

SCOESC Curriculum Connection

December, 2025



Embrace Excellence this Holiday Season with SCOESC Curriculum!

As we approach the winter break, the SCOESC Curriculum Department remains committed to supporting our districts in maintaining educational momentum and finishing 2025 strong. Our Curriculum team is ready to collaborate with you on value-added review, item analysis, curriculum alignment, attendance improvement, and any other strategies to achieve success.

Contact SCOESC Curriculum Department Administrative

Assistant logan.baumgardner@scoesc.org or any Curriculum Specialist to schedule services.

Invite Teammates Into AI Chats!

Enhance your collaborative workflow by inviting teammates to join your Magai conversations! The chat sharing feature allows you to seamlessly bring colleagues into ongoing discussions, making it easy to collaborate on projects, share insights, and maintain continuity in your team's communications. Simply use the invite function to add team members, enabling real-time participation and ensuring everyone stays aligned on important discussions—perfect for fostering teamwork and knowledge sharing within a collaborative environment.

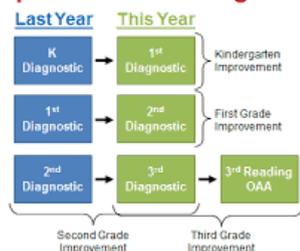


If you would like to apply for Tech Cred funding in order to incorporate The AI Collaborative PD and the MAGAI AI Platform (Workspace and Personas included) into your district, contact Tammy Hambrick (tammy.hambrick@scoesc.org) or Sandy Mers (sandy.mers@scoesc.org). We can

assist you with the Tech Cred application and you will have up to one year to schedule training for you staff. Don't miss this opportunity while funding is still available!

Three Assessments Approved for 2026-27 List of K-3 Reading Diagnostics

Improvement on Diagnostics



Under a [recent change to Ohio law](#), the Ohio Department of Education and Workforce must revise its [current approved list of K-3 reading diagnostic assessments](#) to include no more than five reading diagnostic assessments by June 30, 2026. The updated list will be effective beginning in the 2026-2027 school year.

The revised list must include three currently approved K-3 reading diagnostic assessments that were the most used statewide prior to Sept. 30, 2025. Accordingly, the Department has determined that the following approved K-3 reading diagnostic assessments were the three most used statewide prior to Sept. 30, 2025:

- I-Ready Assessment
- NWEA MAP Growth
- Acadience Reading K-6/Acadience Reading K-6 (formerly DIBELS Next)

As a result, the three assessments above will remain on the Department's revised approved list of K-3 reading diagnostic assessments for the 2026-2027 school year.

Two additional assessments will be added to the Department's revised approved list of K-3 Reading Diagnostics through a Request for Qualifications (RFQ) process. The Department will begin accepting vendor applications for its RFQ process on Friday, Dec. 5, 2025, and expects the process to conclude in early 2026.

Frequent updates will be shared with district leaders statewide and posted on the [Department's approved assessment webpage](#).

Please direct questions to ThirdGradeGuarantee@education.ohio.gov.

Value-Added and Roster Verification

Superintendents at traditional districts, joint vocational and career-technical districts, educational service centers, and community schools will be receiving an email on Nov. 18 requesting that they confirm their participation in [value-added roster verification](#) by Dec. 19. The email will come from support@ohio-k12.help.

Participating in roster verification this spring is the best way for districts and schools to ensure that value-added measures will accurately reflect the influence of each teacher's instruction on student progress.



Teachers who should participate in roster verification are those who teach students taking the following state tests during the 2025-2026 school year:

- *Elementary and middle school tests:* Grades 4-8 – English Language Arts and Mathematics; Grades 5 and 8 – Science
- *End-of-course tests for high school credit:* Algebra I, Geometry, Integrated Mathematics I and II, English Language Arts II, American History, American Government, and Biology

[Refer to this Ohio Department of Education and Workforce webpage](#) for the complete roster verification schedule and resources.

