic Administrative Cost Reimbursement	\$	58,951,750	\$	62,436,882	419
GRF 200540	Special Education Enhancements	\$	156,871,292	\$	157,871,292	420
GRF 200545	Career-Technical Education Enhancements	\$	9,372,999	\$	9,372,999	421
GRF 200550	Foundation Funding	\$	5,808,098,389	\$	6,151,463,768	422
GRF 200566	Literacy Improvement	\$	150,000	\$	150,000	423
<u>GRF 200590</u>	<u>Third Grade Reading</u> <u>Guarantee</u>	<u>\$</u>	<u>0</u>	<u>\$</u>	<u>65,000,000</u>	424
GRF 200901	Property Tax Allocation - Education	\$	1,138,800,000	\$	1,156,402,000	425
TOTAL GRF General Revenue Fund		\$	7,985,459,657	\$	8,397,357,295 <u>8,462,357,295</u>	426
General Services Fund Group						427

1380	200606	Information Technology Development and Support	\$	6,850,090	\$	6,850,090	428
4520	200638	Fees and Refunds	\$	500,000	\$	500,000	429
4L20	200681	Teacher Certification and Licensure	\$	8,313,762	\$	13,658,274	430
5960	200656	Ohio Career Information System	\$	529,761	\$	529,761	431
5H30	200687	School District Solvency Assistance	\$	25,000,000	\$	25,000,000	432
5KX0	200691	Ohio School Sponsorship Program	\$	487,419	\$	487,419	433
5KY0	200693	Community Schools Temporary Sponsorship	\$	83,000	\$	83,000	434
TOTAL GSF General Services							435
Fund Group			\$	41,764,032	\$	47,108,544	436
Federal Special Revenue Fund Group							437
3090	200601	Neglected and Delinquent Education	\$	2,168,642	\$	2,168,642	438
3670	200607	School Food Services	\$	8,200,664	\$	8,700,149	439
3700	200624	Education of Exceptional Children	\$	1,530,000	\$	1,530,000	440
3AF0	200603	Schools Medicaid Administrative Claims	\$	750,000	\$	750,000	441
3AN0	200671	School Improvement Grants	\$	20,400,000	\$	20,400,000	442
3BK0	200628	Longitudinal Data Systems	\$	1,250,000	\$	0	443
3C50	200661	Early Childhood Education	\$	14,554,749	\$	14,554,749	444
3CG0	200646	Teacher Incentive	\$	15,125,588	\$	15,183,285	445
3D20	200667	Math Science	\$	6,000,000	\$	6,000,000	446

		Partnerships				
3EC0	200653	Teacher Incentive - Federal Stimulus	\$	1,300,000	\$	0 447
3EH0	200620	Migrant Education	\$	2,900,000	\$	2,900,000 448
3EJ0	200622	Homeless Children Education	\$	2,600,000	\$	2,600,000 449
3EK0	200637	Advanced Placement	\$	450,000	\$	450,000 450
3EN0	200655	State Data Systems - Federal Stimulus	\$	1,250,000	\$	0 451
3FD0	200665	Race to the Top	\$	136,000,000	\$	58,074,046 452
3FN0	200672	Early Learning Challenge - Race to the Top	\$	7,040,000	\$	7,040,000 453
3GE0	200674	Summer Food Service Program	\$	13,596,000	\$	14,003,800 454
3GF0	200675	Miscellaneous Nutrition Grants	\$	700,000	\$	700,000 455
3GG0	200676	Fresh Fruit and Vegetable Program	\$	4,738,000	\$	4,880,140 456
3H90	200605	Head Start Collaboration Project	\$	225,000	\$	225,000 457
3L60	200617	Federal School Lunch	\$	350,608,075	\$	361,126,273 458
3L70	200618	Federal School Breakfast	\$	108,480,590	\$	112,819,813 459
3L80	200619	Child/Adult Food Programs	\$	106,992,650	\$	110,202,428 460
3L90	200621	Career-Technical Education Basic Grant	\$	44,663,900	\$	44,663,900 461
3M00	200623	ESEA Title 1A	\$	560,000,000	\$	560,000,000 462
3M20	200680	Individuals with Disabilities Education Act	\$	443,170,050	\$	443,170,050 463
3T40	200613	Public Charter	\$	500,000	\$	0 464

