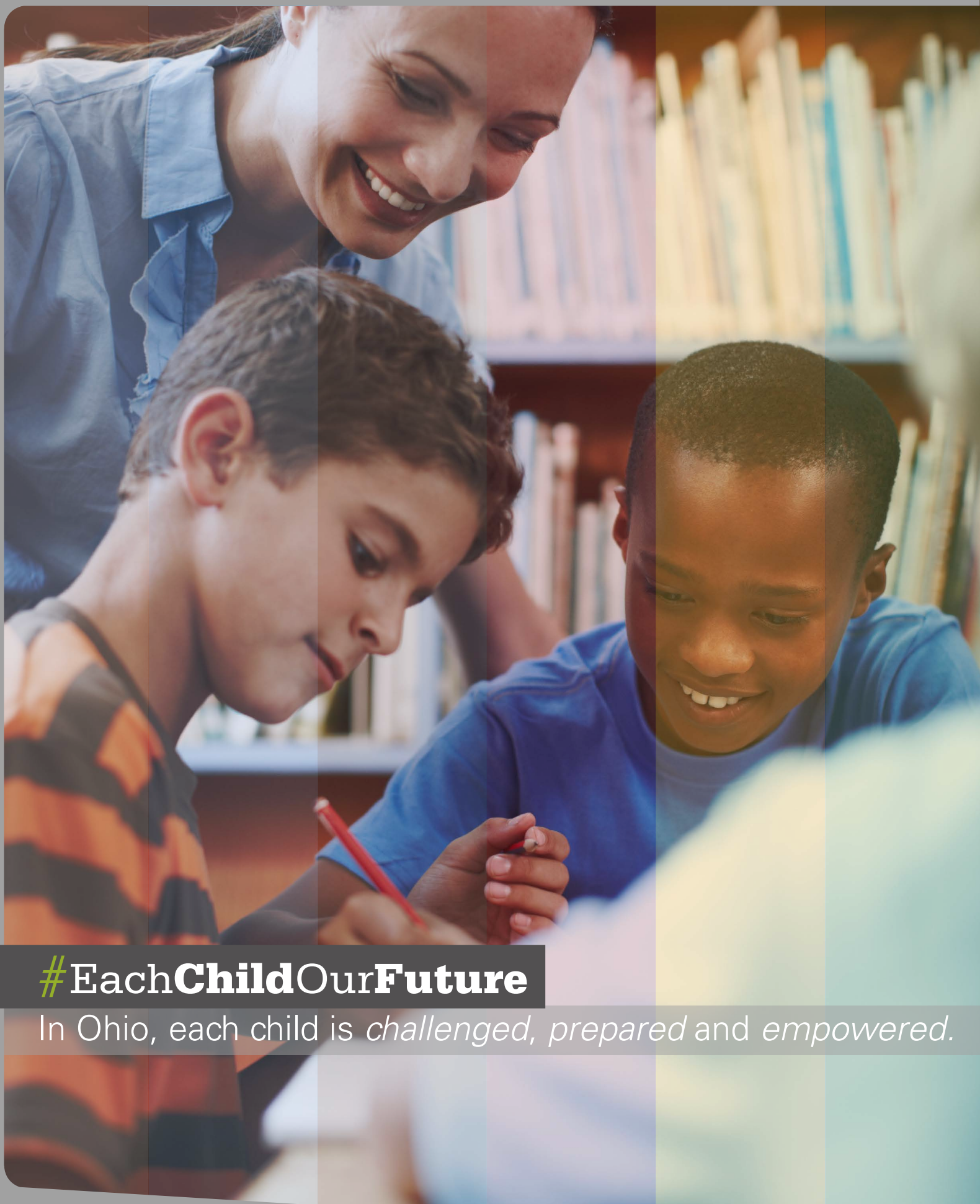
Each **Child** Our **Future**

Ohio Strategic Plan For Education: 2019-2024

Built by Ohioans, **for Ohioans.**

Ohio | Department of Education



#EachChildOurFuture

In Ohio, each child is *challenged*, *prepared* and *empowered*.

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Introduction

Each Child, Our Future is Ohio's shared plan for ensuring each student is challenged, prepared and empowered for his or her future by way of an excellent prekindergarten through grade 12 (preK-12) education. The plan's purpose: to lift aspirations, create hope and excitement, guide development of state-level education policies and promote high-quality educational practices across the state.

This plan was built by Ohioans for Ohioans. Launched by Ohio's superintendent of public instruction and the State Board of Education in the summer of 2017, more than 150 Ohio-based partners[1] rolled up their sleeves to develop the plan. Moreover, approximately 1,200 Ohio citizens—including parents, caregivers, preK-12 educators, higher education representatives, employers, business leaders, community members, state legislators and, of course, students themselves—attended 13 regional meetings across the state to review the plan and provide feedback. In total, more than 1,350 Ohioans had a hand in crafting the plan.

Each Child, Our Future. Why Now?

Now, more than ever, Ohio's 1.7 million schoolchildren stand to benefit from a strategic plan carefully considered by a diverse group of partners who came to the table ready to identify the most impactful solutions for student success. The following Ohio-specific trends make a compelling case for why this plan is needed now.

- **JOBS ARE RAPIDLY CHANGING AND REQUIRE DIFFERENT SKILL SETS.** Dramatic changes are impacting both the national and state economies. With the rise of automation and **artificial intelligence**, a recent study predicts that nearly half of the state's workers hold jobs that are expected to be automated in the future. Future workers are expected to change jobs more frequently, interact with technology more regularly, and learn new and more sophisticated skills to advance careers or keep up with change. Future conditions will favor entrepreneurship and innovation as more commercial activity is customized. For many preK-12 students, securing future jobs will require some type of technical training or education after high school.[2] Each child in Ohio must be prepared for whatever the future might hold.

- **MORE DIVERSE STUDENT BODY WITH NUANCED LEARNING NEEDS.** Many students face learning inequities, often because of limited access to important education opportunities, such as early learning, effective educators, **safe learning environments**, strong mentors and career exploration. These, and other resource limitations, can contribute to the state's **achievement gap** or the persistent disparity in measures of performance among student groups. The state's education system is not effectively meeting the needs of specific groups of students, such as African American, Hispanic, **English learners** (EL), **economically disadvantaged** and **students with disabilities**. Ohio's achievement gap has been evident since the state began **disaggregating student data** more than 15 years ago. At the same time, Ohio's students are becoming more racially and ethnically diverse. For instance, over a 10-year period, the state's Hispanic student population doubled. Over that same period, the state's EL population increased by 85 percent. The learning needs of this population can vary significantly due to differences in a child's exposure to English and the child's individual mastery of his or her first language.

- **INCREASED STUDENT EXPOSURE TO POVERTY AND SOCIAL STRESSORS.** More Ohio students are impacted by poverty and other **adverse childhood experiences** (ACE).[3] Today, approximately 51 percent of Ohio's total student population is considered economically disadvantaged, an increase of 37 percent in 10 years. The percentage of students considered **homeless** has more than doubled, while the percentage of students in foster care has increased by more than 50 percent. These increases over the last decade likely reflect a variety of issues in the household, and opioid abuse is front and center. Ohio leads the nation in heroin and synthetic drug overdoses, and the crisis is straining children's services and education delivery systems.[4] Issues at home significantly impact a child in the classroom.

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[1] For a list of specific partners who served on the Workgroups, refer to page 31 in the Appendix.
[2] Nearly half of Ohio workers hold jobs likely to be automated in the future; Columbus Dispatch, Feb. 6, 2018: Accessed on June 1, 2018: http://www.dispatch.com/news/20180206/nearly-half-of-ohio-workers-hold-jobs-likely-to-be-automated-in-future
[3] Adverse Childhood Experiences; Substance Abuse and Mental Health Services Administration, Last accessed June 1, 2018, from https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences
[4] Public Children Services Association of Ohio: PCSAO Factbook, 13th Edition 2017: http://www.pcsao.org/pdf/factbook/2017/PCSAOFactbook.pdf

Ohio's Education Landscape

Our Students

Data from 2017-2018 school year unless noted.

Race and Ethnicity	Enrollment	Percent
Total Enrollment	**1,667,307**	**100%**
American Indian or Alaskan Native	2,034	0.1%
Asian or Pacific Islander	41,567	2.5%
Black, Non-Hispanic	279,293	16.8%
Hispanic	96,589	5.8%
White, Non-Hispanic	1,161,789	69.7%
Multiracial	86,027	5.2%

Diverse Learners	Enrollment	Percent
Students with Disabilities	252,736	15.2%
English Learners	52,394	3.1%
Economically Disadvantaged	839,029	50.3%
Homeless	23,426	1.4%
Children of Migrant Workers	596	<0.1%
Identified as Gifted	246,952	14.8%

Change in Size of Selected Student Groups 2008-2018

+135% **Homeless** +13,471 Students

+113% **Hispanic** +51,340 Students

+61% **Asian or Pacific Islander** +15,806 Students

+50% **English Learners** +17,511 Students

+46% **Multiracial** +26,994 Students

+27% **Economically Disadvantaged*** +179,443 Students

-3% **Black, Non-Hispanic** -8,669 Students

-13% **White, Non-Hispanic** -169,249 Students

*The sharp rise in students reported as Economically Disadvantaged is largely due to policies related to the **Community Eligibility Provision**.

