I commend you on your efforts to tackle the multi-faceted challenge of **Academic Distress** in your legislation **HB 166**.  We have the best track record in the State of Ohio @ turning around at risk students; here are some of those learnings that might be of assistance to your efforts.

1. Education is highly politicized in Ohio, to get the best Educators involved in your efforts this effort will have to do a credible job Identifying them & insulating them from lobbyists appetites for political retribution.  It means their evaluations have to be credible & excellence has to be rewarded financially.  And finally, it means, that the legislation must pass by a wide spread consensus.  The State Legislature as currently configured has little democratic legitimacy.
2. Education Policy is silo'd, the stresses on our students are widespread and varied and they directly impact their focus & development, Academic Distress turnarounds will not be successful unless we take a whole child approach.
3. **Educators** **without** **a** **well established track record** for excellence in Education **should not** **be charged with opening new schools**, or in anyway participating in the Boards & Commissions, Directorships or Superintendent roles in Academic Distress projects.  **Any new schools that are opened should have a direct connection to  an Educational antecedent that was noted for academic success**.  What is most striking when you look at educational data are the rare examples where low income children do exceedingly well.  These are the models we need to be using for Academic Distress in Ohio.
4. One of the most important tools high income & low income families have in education is the **parental choice** (Ohio families lost) to hire an excellent tutor.  Let's make that a reality for all of Ohio's families.

Thank you for your efforts in this very important undertaking, *witness slip attached.*