

Every Student Succeeds Act

Topic Discussion Guide

Under the Every Student Succeeds Act (ESSA), Ohio will create a plan to better align our local, state and federal programs to help all students be successful.

The Ohio Department of Education is committed to meaningfully engaging a diverse group of stakeholders through a variety of methods and opportunities to solicit thoughts, opinions and recommendations concerning provisions in Ohio's state plan. Everyone's input is required to create a plan that is deeply rooted in the needs of Ohio's students.

Ohio is conducting a series of topic specific webinars. Each topic will have a detailed discussion guide. The 10th topic, "Academic Content Standards' Review Process," is discussed below.

Academic Content Standards' Review Process

WHAT ARE THE ACADEMIC CONTENT STANDARDS?

Academic Content Standards describe the knowledge and skills that students should attain, often called the "what" of "what students should know and be able to do." They indicate the ways of thinking, working, communicating, reasoning and investigating the important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline. In Ohio, the State Board of Education periodically shall adopt statewide academic standards with emphasis on coherence, focus and essential knowledge that are more challenging and demanding when compared to international standards for each of the grades from kindergarten through grade 12 in English language arts, mathematics, science, and social studies (ORC 3301.079). In response to this requirement, the State Board of Education adopted the Ohio Learning Standards in June of 2010.

WHAT DOES ESSA REQUIRE?

ESSA requires states to adopt challenging academic content standards that align to credit-bearing coursework in the state's public education system and relevant career-technical standards. The new statutory language regarding challenging state academic standards in section 1111 (b)(1)(A) highlights that each state:

- Shall provide an assurance that the state has adopted challenging academic content standards and aligned academic achievement standards.
- Shall have academic achievement standards, which shall include not less than three levels of achievement that will be used by the state, its local education agencies and its schools.
- Shall have the same academic content standards (except for students with the most significant cognitive disabilities), and they shall:
 - Apply to all public schools and public school students in the state.

- With respect to the aligned academic achievement standards, they should include the same knowledge, skills and levels of achievement expected of all public school students in the state.
- Align to the entrance requirements for credit-bearing coursework in the system of public higher education in the state and relevant state career and technical education standards.
- May adopt alternate academic achievement standards for students with the most significant cognitive disabilities, provided those standards:
 - Are aligned with the challenging state academic content standards;
 - Promote access to the general education curriculum, consistent with the Individuals with Disabilities Education Act (IDEA);
 - Reflect professional judgment as to the highest possible standards achievable by such students;
 - Are designated in the individualized education program (IEP) for each student as the academic achievement standards that will be used for the student; and
 - Are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment.

English Language Proficiency Standards:

- Are derived from four recognized domains of speaking, listening, reading and writing;
- Address the different proficiency levels of English Learners (EL); and are
- Aligned with the challenging Ohio’s State Academic Standards.

Other Requirements

- A state shall not be required to submit any standards developed under this subsection to the U.S. Education Secretary for review or approval.

Federal Control

The U.S. Education Secretary shall not have the authority to mandate, direct, control, coerce or exercise any direction or supervision over any of the challenging state academic standards adopted or implemented by a state. Nothing in this requirement shall prohibit a state from revising, consistent with this section, any standards adopted under this part before or after the date of enactment of the Every Student Succeeds Act.

HOW ARE THE STATE STANDARDS CURRENTLY ADDRESSED?

In 2010, Ohio adopted Ohio’s Learning Standards in English language arts and mathematics that are common to a significant number of states, consistent with part (1) of the definition of college and career ready standards (Ohio ESEA Flexibility Renewal Request). Ohio also engaged in its own process to revise and adopt new learning standards in science and social studies. In addition to the core subject areas, fine arts, world language and physical education standards were revised, and financial literacy standards were developed and adopted by the State Board of Education (Ohio ESEA Flexibility Renewal Request).

Transparency is vitally important in a transition process. Internal and external stakeholders need to know when and what changes will occur from year-to-year to prepare themselves for full transition and implementation. The Ohio Department of Education created and disseminated a timeline that communicates the transition in four phases. The four phases include:

1. *Communication and Awareness:* Phase 1 involves communication to all audiences (e.g.,

educators, parents, policy-makers) about the importance of college and career readiness, including the why, when and what changes to the educational system will occur to get there.

2. *Alignment and Refinement*: Phase 2 supports the change process that will occur at the state and district levels to support college and career readiness (e.g., curriculum alignment, teacher preparation and growth).
3. *Transition and Implementation*: Phase 3 supports opportunities to learn and the application of change. For example, at the state and district levels, transition work is complete, revised curriculum is implemented and assessment items are field-tested.
4. *Complete Implementation*: Phase 4 and the final phase represents full implementation by introducing the new assessment and accountability systems and is a platform to evaluate the results of a complete college and career ready system.