Our Districts and Schools

Data from 2017-2018 school year unless noted.

District Settings	Districts	Percent	Enrollment	Percent
Traditional School Districts	**612**	**100%**	**1,559,026**	**100%**
Ohio 8 Districts	8	1.3%	194,984	12.5%
Other Urban Districts	47	7.7%	203,396	13.0%
Suburban Districts	123	20.1%	556,706	35.7%
Town Districts	200	32.7%	354,807	22.8%
Rural Districts	229	37.4%	248,949	16.0%
Other Districts	5	0.8%	185	<0.1%

Our Districts and Schools

Data from 2017-2018 school year unless noted.

Types of Schools	Schools	Percent
All Public Schools (as of 4/16/19)	**3,609**	**100%**
Traditional Public Schools	3,203	88.8%
Community Schools	319	8.8%
Career-Technical High Schools	72	2.0%
State Supported Schools (Special Needs)	8	0.2%
STEM Schools	7	0.2%

School Options	Enrollment
Community Schools	104,856
Inter-District Open Enrollment	104,257
Public Vouchers for Private School	52,212
• *EdChoice Scholarship*	*23,939*
• *EdChoice Expansion*	*10,000*
• *Cleveland Scholarship*	*8,362*
• *Jon Peterson Special Needs*	*6,063*
• *Autism Scholarship*	*3,848*
Home School	30,923
Chartered Private Schools (711)	168,072

Our Educators

Data from 2017-2018 school year unless noted.

Personnel in Public Schools	Educators (FTE)	Percent
All Educators	**134,107**	**100%**
School Administrators	5,975	4.5%
Teachers	108,615	81%
Student Support Services	19,516	14.6%

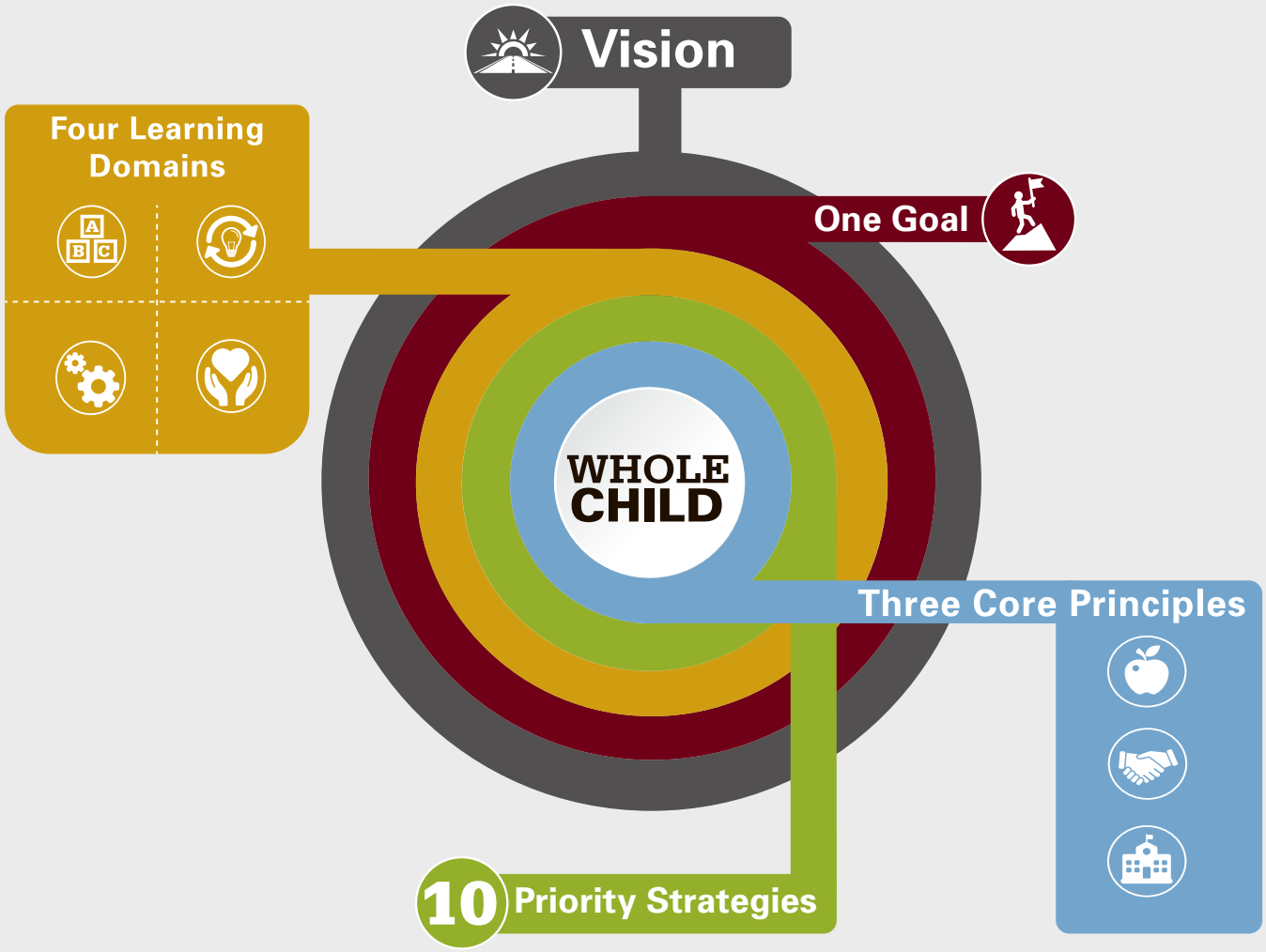
Teacher Race and Ethnicity	Educators	Percent
All Teachers	**108,615**	**100%**
American Indian or Alaskan Native	54	<0.1%
Asian or Pacific Islander	514	0.5%
Black, Non-Hispanic	4,301	4.0%
Hispanic	740	0.7%
White, Non-Hispanic	100,399	92.4%
Multiracial	210	0.2%
Not Specified	2,398	2.2%

New Initial Licenses Issued	Licenses	Percent
All Educators	**18,461**	**100%**
School Administrators	1,081	5.9%
Student Support Services	10,045	54.4%
Teachers	7,335	39.7%
Teacher Licensure Area	*7,335*	*100%*
Early Childhood (P-3)	*2,227*	*30.4%*
Early Childhood Intervention Specialist (P-3)	*326*	*4.4%*
Designated Subject (K-12)	*232*	*3.2%*
Intervention Specialist (K-12)	*1,364*	*18.6%*
Middle Childhood (4-9)	*783*	*10.7%*
Multi-Age (P-12)	*817*	*11.1%*
Adolescence to Young Adult (7-12)	*1,304*	*17.8%*
Career Technical (4-12)	*112*	*1.5%*
Career Technical Workforce Development	*170*	*2.3%*

Educators in Early-Career Mentoring	Educators
Resident Educator Program Participants	19,050

Plan Components

With 134,000 full-time educators serving in 3,600 public schools and educating approximately 1.7 million schoolchildren, education in Ohio is a complex business. Partners identified the plan's multifaceted components based on potential impact on student success. The **whole child** is at the center of the plan.[5] **Three core principles**, **four learning domains** and **10 priority strategies** work together to support the whole child. The state-level **vision** provides an aspirational guide for students, parents, partners and the education system. **One goal** represents the state's annual target.



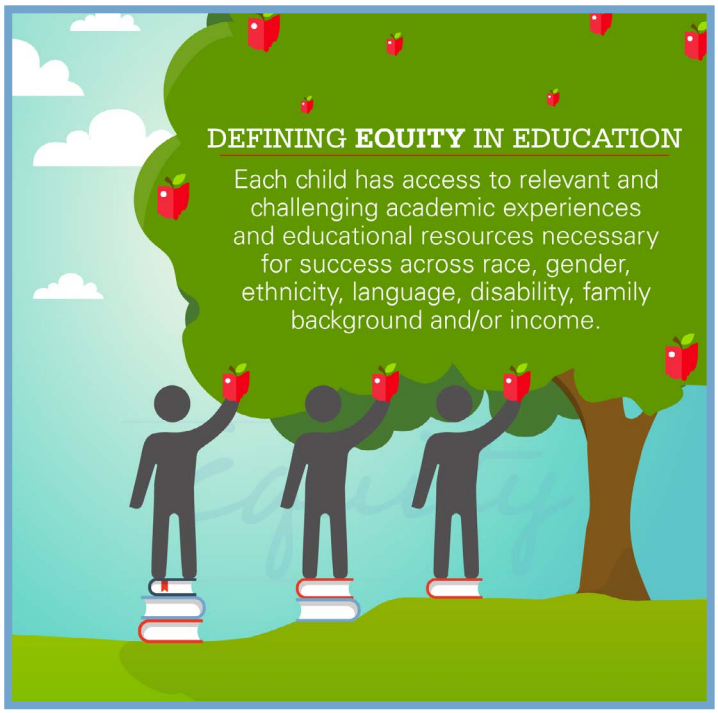
Supporting the Whole Child

Ohio can only reach success by meeting the needs of the **whole child**. The time a child spends in school is precious and should ensure all aspects of a child's well-being are addressed, including the physical, social, emotional and intellectual aspects. Each plan component works harmoniously to support the whole-child approach; however, the three core principles are, perhaps, most critical. That is why they are highlighted across each plan component. Their constant reference ensures those who have a hand in preparing Ohio's children never lose sight of **equity**, **partnerships** and **quality schools**.