In addition, current Value-Added reports have been released! Changes have been made to improve navigation and accessibility. If you would like to schedule a review of Value-Added reports with teachers or administrators, contact your district Curriculum Specialist to schedule a session.

Team Tressel Fitness Challenge

Lt. Governor Tressel is launching Round 2 of the Team Tressel Fitness Challenge in February 2026, and all Ohio schools are invited to participate by registering now at [TeamTressel.Ohio.gov](https://www.teamtressel.ohio.gov).

This 30-day challenge, open to grades 3–8, supports students in building lifelong healthy habits related to fitness, nutrition, and sleep. The program is thoughtfully designed for flexibility and inclusion—with grade-specific workbooks, goal setting, reflection, and team-based activities—which allows implementation before, during, or after the school day.

Key highlights of the Team Tressel Fitness Challenge:

- Students progress through levels by establishing and tracking goals in five areas: cardio, strength, flexibility, nutrition, and sleep.
- All materials are provided at no cost, and every participating school receives physical and digital copies.
- Schools that participated in Round 1 are automatically enrolled for Round 2.
- Athlete mentors and community partners help motivate and support participants statewide.

[Team Tressel Fitness Challenge Flyer](#)

Grit Lab 101 Pilot Program

Join the Ohio Department of Education and Workforce for an upcoming webinar on Dec. 18 from 3-4 p.m. to explore free Grit Lab 101 resources designed to support student resilience and growth.

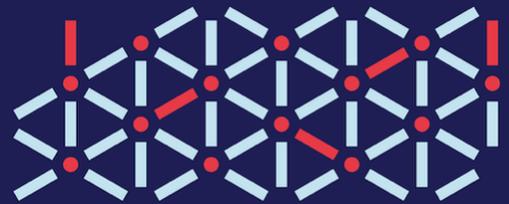
Grit Lab 101 is a course developed by Dr. Angela Duckworth at the University of Pennsylvania to help students discover what they love, what they value, and how to work smarter toward long-term goals. The Department looks forward to offering the resources in partnership with the Duckworth Lab at the University of Pennsylvania as part of a spring 2026 pilot. **While the course is designed for high school juniors and seniors, the materials can be adapted for grades 8-12.**

This session will provide an overview of the available resources and how schools and districts can join the pilot to gain access to the resources, implementation supports, and more. Educators, administrators, and superintendents are encouraged to register to attend.

[Register today to reserve a spot for the webinar.](#)

Email AcademicSuccess@education.ohio.gov with any questions or concerns.

LinkIt

The logo for LinkIt! features the word "LinkIt!" in a bold, sans-serif font. The "Link" is in white, and the "It!" is in red. The exclamation point is also red.

Thank you again to S. Central ESC for the opportunity to join you on this past Friday for your Administrative Network Meeting. I truly appreciated the chance to spend time with the group and share a short overview of how districts are using LinkIt! to bring assessment, state data, and MTSS information together in one place.

For those who weren't able to attend in person, I wanted to be sure you still had access to the resources. I left a copy of your Districts 5-Year State Data Comparison Report. The reports are created using publicly available state data. Many districts use these reports as a starting point to surface trends and ask deeper questions about achievement, growth, and system-wide supports.

As a next step, I want to remind you that we offer a no-cost, no-obligation state data pilot in the LinkIt! platform. This pilot allows your team to:

- Securely view five years of your district's state data in interactive dashboards
- Drill down by school, grade level, and subgroup
- Explore how the data can support MTSS conversations, goal-setting, and instructional planning
- Experience the platform with no commitment and no strings attached

I'd love to connect individually to learn more about your district's priorities and determine if a pilot would be helpful for your team. Even a 20–30 minute conversation is often enough to decide if it's

a good fit.