HIGHER EDUCATION: REMEDIATION FREE STANDARDS

In fulfillment of statutory requirements (Ohio Revised Code 3345.06(F)), Ohio's public college and university presidents established statewide remediation-free standards which are statements of essential knowledge and skills needed for success in the first college-level, non-remedial courses in English, mathematics and science. These standards were revised in December 2012 and implemented statewide in the 2013-2014 academic year. In the development and review of the 2012 remediation free standards, committees of higher education and high school faculty performed an alignment study between these standards and Ohio's learning standards.

The standards inform campus placement policies and give students, teachers and faculty a clear message on the knowledge and skills expected of students when they enter college. Student readiness for college and careers includes:

- Content Knowledge
- 21st Century Skills
- Readiness Behaviors
- College and Career Survival Skills

ALIGNMENT WITH CTE STANDARDS

Ohio has a history of a strong and seamless alignment of PreK-16 academic expectations. In 2006, the Ohio Board of Regents (OBR) developed the College Readiness Expectations in English and Mathematics. Ohio's Carl D. Perkins Plan calls for all high school career-technical education programs to convert to career pathways and programs of study that include:

- Ohio's graduation requirements
- Seamless career pathways that connect secondary and postsecondary coursework
- Opportunities for articulation agreements between secondary schools and institutions of higher education

ENGLISH LANGUAGE LEARNERS (ELL)

In collaboration with 10 other states, Ohio developed English language proficiency standards that correspond to the Ohio Learning Standards (OLS) to support English Language Learners (ELLs) to acquire the language skills needed to: a) participate successfully in school; b) meet higher academic expectations; c) communicate effectively with others; and d) participate fully in college and careers beyond high school.

OHIO'S LEARNING STANDARDS–EXTENDED (OLS-E)

In June 2010, Ohio adopted the new learning standards for English language arts and mathematics as well as revisions to the Ohio science and social studies standards. Recognizing the need to make the state standards accessible for all students, Ohio developed extensions to the academic content standards for instruction of students with significant cognitive disabilities. These extensions are designed to assist teachers in providing their students with meaningful access to the standards, while concurrently implementing an adaptive on-demand, performance-based alternate assessment. The extended standards help to ensure that students with significant cognitive disabilities receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the high expectations of Ohio's Learning Standards. Four online academic modules and two instructional and assessment modules were developed to provide professional development to school-based teams on Ohio's Learning Standards-Extended (OLS-E) and how to incorporate the new standards into curriculum and instruction for students with significant cognitive disabilities.

KEEPING STANDARDS CURRENT/A REVISION PROCESS

The effort to keep standards updated and current without breaking the system and writing the standards continues to be a major challenge for the state. With this in mind, Ohio has started a revision process of the goals, to include:

- **Value** teachers' work around the standards
- **Improve** Ohio's Learning Standards
- **Create** a process for future standards revision

The revision process began with Ohio's Learning Standards for English language arts and mathematics with the expectation that other content areas will follow in the years to come. The department has asked for input through an online survey which began in February 2016 for over a six week period. Advisory committees, which are made up of education leaders, reviewed comments received which made recommendations to educator working groups on the revisions to the standards. The draft of the proposed revisions were posted for public review and comments in July 2016. Comments received during this public review are reviewed by the advisory committee for additional edits to be addressed by the educator working groups. The final edits will be taken to the State Board of Education for review and adoption.

Following the adoption of the revised standards for English language arts and mathematics, groups of educators will convene to address the model curricula.

The revision process for Ohio's Learning Standards in science, social studies and financial literacy will begin in fall 2016 with other content areas to follow the process in the fall of 2017. Once through the process, the content areas will be placed on a revision cycle approximately every five years.

WHAT FUTURE ACTIONS ARE REQUIRED?

Ohio must maintain challenging academic standards that align to college and career expectations. Adopting the current plan to develop a standards revision cycle and keep the standards aligned, current and challenging will require:

- Other standards aligned to Ohio's learning standards to be on a similar cycle of revision:
 - Alignment study between the Ohio learning standards and the remediation free standards;
 - Revision to the extended standards;
 - Alignment to the career technical standards; and
 - Alignment and possible revision to the English language learner (ELL) standards
- Modification to state assessments to be reviewed on a similar cycle to maintain alignment; and
- A robust communication plan and development plan for support of districts.

What are the required actions related to Ohio's Alternate Academic Achievement Standards for Students with Significant Cognitive Disabilities (AASCD)?

- Revise the extended standards with the revised Ohio learning standards
 - This would require a revision to the Alternate Assessment; and
 - This would require these standards to be on a revision cycle similar to Ohio's Learning Standards Extended (OLS-E).

If additional resources are needed to implement these standards, what is the possible cost to districts and the state?

- Communications and professional development regarding the changes and implication to instruction and assessment.
- Required changes to instruction support and materials.