[5] Whole child is defined by actions taken to ensure that each child, in each school, in each community, is healthy, safe, engaged, supported and challenged. This definition is adapted from the Association for Supervision and Curriculum Development.

Three Core Principles

EQUITY: Ohio's greatest education challenge remains equity in education achievement for each child. The path to equity begins with a deep understanding of the history of discrimination and bias and how it has come to impact current society. This plan renews Ohio's commitment to creating the learning conditions that ensure each child acquires the knowledge and skills across all four equal learning domains[6] to be successful.



PARTNERSHIPS: Everyone, not just those in schools, shares the responsibility of preparing children for successful futures. The most important partners are parents and caregivers, who have the greatest impact on a child's development. Other critical partners include educators, institutions of higher education, business, philanthropy, employers, libraries, social service organizations, community members, health care providers, behavioral health experts and many more. Put simply, partnerships transform the education experience.

QUALITY SCHOOLS: Schools are an important destination where many individuals and factors come together to serve the student, including school leaders, teachers, curriculum, instruction, **student supports**, data analysis and more. Research shows that school leaders have the greatest hand in defining a school's culture and climate, which significantly affect student learning.[7] A quality school is a place where parents, caregivers, community partners and others interact for the benefit of students. All schools—public and private—play important roles in building Ohio's future.

[6] Refer to page 12 for a detailed description of the four equal learning domains.

[7] Macneil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. International Journal of Leadership in Education, 12(1), 73-84. doi:10.1080/13603120701576241

Vision

Ohio's aspirational state-level vision for preK-12 education:

In Ohio, **each child** is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, **lifelong learner** who contributes to society.

EQUITY: Use of the phrase *each child* is intentional. It emphasizes the importance of equity, which is this plan's greatest imperative and number one principle.

PARTNERSHIPS: *Challenging, preparing and empowering* students is a community-wide effort. Partners represent the collective action needed to support each child and increase the likelihood of student success.

QUALITY SCHOOLS: This state-level vision is realized locally in each school. Many schools and districts have completed local strategic plans that seek a similar aim. This state-level vision ensures everyone is moving in the same direction and can help amplify the good work already underway across many districts.

One Goal

The vision sets a direction for the state's education system and its partners. The aligned goal reflects student success one year after completing a high-quality and supportive preK-12 education experience:

Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult **career-technical education** program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a **living wage**; or
- Engaged in a meaningful, self-sustaining vocation.

EQUITY: There are many paths to success, and each child is capable of succeeding on one or more pathways. Appropriate supports must be made available so personal and social circumstances do not prohibit a child from reaching his or her greatest aspiration. The education system and its partners can help each student find the right path to success.

PARTNERSHIPS: Partners share the responsibility of helping students explore and imagine their futures. Given the growing social challenges that many Ohioans face—particularly the opioid crisis and other social stressors—innovative partnerships and targeted supports, both in and out of school, are essential to creating hope for students and their families.

QUALITY SCHOOLS: The entire school must commit to educating and supporting students so they acquire the knowledge and skills needed for future success. Those working inside and outside of the school should have a shared definition of future success. A shared understanding will help each child reach his or her goal.

Four Equal Learning Domains

Achieving Ohio's goal depends on a high-functioning, responsive preK-12 system that is attuned to external factors that affect student learning—including family and social trends and economic and job realities. As a first step in a long-term journey to create a responsive preK-12 system, Ohio partners identified four equal learning domains that contribute to the holistic success of each child. These include **foundational knowledge and skills**, **well-rounded content**, **leadership and reasoning skills** and **social-emotional learning**. The four equal learning domains challenge, prepare and empower students for success beyond high school by giving them tools to become resilient, lifelong learners.

FOUNDATIONAL KNOWLEDGE AND SKILLS—To be successful in Ohio's ever-changing economy, students must be equipped with foundational knowledge and skills that support lifelong learning. Each child must know how to critically read, write, work with numbers and leverage technology to maximize access to future learning experiences.

WELL-ROUNDED CONTENT—Beyond foundational knowledge and skills, students need exposure to a broader range of subjects and disciplines. These include social studies, science, world languages, arts, health, physical education and career-technical education fields, among others. The exploration of these disciplines helps students identify their passions and aspirations, as well as enables them to discover connections and relationships among ideas and concepts.

Foundational Knowledge & Skills

Literacy, numeracy and technology

Well-Rounded Content

Social studies, sciences, languages, arts, health, physical education, etc.

Leadership & Reasoning

Problem-solving, **design thinking**, creativity, information analytics

Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making

LEADERSHIP AND REASONING SKILLS—Future success will not depend just on academic content knowledge. It will require students to exhibit leadership skills. Among other things, leadership includes learning from mistakes and improving for the future, listening to others and working to achieve a common goal and giving and receiving feedback. Reasoning skills are important too. Reasoning means that students know how to draw on multiple disciplines to synthesize information, develop creative solutions and generate new ideas. Specific reasoning skills include critical thinking, problem-solving, design and computational thinking, information evaluation and data analytics. Life skills come hand in hand with reasoning. These skills will serve students well in any postsecondary path.

SOCIAL-EMOTIONAL LEARNING—Life is a shared journey. Research shows that being a part of a community improves life satisfaction and health.[8] Living as part of a community involves understanding the importance of social interaction and personal feelings. Social-emotional learning includes competencies like self-awareness, self-management, social awareness, collaboration, empathy, relationship skills and responsible decision-making. The elements of social-emotional learning give children the tools to become resilient and persistent in life.

EQUITY: The four equal learning domains support each child in mastering knowledge and skills essential for future success. The learning domain approach recognizes that each child starts from a different place and targeted supports and **personalized learning** accelerate success.

PARTNERSHIPS: The four equal learning domains are enriched when educators and school staff work with community and business partners to expose students to real-world experiences. Deliberately focusing on the four equal learning domains promotes a greater understanding among partners and results in greater impact.

QUALITY SCHOOLS: Reaching each child will require educators to commit to **continuous improvement** and collaborate to holistically identify each child's needs. A school's entire capacity—including its climate and culture and instructional and student supports—must exercise flexibility and adaptability to have the greatest impact.

[8] Cornwall and Waite, 2009, https://doi.org/10.1177/002214650905000103

10 Priority Strategies

With an eye toward creating a responsive system that supports students, partners identified a set of strategies that collectively support and operationalize the vision, goal and four equal learning domains. The strategies are organized by the five workgroups that represent key elements of an education experience: Excellent Educators[9] and Instructional Practices; Standards, Assessments and Accountability; Student Supports and School Climate and Culture; Early Learning and Literacy; and High School Success and Postsecondary Connections. The plan applies the three core principles to each of the five key elements.

Excellent Educators and Instructional Practices

Competent, caring teachers are the single greatest contributor to a child's success in school. Principals are a close second.[10] Effective principals know how to inspire teachers, serve as instructional leaders and transform a school's culture. Excellent educators use high-quality, ***culturally-responsive instructional practices*** *to enhance each child's learning experience.*

A responsive preK-12 education system has a **highly effective teacher** in every classroom and a highly effective leader at the helm of every school. The following three strategies are aimed at producing highly effective teachers and leaders who are supported by the best instructional supports.

STRATEGY 1

Increase the supply of highly effective teachers and leaders and provide supports to ensure they are effective or highly effective.

A steady stream of highly effective new teachers is necessary to educate Ohio's increasingly diverse body of students who have nuanced learning needs. Although Ohio has many teacher preparation programs, national indicators signal that the supply of teachers might be decreasing. In the face of this looming shortage, today's classrooms present increasingly complex challenges for current and new teachers. More children enter Ohio's classrooms with exposure to trauma. Changing state demographics mean that children and families bring greater cultural diversity into the classroom. As a result, more children need personalized learning and differentiated instruction that is **culturally relevant**. Ultimately, teachers need school leaders who understand how to create and sustain an environment where all students—and all caring, committed adults—grow and learn.

To ensure a steady talent pool of highly effective teachers and leaders, efforts will be needed at the state level to address the educator career continuum. Illustrated below, the continuum begins when a prospective teacher candidate enters an educator preparation program. It ends when an educator retires or exits the system.

[9] In this report, excellent educators refer to school leaders, teachers and support staff.
[10] What Matters Now: A New Compact for Teaching and Learning. (2016). National Commission on Teaching and Learning and America's Future.

