

EachChild=OurFuture

A Strategic Plan for Education in Ohio: 2019-2024 (#EachChildOurFuture)

HIGHLIGHTS—MARCH 2018

GUIDING PRINCIPLES

Principles identified most frequently—and at times, most intensely, by the stakeholders and partners who worked to develop this plan. The principles informed development of the vision, goal and strategies.

Whole Child:

1. **Students are the state’s hopes and dreams.** Meeting the needs of the whole child, including the development of social-emotional skills, is essential for preparing students for success in the classroom and to navigate the rapidly changing future of work.
2. **Equity is the state’s top education imperative.** A student’s circumstances should never predetermine his or her success.

Caring Adults:

3. **Parents, caregivers, teachers, school leaders and support personnel are at the heart of the state’s education system.** They care deeply about students and do whatever it takes to support student learning and success.

Strong System:

4. **A student’s learning experience—from preschool through postsecondary education—must be seamless** and engineered for preparing *each* student for future success.
5. **Business, foundation and community partners are essential to helping the state reach its goals.** The education system relies on community support, such as the meaningful participation of businesses, health care providers, social service organizations and others in the community.
6. **Schools are where it all happens—and a central focus of the work.** Ohio’s schools often serve as hubs and resources for their communities.
7. **There is no one-size-fits-all.** Regions and communities across Ohio face unique and nuanced challenges.
8. **Evidence, data and clarity on desired outcomes are essential to the work, particularly when it comes to school improvement.** At the state level, Ohio is prioritizing the use of evidence as schools determine what strategies yield maximum results in student success.

VISION

EachChild graduates from high school, and *each* graduate is prepared with the knowledge, skills and disposition to pursue his or her chosen post-high school path and become a lifelong learner who is an engaged, culturally aware and contributing member of society.

OVERARCHING GOAL

Annually increase the percentage of Ohio’s high school graduates who, within one year of 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 (15 semester hours); or
- Serving in a military branch; or
- Earning a living wage.

FOUR EQUALLY-VALUED DOMAINS OF LEARNING

Stakeholders and partners who developed this plan identified four equally-valued domains of learning: 1.

Foundational Skills and Knowledge; 2. **Well-Rounded Content;** 3. **Reasoning;** and 4. **Social-Emotional.** They acknowledged that critical reasoning and social emotional learning competencies are important, inseparable elements of learning.

STRATEGIES TO OPERATIONALIZE THE FOUR LEARNING DOMAINS AND REACH THE GOAL

Early Learning and Literacy: A strong system includes caring adults who work across sectors, agencies, providers and systems to help develop the whole child.

STRATEGY 1: Organize around one clear message about the importance of early learning and literacy.

STRATEGY 2: Improve state and local ability to support an effective kindergarten readiness assessment.

STRATEGY 3: Connect early literacy with middle and high school literacy skills

STRATEGY 4: Align early childhood education program requirements between the Ohio Departments of Education and Job and Family Services.

Standards, Assessment and Accountability: A strong system includes clear standards, robust measures of the acquisition of knowledge and skills, and accountability tools for feedback and continuous system improvement so that *each* Ohio student is wholly prepared for success.

STRATEGY 5: Ensure state learning standards and other related competencies reflect all four learning domains.

STRATEGY 6: Move toward a balanced system of assessments to appropriately gauge the four domains, and provide students with opportunities to demonstrate competency and mastery in ways beyond state standardized tests.

STRATEGY 7: Refine the state's accountability system to be fairer, more meaningful, asset based and to provide feedback in Reasoning and Social-Emotional Learning.

Student Supports, School Climate and Culture: A strong system includes caring adults from a variety of sectors who help develop the whole child.

STRATEGY 8: Provide tiered supports and disseminate resources to help schools cultivate the needs of the whole child, and understand the importance of school climate and culture.

STRATEGY 9: Increase partnerships that encompass education, community, social and health care (including behavioral health care) partners to support and care for in-need preK-12 students.

High School Success and Postsecondary Connections: A strong system with caring adults who help prepare each high school student to succeed after high school—whether that be postsecondary learning or securing a living-wage job.

STRATEGY 10: Transform the high school experience so that students graduate with college credit, career-technical training, an industry-recognized credential or certificate or military training.

STRATEGY 11: Implement a “student success plan” approach for graduation with more, but still rigorous, options for students to demonstrate knowledge and skills to earn a high school diploma that adheres to the attributes of a high school graduate (refer to the attributes framework in Appendix).

Excellent Educators and Instructional Strategies Workgroup: A strong system has excellent educators who effectively instruct and help prepare the whole child.

STRATEGY 12: Support districts to meet their own unique human capital needs.

STRATEGY 13: Increase the supply of highly effective teachers and leaders and ensure they are effective or highly effective from day one.

STRATEGY 14: Support every principal to be a highly effective principal—especially those working in schools with students with the greatest needs.

STRATEGY 15: Improve targeted supports for delivering excellent instruction.