You're welcome to schedule time using my calendar below:

[Calendar Link](#)

Kim Foley
Account Director

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Ohio Attendance Update

Upcoming Attendance Webinars

Please join us in January as we welcome Dr. Mary Kay Irwin from Nationwide Children's to help us with Navigating School Illness, just in time for the height of winter. Come learn how we can collaborate with school nurses and the medical community about supporting student attendance:

- Jan. 12, 2026, noon: [Navigating School Illnesses](#)

And sign up for our other sessions!

- Feb. 9, 2026, noon: [Preparing for Spring Attendance](#)
- Mar. 9, 2026, noon: [Student Agency and Attendance](#)
- Apr. 13, 2026, noon: [Rethinking Transportation to Improve Attendance](#)
- May 4, 2026, noon: [Mental Health Supports for Attendance](#)

Attendance Law Clarification

Many attendance professionals have asked how the ORC definition of chronic absenteeism connects to the notification requirements districts must implement by August 1, 2026.

Under [Ohio law](#), a student is considered chronically absent when they miss "at least ten percent of the minimum number of hours required in the school year" (3321.191(A)). The state uses the school's **reported** instructional hours to calculate chronic absence rates for the report card, not the state minimum. Most schools provide more hours of instruction than the state minimum.

The law also requires districts to establish a communication threshold for notifying parents or guardians when a student has been absent for a number of hours determined locally, as long as that number is below 5% of the minimum hours (3321.191(C)(3)). As districts determine their local thresholds, we recommend communicating **well before** reaching 5% to support early intervention and reduce concerns about identifying the exact number needed for compliance.

Our [model attendance policy](#) speaks to this requirement by contextualizing early intervention work as part of a larger [Integrated MTSS framework](#):

“Continuum of Supports: Organizing evidence-based academic and non-academic instruction and supports across three tiers:

- *Core: Universal attendance messaging and engagement practices provided to all students and families to establish the expectation of daily attendance.*
- *Targeted: Early intervention for students who miss 5% - 19% of instructional time. **The Board requires schools to begin communication and supportive outreach as soon as absence patterns indicate a concern, which can be missing just 2-3 days per month.***
- *Intensive: Individualized supports provided to students missing 20% or more of instructional time.*

This structure allows for a range of interventions to address the diverse needs of students and prevent chronic absenteeism before it affects achievement.”

Waiting to communicate until a student reaches the 5% threshold can unintentionally allow unhelpful attendance patterns to develop and may lead to greater truancy concerns as the year progresses. Access our [sample communication templates](#) for examples of early, supportive outreach that encourages meaningful conversation and relationship-building.

SCOESC Curriculum Mid-Year Snapshot

2025 has been a busy time for the Curriculum Department!

During the first half of the school year, Curriculum Specialists have:

- Been in districts approximately 116 times to provide PD, support administrators, observe teachers, etc.
- Worked with hundreds of teachers and administrators in a variety of capacities
- Provided virtual OTES, OPES, and OSCES training to 35 educators
- Provided PD (in-person and virtual), eligibility review, and program management to over 110 first and second year Resident Educator teachers, nearly 100 mentors, and 13 Lead Mentors
- Trained 32 teachers to become new RE mentor teachers
- Planned and facilitated 9 District Leadership Team meetings
- Provided 7 CSTAG trainings to approximately 115 educators
- Provided ESL support to 74 students
- Compiled SCOESC OST scores and created 18 item analysis reports for all SCOESC districts
- Provided quarterly Administrative Network meetings attended by over 50 participants
- Approved approximately 386 Home Schooling requests
- Provided 13 district-level gifted support meetings and/or professional development
- Coordinated non-public services, held consultation meetings, ensured compliance, and supervised teachers
- Answered questions, attended ODEW trainings, provided requested support, and much more!

Contact the SCOESC Curriculum Department with your request and we will strive to meet your needs! Our staff is ready to serve member districts in any way possible. Don't miss out!

Meet the SCOESC Curriculum Team



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Contact Us!

The SCOESC Curriculum Department is ready to be your number one provider of educational services and support!



Tammy Hambrick

Tammy is using Smore to create beautiful newsletters