Growing and attracting excellent candidates: In conjunction with key educator stakeholder groups, Ohio and its partners can take steps to attract more individuals to the teaching profession. Low morale, limited compensation and other issues have discouraged individuals from becoming teachers. At the same time, many educators are motivated and impassioned by positively touching the lives of children, and jobs in education are among the most stable in the economy.

Ohio can address its equity issues by taking actions to recruit more teachers. Each child should have access to an effective teacher. All too often, struggling students are not served by the most effective teachers. Targeted supports and approaches can help overcome these inequities. Ohio's federally required Teacher Equity Plan is making a difference.

The state also could support school and district efforts to groom prospective teacher candidates to stay in their communities and teach in their local schools. Many regions across Ohio have created and applied "grow your own" programs. The programs expose local candidates to the teaching profession at a young age and recruit them back to teach after they earn initial licensure. This strategy has been effectively used to recruit individuals from under-represented groups.

Strengthening and refining teacher preparation: In collaboration with colleges of education and teacher preparation programs, Ohio could improve preservice training and individualized preservice supports. Examples include requiring clinical experiences be a minimum of one year and sharpening the focus of preparation programs to better address differentiation, instructional practices (including **trauma-informed practices**), cultural relevancy and student supports. Ohio's Resident Educator Program, regarded as a national model, provides additional early-service supports to teachers as they aspire to full licensure. The Ohio Department of Higher Education prepares the Ohio Educator Performance Reports on an annual basis. The report can be used even more to inform and enhance teacher preparation practices.

Leveraging alternative preparation programs: In the face of a looming educator shortage, state- and federally approved alternative teacher preparation programs can help expand the talent pool. Some of the best alternative programs apply rigorous selection processes, emphasize personalized preservice training and deliver in-service supports that continue once the teacher is assigned to the classroom.

STRATEGY 2

Support every principal to be highly effective—especially those leading schools that serve the neediest children.

Successful school leaders create the conditions necessary for teachers to excel and students to succeed. They provide clear direction, analyze data, visit classrooms, transform building culture, review school and system goals and cultivate an environment of continuous learning that engages teachers in their professional learning at every step of the way. However, identifying and developing effective leaders is no easy task.

Finalizing new principal standards and refining the preparation process: To help, Ohio is revising its Standards for Principals. These define what principals need to know and be able to do and emphasize a leader's role in building a collaborative learning culture for students and caring, committed adults. The newly revised standards will drive improvements to principal preparation programs and the state's principal evaluation system.

Supporting school leaders: In turn, the state should provide additional technical assistance to help in-service principals build capacity and hone their skills. To that end, Ohio increased its support for principal mentorship programs that pair new and seasoned principals together. The experienced principal provides ongoing counsel and support. The program helps new principals provide high-quality, actionable feedback to teachers. It also helps them creatively manage school schedules so that teachers can collaborate, reflect, adjust lessons and practice new approaches.

Supporting leader recruitment: The state can work with educational service centers and other **education intermediaries** to offer technical assistance aimed at helping schools and districts identify candidates who are likely to become effective principals.

STRATEGY 3

Improve targeted supports and professional learning so teachers can deliver excellent instruction today, tomorrow and throughout their careers.

As Ohio shifts to recognize the importance of all four equal learning domains, educators need to implement **instructional practices** that reflect and maximize a student's understanding of those domains. The most effective instructional practices are personalized, culturally relevant and directly engage the student in the experience.

Sharing best practices: At the state level, steps can be taken to share and disseminate instructional best practices with teachers. These could include curriculum, instructional approaches and materials that are informed by research, the school's individual needs, local community standards, student composition and teacher capacity. Educators also should have access to options for delivering the best digital and personalized learning (building on the **Future Ready Framework**). Such options might include **project-** and **case-based learning**, **STEM** and **STEAM** (science, technology, engineering, the arts and math) or other similar instructional techniques that challenge students to solve problems creatively through an integrated approach to learning. To effectively teach, educators must know how to individualize and differentiate instruction to meet the learning needs of students with disabilities, students of all cultures, English learners and gifted students.

EQUITY: Highly effective teachers and instructional practices are at the heart of student learning. Culturally relevant teaching and instructional practices ensure that educators reach each child in the classroom. This promotes equity.

PARTNERSHIPS: Partners play a critical role in ensuring an abundant supply of educator talent. This starts with higher education, which has the greatest hand in preparing tomorrow's teachers and school leaders. Business, industry and community partners enrich professional learning opportunities for educators and transform instructional delivery through real-world experiences.

QUALITY SCHOOLS: Quality schools focus on excellent instruction in every classroom every day. Teachers collaborate and drive continuous improvement. Attention to **school culture** creates a sense of family and builds collective effort. This enhances feedback loops and shared accountability. Quality schools build teacher capacity by providing ongoing professional learning opportunities, collaborative planning time and focused **communities of practice**.

Standards, Assessments and Accountability

A high-quality, responsive education system includes a clear definition for what students should know and be able to do (standards), balanced ways to gauge achievement and system performance (assessments) and feedback mechanisms that identify strengths and weaknesses and support continuous improvement (accountability).

In 2001, Ohio was one of the first states in the nation to implement an aligned set of standards, assessments and accountability. These elements now enable Ohio to clearly define student expectations, measure those expectations and use performance data to improve student learning opportunities. In service of equity, Ohio must continue to maintain academically challenging expectations for each child. Likewise, the state could better define expectations for social-emotional learning and leadership and reasoning. The more students increase their knowledge and master skills of all varieties, the more likely they are to succeed.

STRATEGY 4

Identify clear learning standards and guidelines that reflect all four equal learning domains.

The four equal learning domains are a broad representation of what Ohio wants students to know and be able to do beyond the traditional academic subjects. For a long time, Ohio has had standards focused on the foundational knowledge and skills and well-rounded content learning domains. In these two learning domains, the state engages a mix of Ohio-based educators and experts to review and revise the standards.

Developing standards that reflect social-emotional learning and leadership and reasoning skills domains: State-level steps should be taken to engage educators, employers and experts in the development of standards and guidelines for what students should be able to demonstrate in the learning domains of leadership and reasoning and social-emotional learning. While many students have acquired such skills as part of their school experiences, it is necessary to become more explicit and deliberate about these domains. Doing this ensures educators and partners across the state share a common language and understanding. It also promotes the sharing of resources, research, strategies and technical assistance. Ohio currently has social-emotional learning standards for birth through grade 3. To build on these, the Ohio Department of Education commissioned a Social-Emotional Learning Standards Advisory Group to recommend social-emotional learning standards or competencies for the entire preK-12 continuum.

STRATEGY 5

Move toward a varied system of assessments that allows students to demonstrate academic competency and mastery in ways beyond state standardized tests. Acknowledge local choice in gauging non-academic knowledge and skills.

Ohio's current assessment system (broadly defined as how the state measures a student's acquisition of knowledge and skills, aligned to the state's standards, to provide information and feedback to students, families, communities, schools and districts) primarily uses standardized tests in a few academic content areas to gauge student and system performance. Ohio also uses an assessment of kindergarten readiness and supports districts in using assessment tools to diagnose or gain understanding at important points in preK-12 education (most notably, third-grade reading).

Identifying robust and diverse ways to measure performance: The state should explore innovative approaches to assessing academic knowledge and skills that go beyond traditional standardized testing. Schools and districts should determine the extent to which they require feedback regarding student knowledge and skill development in other areas. A handful of schools in Ohio already have worked with community partners—including employers and business leaders—to develop rubrics that gauge non-academic learning domains. The state will not assess student acquisition or demonstration of any K-12 social-emotional learning standards.

Ohio needs to address challenges related to a reliance on standardized assessments in academic content areas, especially in high-stakes situations. Students should have multiple ways to demonstrate what they know and are able to do. The State Board of Education recognizes this point and is examining the use of alternative tools as validated, reliable methods to assess knowledge. Such tools might include student portfolios, **capstone projects**, presentations or performance-based assessments.

Moving toward a balanced kindergarten readiness assessment: The Ohio Department of Education also can move toward a balanced kindergarten readiness assessment that provides useful information about kindergarten readiness, is attentive to implementation barriers and recognizes test administration issues. Information from the kindergarten readiness assessment helps the state gauge the quality and effectiveness of **early childhood** education initiatives. The current assessment measures competencies beyond academics. At the same time, it is sometimes considered challenging to implement. The Department convened an advisory group to facilitate a more balanced approach to this tool.

STRATEGY 6

Refine the state's accountability system to be a fairer, more meaningful process.

The purpose of Ohio's accountability system is to gauge performance of state-, district- and school-level education systems and to identify areas that need improvement so each student is on a path to success. Feedback from the education field suggests the system should be modified to include a more robust and balanced set of reporting measures. A committee of State Board of Education members and external stakeholders is examining closely the state's report card consistent with this strategy, with recommendations developed in July 2018. There are likely to be short-term changes, as well as recommendations for longer-term improvements.