		Schools				
3Y20	200688	21st Century Community Learning Centers	\$	48,201,810	\$	50,611,900 465
3Y60	200635	Improving Teacher Quality	\$	101,900,000	\$	101,900,000 466
3Y70	200689	English Language Acquisition	\$	9,700,000	\$	9,700,000 467
3Y80	200639	Rural and Low Income Technical Assistance	\$	3,300,000	\$	3,300,000 468
3Z20	200690	State Assessments	\$	11,800,000	\$	11,800,000 469
3Z30	200645	Consolidated Federal Grant Administration	\$	7,949,280	\$	7,949,280 470
TOTAL FED		Federal Special				471
Revenue Fund Group			\$	2,038,044,998	\$	1,977,403,455 472
State Special Revenue Fund Group						473
4540	200610	GED Testing	\$	1,050,000	\$	250,000 474
4550	200608	Commodity Foods	\$	24,000,000	\$	24,000,000 475
4R70	200695	Indirect Operational Support	\$	6,600,000	\$	6,600,000 476
4V70	200633	Interagency Program Support	\$	717,725	\$	717,725 477
5980	200659	Auxiliary Services Reimbursement	\$	1,328,910	\$	1,328,910 478
5BJ0	200626	Half-Mill Maintenance Equalization	\$	19,000,000	\$	20,000,000 479
5MM0	200677	Child Nutrition Refunds	\$	500,000	\$	500,000 480
5T30	200668	Gates Foundation Grants	\$	200,000	\$	153,000 481
5U20	200685	National Education Statistics	\$	300,000	\$	300,000 482
6200	200615	Educational	\$	300,000	\$	300,000 483

Improvement Grants				
TOTAL SSR State Special Revenue				484
Fund Group	\$	53,996,635	\$ 54,149,635	485
Lottery Profits Education Fund Group				486
7017 200612 Foundation Funding	\$	775,500,000	\$ 853,000,000	487
7017 200648 Straight A Fund	\$	100,000,000	\$ 150,000,000	488
7017 200666 EdChoice Expansion	\$	8,500,000	\$ 17,000,000	489
7017 200684 Community School	\$	7,500,000	\$ 7,500,000	490
Facilities				
TOTAL LPE Lottery Profits				491
Education Fund Group	\$	891,500,000	\$ 1,027,500,000	492
Revenue Distribution Fund Group				493
7047 200909 School District	\$	482,000,000	\$ 482,000,000	494
Property Tax				
Replacement-Business				
7053 200900 School District	\$	28,000,000	\$ 28,000,000	495
Property Tax				
Replacement-Utility				
TOTAL RDF Revenue Distribution				496
Fund Group	\$	510,000,000	\$ 510,000,000	497
TOTAL ALL BUDGET FUND GROUPS	\$	11,520,765,322	\$12,013,518,929	498
			<u>12,078,518,929</u>	

Sec. 263.255. LITERACY IMPROVEMENT 500

The foregoing appropriation item 200566, Literacy 501
Improvement, shall be used for Read Baby Read. 502

THIRD GRADE READING GUARANTEE 503

The foregoing appropriation item 200590, Third Grade Reading 504
Guarantee, shall be used by the Department of Education in support 505
of the third grade reading guarantee established in section 506
3313.608 of the Revised Code. Use of these funds shall include the 507
provision of professional development to school districts and 508

community schools, additional funding to school districts and 509
community schools for intervention services, and payment of costs 510
associated with the development of diagnostic assessments in 511
reading for grades kindergarten through three. The Department 512
shall distribute \$45,000,000 in fiscal year 2015 under division 513
(A) of section 3317.26 of the Revised Code, and \$20,000,000 in 514
fiscal year 2015 under division (B) of section 3317.26 of the 515
Revised Code. 516

Any portion of appropriation item 200590, Third Grade Reading 517
Guarantee, that is unencumbered and unexpended at the end of 518
fiscal year 2015 is hereby reappropriated to the same 519
appropriation item for the same purposes for fiscal year 2016. 520

Section 5. That existing Sections 263.10 and 263.255 of Am. 521
Sub. H.B. 59 of the 130th General Assembly are hereby repealed. 522