Providing tools and information to gauge progress: As Ohio seeks to value all four learning domains, it will need to enhance existing tools and create new supports. These tools and supports should concentrate on bringing greater meaning and usefulness to report card data. The state will not, however, include any information on the state report card related to social-emotional learning. At their discretion, schools and districts can develop their own feedback mechanisms that extend beyond those provided by the state.

EQUITY: Academically challenging standards for what each child should know and be able to do are fundamental to achieving equity in education. A diverse system of assessments of academic content ensures fairness for students by recognizing that there are many ways to demonstrate the acquisition of knowledge and skills.

PARTNERSHIPS: Partners can support the development of state standards and align programs around them. Partners also can support continuous improvement practices that use information reported by the accountability system.

QUALITY SCHOOLS: Standards form the basis for teaching and learning. Assessments and accountability need to create a system of measurement and feedback that supports a continuous improvement culture driven by data. This feedback loop is critical to support student success.

Student Supports and School Climate and Culture

Each child has needs that must be met to ensure he or she is excited and ready to learn and grow.

Children face various circumstances and life experiences that can impact their success in school. Research shows that multiple adverse childhood experiences (ACEs) result in significant harm to a child's development, often impairing social, emotional and cognitive development and later resulting in health-risk behaviors.[11] A responsive education system committed to equity in education is one that successfully partners with families and community members to identify and address the needs of each child.

STRATEGY 7

Work together with parents, caregivers and community partners to help schools meet the needs of the whole child.

Ideally, each child's basic needs (for example, safety, social belonging, self-esteem and self-actualization) must be met to enable deeper learning. Unless the whole child is considered and supported, the conditions for learning are less than optimal.

Adopting a whole-child model for meeting a child's needs: Through this plan, Ohio aspires to support aspects of the whole-child approach,[12] which include:

- Healthy: Each student enters school healthy and learns about and practices a healthy lifestyle;
- Safe (physically and emotionally): Each student learns in an environment that is physically and emotionally safe;
- Engaged: Each student is engaged in learning and is connected to the school and broader community;
- Supported: Each student has access to personalized learning, along with other necessary resources, and is supported by qualified, caring and committed adults; and
- Challenged: Each student is challenged academically and prepared for success.

[11] Substance Abuses and Mental Health Services Administration: https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences
[12] Adapted from ASCD's Whole Child Tenets http://www.ascd.org/whole-child.aspx

Providing training and raising awareness: Meeting the needs of the whole child starts with parents and caregivers, who may need supports to identify and address their children's needs. Additionally, caring, committed adults who work with students, particularly educators, should be trained to enable the whole-child approach. Ohio and its education stakeholders can identify, curate and share resources aimed at increasing awareness and understanding of how to identify and address student needs. The state also could provide aligned technical assistance. This includes techniques that foster social-emotional learning and promote effective **trauma-informed practices**. Training and development also must emphasize the importance of cultural competency and culturally sensitive approaches that have the greatest impact on students.

Identifying, disseminating and supporting effective school practices: Creating the culture and conditions that recognize the whole-child approach means each child feels supported by caring, committed adults and empathetic peers. The community that comprises a school must establish norms and expectations for behaviors that are applied consistently and owned by students and staff alike. Establishing a sense of belonging and collective accountability among students and staff is key to a safe and healthy school culture. **Restorative practices** are effective tools for building community.

Ohio already developed school climate guidelines and anti-harassment and bullying guidelines, including the implementation of **Positive Behavioral Interventions and Supports** (PBIS). To build on this work, the State Board of Education convened an advisory group to develop best practices for social, emotional, mental and behavioral wellness education for students. Ohio can identify and share best practices and effective techniques. This will increase the capacity for caring, committed adults to respond quickly and consistently to troubling behaviors and signs of distress.

Across the state, there are examples where health care providers (including those addressing dental and optical needs), behavioral health providers, after-school program operators, libraries, businesses, philanthropy and other local government and community organizations are collaborating to meet students' needs. Capitalizing on this momentum, the state should provide guidance and make connections within communities to further expand on these initiatives. To that end, Ohio already implemented a School-Based Health Care Support Toolkit to support the expansion of school-based health care activities around the state. More opportunities like these are needed.

EQUITY: Student supports, school climate and culture are essential to achieving equity in opportunity. When properly deployed, holistic supports can improve the likelihood of student success.

PARTNERSHIPS: Addressing the needs of the whole child starts with parents, caregivers and schools and extends to other government and community organizations that serve children and business and philanthropy. Sometimes these services are disjointed and siloed; partners must work together to provide seamless services for students.

QUALITY SCHOOLS: The school is a focal point for addressing a child's health, social, emotional and behavioral needs in the interest of learning readiness. Everyone in the school community can engage to establish consistent expectations for behavior and create a culture that is caring and supportive.

Early Learning and Literacy

Each child must have access to early learning experiences that are rooted in brain-development research and lead to kindergarten readiness.

The research is clear: prenatal through third-grade experiences profoundly shape brain development. Without the ability to master fundamental language concepts, students likely will struggle in other learning areas. Furthermore, literacy skills must be a focal point throughout each child's academic experience—from birth to high school graduation. This plan seeks to ensure that each child has the early learning and literacy foundation to succeed by age 8.

STRATEGY 8

Promote the importance of early learning and expand access to quality early learning experiences.

Ohio has a track record of focusing on early learning, but more needs to be done. Basic structures are in place to promote program collaboration, expand services as resources become available and ensure quality through the state's **Step Up To Quality** program. At the same time, Ohio's system needs to better communicate the importance of expanding quality early learning experiences, supporting parents and caregivers, and streamlining regulatory and service systems.

Promoting clear, consistent messages: The Ohio Department of Education is well positioned to work with the other five state agencies (Ohio Departments of Job and Family Services, Medicaid, Developmental Disabilities, Health and Mental Health & Addiction Services) and other partners that serve young children and their families to develop clear, common, research-based and culturally sensitive messages. These messages should communicate the importance of brain development, social-emotional learning, language development and foundational learning skills. All these state agencies and their partners should be held mutually accountable for ensuring this message is consistent and has a positive impact on parents and caregivers.

Streamlining regulatory functions: Six state agencies (refer to list above) and the federal government (through Head Start) serve young children and their families. Each embrace a similar goal: to improve outcomes for children from birth through third grade so they are on track for a life filled with learning. However, the agencies apply a variety of requirements and approaches when serving Ohio's children and families. Parents and caregivers could be better informed if the six state agencies coordinate, align and implement programs consistently.

Coordinating early learning research and information: To bolster the message and share relevant and evidence-based resources, the Ohio Department of Education can create an easily accessible clearinghouse for early childhood research, resources, **evidence-based strategies** and data. To be effective, the clearinghouse will need to customize information for specific audiences—parents and caregivers, learning providers, libraries, community organizations and faith-based organizations. This clearinghouse also will need to catalogue and disseminate resources aligned to Ohio's Birth through Kindergarten Early Learning and Development Standards, Ohio's Learning Standards K-3, Ohio's Learning Standards for English Language Arts and Ohio's Plan to Raise Literacy Achievement. The clearinghouse can support program and school-based teams (birth to third-grade teachers, support specialists and administrators) by providing universal and targeted instruction and resources for educators and families based on effective early learning, language and literacy development practices.

STRATEGY 9

Develop literacy skills across all ages, grades and subjects.

Frederick Douglass said, "Once you learn to read, you will be forever free." The more literate an individual, the more capable he or she is of reaching education and career aspirations. One might say literacy is equity. Building on Ohio's Plan to Raise Literacy Achievement, this strategy pushes Ohio to help each child master essential literacy skills. Ohio must continue to support its youngest learners, while simultaneously launching targeted supports for middle and high school students, when necessary. Too many students in Ohio lack the literacy skills needed to advance and graduate.

Building capacity for effective literacy instruction: To do this, the state must help build the capacity of educators, as well as that of other partners like parents and caregivers, after-school programs and community organizations, to implement research-supported language and literacy development instructional practices. Again, this work should build on Ohio's Plan to Raise Literacy Achievement.

Professional development and technical assistance tied to research-based language and literacy development instructional practices are key to building capacity. Also, literacy skills development needs to be a shared responsibility that cuts across all grade levels and subject areas. In other words, teachers of key academic subjects should be equipped to help students develop literacy skills using those subjects (e.g., content-specific vocabulary and comprehension skills). Even the youngest students should be supported in their literacy achievement through context-related experiences that build content-based vocabulary and other subject knowledge.

EQUITY: A kindergarten student who enters the classroom lacking basic learning (including literacy) and social skills starts behind his or her peers and faces dramatic challenges to catch up. This can start a cycle of inequity. Access to high-quality early learning opportunities can break the cycle.

PARTNERSHIPS: Success requires the support and collaboration of parents, caregivers and families and the education system (especially the early childhood education community). Likewise, community partners who have interest in the healthy development of children, such as libraries, after-school programs, cultural institutions, health care providers, businesses, philanthropy and the faith-based community, are essential.

QUALITY SCHOOLS: As Ohio works to increase access to high-quality early learning opportunities, more schools are likely to support younger learners. It is important that early learning opportunities are linked seamlessly to K-12 schools to ensure coherence and a smooth student transition.

High School Success and Postsecondary Connections

In high school, each child should see the relevance of his or her learning, be exposed to practical, real-world work settings and begin to define his or her future.

High schools set the stage for a student's future success. As students grow and mature, most begin to see they are becoming responsible for their own lives. Unfortunately, many students struggle with the transition that comes after high school. Some do not graduate from high school. Others leave their postsecondary experiences before crossing the finish line to a **credential**, certificate or degree. Those who go straight into the workforce often lack the skills and dispositions required for success. Strategy 10 seeks to change this by maximizing the high school experience.

STRATEGY 10

Ensure high school inspires students to identify paths to future success, and give students multiple ways to demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond.

Too often, high school reflects a checklist of classes, extracurriculars, test scores and experiences that leave some students wondering and wandering. Ohio has many great high schools, including its career-technical education centers. Students in these schools learn through career exploration. They take college courses. They receive personalized and customized learning that synchronizes with their passions and interests. They move outside the boundaries of the school building into work-based experiences. Students engage and manage their own learning. Ohio needs more high schools like this.

Focusing on careers: Choosing a "path" does not mean that a student makes a career choice that cannot change. It means gauging a student's interests and passions, based on what a student enjoys and is good at, and identifying aligned fields that might interest the student. Giving each student an opportunity to focus on careers will require teachers, staff and partners to understand career exploration. It also means that, when possible, instruction should be infused with connections to careers so that students can see the relevance of what they learn. Some high schools apply a career theme across the entire school.

Advancing successful models: There are many models of redesigned middle and high schools that can contribute to a more successful learning environment. Ohio has **early college** high schools, STEM and STEAM schools, **project-based learning** high schools, **expeditionary learning** high schools, **Advanced Placement** (AP) and **International Baccalaureate** (IB) programs, global awareness high schools and more. The Department should collaborate with key stakeholders to help identify and disseminate models for high school that can be used to inspire transformation.

Expanding work-based learning experiences: Helping students connect to business is key to high school improvement. Students who participate in work-based learning gain valuable, relevant skills and often can discern whether particular professions are a good fit. They gain insight from business mentors who can help them achieve a deeper understanding of various career areas. Many of Ohio's innovative high school principals have established partnerships with local businesses to enrich students' experiences.

Honoring and promoting career-technical education: Career-technical education continues to face a stigma, which harms student opportunity. Ohio needs to tackle this cultural bias head on. Students who enroll in career-technical education programs and earn industry credentials are poised to directly enter the workplace or go on to two-year or four-year colleges—whatever they may choose.

Expanding paths to graduation: Ohio can help schools formulate student-focused plans to ensure that graduates possess the habits and dispositions necessary for success after high school (refer to the Possible Attributes of a High School Graduate framework in the Appendix). The following suggestions could inform such plans:

- Emphasize equity and access;
- Start early to identify career and postsecondary aspirations and counsel students how best to stay on a path to excellence;
- Push and challenge students to reach rigorous levels of knowledge and skill acquisition;
- Identify learning options—including career-technical experiences, work-based learning, **project-based** or **case-based learning** approaches and others—most appropriate for students' success;
- Validly, reliably and consistently measure how students demonstrate competency and mastery;
- Use rubrics to gauge student progress and assess performance;
- Consider a robust portfolio of measures, including end-of-course, ACT/SAT and demonstration-based measures (for example, capstone projects); and
- Expose students to relevant concepts and work-based, experiential learning.

EQUITY: Students who struggle academically have unique challenges in pursuing postsecondary success. With a strong focus on understanding and meeting each student's needs, and personalizing the high school experience, all students can transition successfully to life beyond high school.

PARTNERSHIPS: Partners are essential to expanding learning opportunities during the high school years. Students in their teens can be effective interns and often crave community service opportunities that expose them to real-life experiences.

QUALITY SCHOOLS: High school is an important transition point in a student's life. As students mature and begin to contemplate young adulthood, high schools must collectively support students in exploring interests, developing aspirations and understanding the realities of existing and thriving in the real world.

Implementing Each Child, Our Future

This plan is the first step in a journey. The real work, and the biggest challenge, is to follow through with meaningful implementation. The same principles that guided the development of the strategic plan will steer implementation, and Ohio Department of Education leaders commit to the following principles:

USE A PARTNERSHIP-BASED APPROACH. Implementation is stronger when carried out collaboratively by stakeholders. The State Board and Department employed a partnership-based approach to develop *Each Child, Our Future*, and it proved an effective way to garner stakeholder investment. Going forward, the Department will continue to convene partners—including parents, caregivers, students, educators, higher education representatives, business and philanthropy leaders, state legislators and others—to collectively develop action plans aimed at implementing the plan components, especially the 10 strategies. When possible, these action plans will build on work already underway. For instance, the Department recently commenced several advisory groups focused on refining the state's accountability system (refer to Strategy 6) and identifying future graduation requirements (refer to Strategy 10). Some implementation actions could happen quickly, while others may take more time. Some can occur as part of the Department's regular course of activity, and others might require law or rule changes.

EMPHASIZE SUPPORT SERVICES MORE THAN COMPLIANCE. This strategic plan presents an exciting opportunity to reshape the work of the Department. The plan will lead to some agency restructuring, guided by the question, **"How can the Department provide the best possible supports to schools, districts and educators so they are best positioned to challenge, prepare and empower each child in Ohio?"** Ultimately, the objective is to align efforts across the agency in a coherent way that supports schools, districts and educators for success. Of course, compliance is not going away. There are still important compliance-related obligations that must be met, but those will not be the driving focus of the agency.

USE DATA TO INFORM IMPROVEMENT. The Department will pursue data sources and data-sharing agreements that will be used to establish a baseline for the plan's stated goal. In addition, new data collection may be needed. Caution should be exercised when considering new data collection sources and methods to avoid adding unnecessary burdens and to protect student privacy. The Department will work closely with other state agencies and national data organizations to identify appropriate data sources. The Department also will establish intermediate progress indicators that gauge the extent to which the education system and students are on track to meeting the goal. Ideally, Ohio would have interim measures at various points over the course of a student's educational experience (preschool, elementary grades, middle grades, high school grades) that show progress and accomplishment. In some cases, the state can rely on traditional measures of proficiency in certain content areas, but such measures are not sufficiently robust in terms of what this plan promotes. At the same time, leaders recognize it will take time to fully develop meaningful and appropriate metrics that speak to all plan dimensions, especially the four equal learning domains.

ACKNOWLEDGE THAT ONE SIZE DOES NOT FIT ALL. This plan was not developed to be a prescriptive mandate. The intent is to inspire and inform discussions about what is happening in schools each day. It is meant to support action in the name of continuous improvement. It is meant to bring schools and districts together to address shared needs and challenges and identify multiple approaches to achieving excellence. This plan embraces the idea that there is no one-size-fits-all approach.

ENGAGE KEY STATE-LEVEL PARTNERS. The State Board and Department will continue to work with the governor, state legislature, key policy influencers and other stakeholders.

UNDERSTAND THAT SUCCESS RELIES ON LEADERSHIP OF LOCAL SCHOOLS AND DISTRICTS. Just as the State Board and Department committed to the previously stated implementation principles, **local school leaders and educators** should review the following questions as they consider how this plan might impact their work.

- Are we working in our community to explore ways to increase access to quality early childhood experiences? Do we have strong relationships with early childhood providers whose students will be in our classrooms?
- Have we addressed issues of teacher excellence including recruitment, induction, feedback, professional development and retention?
- Have we addressed issues of academic rigor, quality instructional practices, excellent curriculum and the four equal learning domains?
- Have we addressed challenges we may face with school climate and culture?
- Have we developed effective partnerships with the broad range of partners who could support student success?
- Do we have a clear understanding of what we are striving for—and, if not, where can we go to see it?
- Have we thought about and developed our own continuous improvement action plan for addressing areas described in this plan? Are we committed to the plan and working to implement it? Are we analyzing data to guide us in identifying underperformance and its causes?

What every school and district chooses to do will look different. For best results, schools and districts should not focus on everything all at once. They can choose to start with any number of elements. The only choice that is not valid is the choice to do nothing. The State Board and Department are committed to being strong and supportive partners to each district in the interest of continuing our journey to achieve the vision of ensuring each child is successful and ready to create the future of our communities, our state and our nation.

Appendix

Glossary

Achievement gap – The difference in academic achievement between students as a whole and specific subgroups of students, such as racial minorities, English learners, economically disadvantaged students and students with disabilities.

Advanced Placement (AP) – An education program created by the College Board that offers college-level curricula and examinations to high school students. Higher education institutions may grant placement and course credit to students who earn qualifying scores on the examinations.

Adverse childhood experiences (ACE) – Stressful or traumatic events in a student's life, including abuse and neglect. These experiences may include household dysfunction, such as witnessing domestic violence or growing up with family members who have substance abuse disorders.

Artificial intelligence (AI) – The ability of computers or computer-controlled machines to perform human tasks thought to require intelligence.

Case-based learning – A teaching method that presents students with open-ended, incomplete scenarios, or cases, that require complex solutions. Each case includes an account of events and facts specific to the problem, along with decision points that promote critical thinking and student discussion. To solve cases, students exchange information, defend points of view and build on the ideas of others.

Capstone project – A project that can be part of a district's or school's graduation requirements. It is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically during their final year of high school.

Career-technical education (CTE) – An educational pathway that provides students, starting in grade 7, with academic and technical skills, knowledge and training in any of dozens of technical industries such as manufacturing, engineering and health care. Career-technical education integrates core academic knowledge, such as mathematics and English language arts, into a technical education framework. Career-technical education can conclude with the earning of an industry-recognized credential and can serve as a springboard to postsecondary education and careers. Approximately 160,000 Ohio middle and high school students are enrolled in career-technical education courses.

Community Eligibility Provision (CEP) – A meal service option for schools and districts in low-income areas. CEP allows the nation's highest-poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Schools and districts in the CEP program are federally reimbursed.

Communities of practice – Groups of educators who share a concern or a passion for what they do and collaborate regularly with the goal of identifying solutions for continuous improvement.

Continuous improvement – Maintaining a constant focus on advancing student academic and non-academic needs based on a set of specific goals.

Credential – An industry credential is an acknowledgement of a student's mastery of required knowledge and skills specific to an industry sector. Industries often create credentials that set forth the knowledge and skills students need to be successful. A teaching credential also acknowledges mastery and permits an educator to teach certain content or grade bands.

Culturally relevant/responsive instruction – A student-centered approach to teaching where the educator makes content and curricula accessible to students and teaches in a way students can understand.

Design thinking – A type of creative approach to problem-solving in which participants define a problem through deep analysis, often doing formal or informal research to minimize wrong assumptions; create and consider many options; refine those options; and pick the best solution and execute.

Disaggregating student data – Breaking down student performance data by specific groups of students, such as African American, Hispanic, English learners, economically disadvantaged and students with disabilities, for the purpose of systematic review to help schools better understand subgroup-specific descriptive statistics, trends and achievement gaps.

Early childhood – The childhood years from birth through grade 3.

Early college high schools – A learning experience that combines high school and the first several years of college. In grades 9 and 10, students often take college prep classes. In grades 11 and 12, students take college-level classes, earning both college and high school credit. Tuition and books at most early college high schools are free.

Economically disadvantaged – Students who meet at least one of four criteria, including students who are eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Programs and students who live in households where another household member is eligible for free or reduced-price meals.

Education intermediaries – An education partner organization or entity that connects people and programs to enrich student learning opportunities.

English learners – Students whose primary or home language is a language other than English and who need special language assistance to participate effectively in school instructional programs where English is the language of instruction.

Equity – Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.

Expeditionary learning – A schooling model that emphasizes high achievement through learning that is active, challenging, meaningful, public and collaborative. Expeditionary learning focuses on three core areas: mastery of knowledge and skills, character and high-quality student work.

Evidence-based strategies – Evidence-based strategies are practices or activities that have been evaluated and proven to improve student outcomes. The Every Student Succeeds Act (ESSA) defines four levels of evidence-based strategies based on the design and outcomes of the evaluations associated with the strategy. The four levels are: Strong, Moderate, Promising and Demonstrates a Rationale.

Future Ready Framework – A structure that helps schools and districts vision, plan and implement digital and personalized student learning. The framework helps schools and districts identify learning technology gaps and implement a plan to address these gaps. Personalized learning technology allows a student to receive feedback during the learning process and move at the student's own pace (see also: *Personalized Learning*).

Foundational knowledge and skills – Literacy, numeracy and technology skills. Each child must know how to think critically as he or she reads, writes, works with numbers and uses technology to maximize future learning experiences.

Growth mindset – The expectation that one will continually improve by learning new skills and building on current skills through dedication and hard work, as well as intelligence. A growth mindset allows a love of learning and resilience that is essential for accomplishment.

Highly effective teacher – A teacher who can plan and deliver engaging instruction that includes high expectations for each student and advances the learning of each student. The highly effective teacher achieves this through a clear understanding of student learning and development, mastery of content and respect for diversity, as well as by creating a rich learning environment and collaborating with students, parents and community members.

Homeless – A student who lacks a fixed, regular and adequate nighttime residence, as defined by the McKinney-Vento Homeless Assistance Act.

Instructional practices – Specific teaching methods that guide interaction in the classroom. Effective instructional practices use students' unique characteristics, backgrounds, prior experiences, interests and strengths to make learning connections and demonstrate behaviors and attitudes that encourage and embrace cross-cultural understanding.

International Baccalaureate (IB) – An international education program that integrates disciplines of study, commonly focused on students ages 16-19. IB courses expose students to breadth and depth of knowledge and help them become active, compassionate, lifelong learners. IB students can choose to earn an IB diploma, an Ohio IB Honors Diploma, and college credit.

Leadership and reasoning skills – Among other skills, leadership includes learning from mistakes and improving for the future, listening to others and working to achieve a common goal, and giving and receiving feedback. Reasoning means that students know how to draw on multiple disciplines to synthesize information, develop creative solutions and generate new ideas.

Lifelong learner – One who is motivated to continue seeking new knowledge and skills throughout his or her lifetime.

Living wage – The salary or hourly rate an individual must earn to support his or her family. This plan references the living wage calculator, which identifies living wages on a county-by-county basis for Ohio and states across the nation. The calculator is maintained and updated annually by the Massachusetts Institute of Technology.
Find it at http://livingwage.mit.edu/states/39/locations.

Partners – Everyone shares the responsibility of preparing children for successful futures. The most important partners are parents and caregivers, who have the greatest impact on a child's development. Other critical partners include educators, institutions of higher education, business, philanthropy, employers, libraries, social service organizations, community members, health care providers, behavioral health experts and many more.

Personalized learning – A learning model that allows for the different ways students achieve their best. Teachers who oversee their students' personalized learning address their learning experiences and apply appropriate instructional approaches and academic support strategies that meet individual students' distinct learning needs, interests, aspirations or cultural backgrounds.

Positive behavioral interventions and supports (PBIS) – A proactive approach for selecting and using prevention and intervention strategies that support a student's academic, social, emotional and behavioral competence. In PBIS, students learn social, emotional and behavior competence, which supports their academic achievement. Educators develop positive, predictable and safe environments that promote strong interpersonal relationships.

Project-based learning – A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge.

Quality schools – Among other things, a quality school is where parents, caregivers, community partners and others interact for the benefit of students. Schools are an important destination where many individuals and factors come together to serve the student, including school leaders, teachers, curriculum, instruction, student supports, data analysis and more.

Restorative practices – Processes that proactively build healthy relationships and a sense of community among students and adults to prevent and address conflict and wrongdoing. Restorative practices allow individuals who have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior.

Safe learning environment – Learning that takes place in an environment where a child is safe from physical or emotional harm and is receiving the range of supports needed to master academic knowledge and social and emotional skills.

School culture – The shared values, rules, belief patterns, teaching and learning approaches, behaviors, and relationships among individuals in a school. Culture encompasses a school's norms, unwritten rules, traditions and expectations. These may influence the way people dress to the way they interact with each other. Culture is deeply ingrained in a school and, therefore, may only be altered over a longer period through systematic change in a school's climate.

Social-emotional learning – The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

STEAM schools – STEAM stands for science, technology, engineering, the arts and mathematics. Its intention is to guide student inquiry, dialogue and critical thinking. STEAM integrates the principles of STEM through the arts.

STEM schools – STEM stands for science, technology, engineering and mathematics. It is a multidisciplinary approach to teaching and learning that fosters creativity and innovative thinking in students.

Step Up To Quality – A five-star quality rating and improvement system applied to early childhood programs that recognizes their use of standards that exceed health and safety licensing regulations.

Student supports – Assistance ranging from extra instructional help, such as tutoring or time with an intervention specialist, to free school meals, physical and behavior health services, and transportation services. Schools offer these supports to meet the basic needs of students, promoting their abilities to learn. Targeted supports refer to those that focus on a specific student's needs to help improve that student's academic and social-emotional performance.

Students with disabilities – Students who have intellectual, hearing (including deafness), speech or language, visual (including blindness), deaf-blindness, or orthopedic impairments; serious emotional disturbance; autism; traumatic brain injury; other health impairment; specific learning disability; developmental delay (for a child between the ages of 3 and 5); or multiple disabilities. As a result, these students need special education and related services.

Trauma-informed practices – Practices that realize the widespread impact of trauma, recognize the signs and symptoms of trauma in students, and respond by integrating knowledge about trauma into practices and seek to resist re-traumatization.

Well-rounded content – Academic subjects and skills apart from the fundamentals of literacy (reading), numeracy (math) and technology that make for broad knowledge and experience, help students identify their passions and aspirations, and enable them to discover connections and relationships among ideas and concepts.

Whole child – Ensuring that each child, in each school, in each community, is healthy, safe, engaged, supported and challenged.

Framework for Attributes of a High School Graduate

To help school districts across Ohio think through their own frameworks for determining what their successful high school graduates will look like, educators and employers who developed this plan consulted national research to create the following list. It is intended to both provoke and support local thinking and action.

- **Foundational knowledge and skills**—The graduate will have command of basic skills in mathematics, English language arts and technology—the building blocks that enable future learning. Specific to technology, the graduate will understand its global impact and use it to design solutions, communicate ideas and share information.
- **Well-rounded content**—The graduate will have exposure to social studies, sciences, languages, arts and physical education.
- **Critical-thinking and problem-solving skills**—The graduate will demonstrate strong decision-making skills, know how to analyze issues and approach complex challenges.
- **Resiliency, grit and work ethic**—The graduate will demonstrate follow-through and have the wherewithal to "stick to" challenging problems until a solution is identified.
- **Communication—oral and written**—The graduate will be an effective communicator who can clearly articulate his or her thoughts verbally and in writing.
- **Engaged citizens**—The graduate will productively contribute to society and engage in the democratic process (for example, vote on a regular basis).
- **Cultural awareness**—The graduate will hold a world perspective that values and respects diversity and the establishment of meaningful relationships.
- **Collaboration and teamwork**—The graduate will cultivate skills necessary to work with others and understand cooperation and compromise.
- **Adaptability and agility**—The graduate will exercise flexibility when necessary and seek to continuously learn and process new skills.
- **Social, emotional and interpersonal skills**—The graduate will express and manage his or her emotions and establish positive and rewarding relationships with others.
- **Curiosity, discovery and growth mindset**—The graduate will ask thoughtful questions, dig deeply into issues and understand that improvement results from his or her own learning.
- **Gathering information and discerning that information**—The graduate will be intentional about receiving information from multiple, reliable sources and making sense of that information.
- **Innovative and creative**—The graduate will think differently about problems—considering multiple angles of approach—and integrate skills and knowledge across disciplines to identify solutions.

In Ohio, the state determines standards (see Ohio's Learning Standards) for what students should know and be able to do. The state also identifies the minimum requirements a student needs to graduate. Local schools lead in identifying the skills and knowledge—or attributes—that their graduates should possess, as influenced, in many cases, by their regional economies and workforce needs. The framework of attributes is a model designed to help schools think through their own locally developed lists of attributes.

This framework is aligned closely to the OhioMeansJobs-Readiness Seal. The OhioMeansJobs-Readiness Seal is a formal designation students can earn on their high school diplomas signifying their personal strengths, strong work ethic and professional experience. The framework of attributes includes the professional skills contained in the OhioMeansJobs-Readiness Seal, plus an emphasis on the academic skills required for future success.

Direction from the State Board of Education

In July 2017, the State Board of Education identified the following 12 priorities to guide development of the strategic plan. These priorities were shared with the stakeholders and partners who came together to develop the plan.

MEETING THE LEARNING NEEDS AND ASPIRATIONS OF *ALL* STUDENTS.

1. Prioritizing equity. The Strategic Plan must focus on strategies that meet the learning needs and aspirations of all students, especially students of poverty, students with disabilities, English learners, and other students who face unique challenges. These tend to be students who, due to barriers beyond their control, have not reached their potential for learning. They require targeted supports to be successful and, like all students, benefit from strong teacher-student relationships, differentiated instruction, developmentally appropriate methods, culturally informed practices, and personalized-learning approaches.

2. Ensuring students have foundational knowledge and skills. The Strategic Plan must promote the importance of students acquiring essential knowledge and skills in mathematics, reading, writing, science, and social studies—all of which serve as cornerstones for lifelong learning.

3. Accommodating all students' learning and growth needs and aspirations. Beyond foundational knowledge and skills, the Strategic Plan must address students' learning and growth needs through a well-rounded education. This includes, among other things, the development of social-emotional competency, learning and innovation skills, information and technology skills, and life and career skills. These skills will help students identify their passions and chart their futures.

4. Celebrating learning. The Strategic Plan must promote learning approaches that actively engage students through discovery, creativity, and exploration. This will capitalize on students' strengths, passions, and interests and fuel their curiosity and desire for more learning.

ENSURING EXCELLENT EDUCATORS (TEACHERS AND LEADERS) WHO KNOW HOW TO MEET THE LEARNING NEEDS AND ASPIRATIONS OF ALL STUDENTS.

5. Supporting effective educators who achieve results. The Strategic Plan must acknowledge the impact of excellent teachers and leaders, who research shows are the greatest contributors to student success in schools. It must promote policies and practices that ensure an abundant supply of effective teachers and leaders (and other personnel – psychologists, counselors, support staff, etc.) who are collaborative, empowered, prepared and developed to nurture student growth and boost student accomplishment.

FOSTERING ENGAGING, SUPPORTIVE SCHOOLS THAT MAXIMIZE STUDENT LEARNING.

6. Fostering environments that maximize student learning. The Strategic Plan must identify and promote strategies to help students overcome barriers to learning and build teacher and leader capacity to support those strategies. Strategies should include reducing stress, addressing experiences of trauma, implementing restorative practices, and meeting physical, social, and emotional needs. Strategies promoted in the Strategic Plan should seek to assure that students are educated in safe, supportive, nurturing, challenging, emotionally secure, and engaging environments.

7. Advancing quality in- and out-of-school learning opportunities. The Strategic Plan must identify ways to promote access to opportunities that enrich the student learning experience during the school day, after the school day, and beyond the traditional K-12 school experience (including, but not limited to, opportunities for students to participate in community service, internships, mentoring, and after- and out-of-school experiences).

8. Promoting evidence-based, innovative learning practices. The Strategic Plan must support school districts in promoting and implementing innovative and evidence-based learning practices, including, but not limited to, the integrated use of technology and authentic, real-world, experiential learning and project-based learning.

MAINTAINING AN EDUCATION SYSTEM THAT SUPPORTS STUDENTS, TEACHERS, AND FAMILIES.

9. Prioritizing early learning. The Strategic Plan must recognize the value and return on investment of early learning. It must identify strategies that advance high-quality, developmentally appropriate, hands-on early childhood and preschool opportunities for students. It must promote collaborations with parents, caregivers and community partners that emphasize the importance of early learning.

10. Striking partnerships to deploy integrated supports. The Strategic Plan must promote and encourage schools to partner with parents, caregivers, community members, and organizations to help maximize learning and support student opportunities and accomplishments. These supports can address students' basic needs or more specialized conditions (e.g., nutrition, vision/hearing, health care, career exploration, workplace learning, etc.) that have an impact on learning and life.

11. Emphasizing collective stakeholder impact. At the state and local levels, the Strategic Plan must recognize the power of collective impact and seek to leverage all elements of society—including critical partners such as parents, caregivers, community and faith-based organizations, businesses, state legislators, etc.—in a shared commitment to the continuous improvement of the education system and the lives of children.

12. Measuring progress. The Strategic Plan must identify and promote strategies to help students overcome barriers to learning and build teacher and leader capacity to support those strategies. Strategies should include reducing stress, addressing experiences of trauma, implementing restorative practices, and meeting physical, social, and emotional needs. Strategies promoted in the Strategic Plan should seek to assure that students are educated in safe, supportive, nurturing, challenging, emotionally secure, and engaging environments.

Partners Who Contributed to the Development of the Plan

More than 150 partners had a hand in developing this plan. Those partners, listed individually below, include teachers and school leaders from preK-12, higher education representatives, parents, business leaders and employers, philanthropy, community leaders and others. This plan would not be possible without their dedicated engagement over the last seven months.

STEERING COMMITTEE

The Steering Committee provided high-level oversight of the strategic plan development process.

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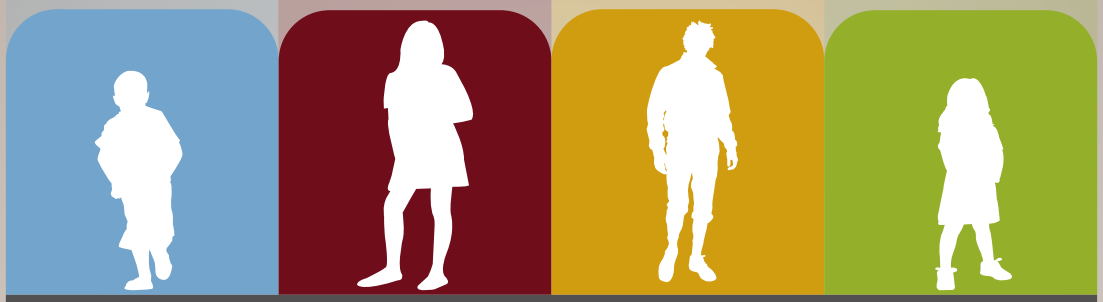

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