



Each Child Our Future

Ohio Strategic Plan For Education: 2019-2024



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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 partners¹ 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.

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>

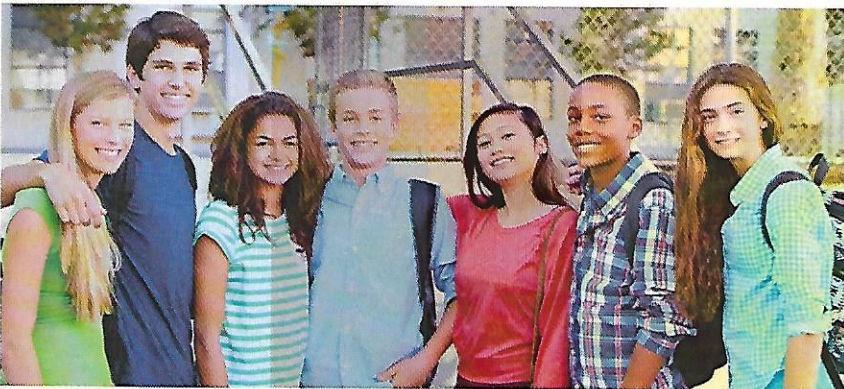
Ohio's Education Landscape

Our Students

Data from 2016-2017 school year unless noted.

Race and Ethnicity	Enrollment	Percent
Total Enrollment	1,674,341	100%
American Indian or Alaskan Native	2,070	0.1%
Asian or Pacific Islander	39,512	2.4%
Black, Non-Hispanic	278,839	16.7%
Hispanic	91,724	5.5%
White, Non-Hispanic	1,178,393	70.4%
Multiracial	83,803	5.0%

Diverse Learners	Enrollment	Percent
Students with Disabilities	244,777	14.6%
English Learners	58,603	3.5%
Economically Disadvantaged	851,769	50.9%
Homeless	20,083	1.2%
Children of Migrant Workers	558	<0.1%
Identified as Gifted	250,518	15.0%



Change in Size of Selected Student Groups 2007-2017



Homeless
+12,271 Students



Hispanic
+46,840 Students



English Learners
+26,892 Students



Asian or Pacific Islander
+14,783 Students



Multiracial
+30,755 Students



Economically Disadvantaged*
+231,645 Students



Black, Non-Hispanic
-9,610 Students



White, Non-Hispanic
-163,636 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 2016-2017 school year unless noted.

District Settings	Districts	Percent	Enrollment	Percent
Traditional School Districts	612	100%	1,560,385	100%
Ohio 8 Districts	8	1.3%	194,810	12.5%
Other Urban Districts	47	7.7%	204,088	13.1%
Suburban Districts	123	20.1%	552,719	35.4%
Town Districts	200	32.7%	356,964	22.9%
Rural Districts	229	37.4%	251,629	16.1%
Other Districts	5	0.8%	175	<0.1%



Our Districts and Schools

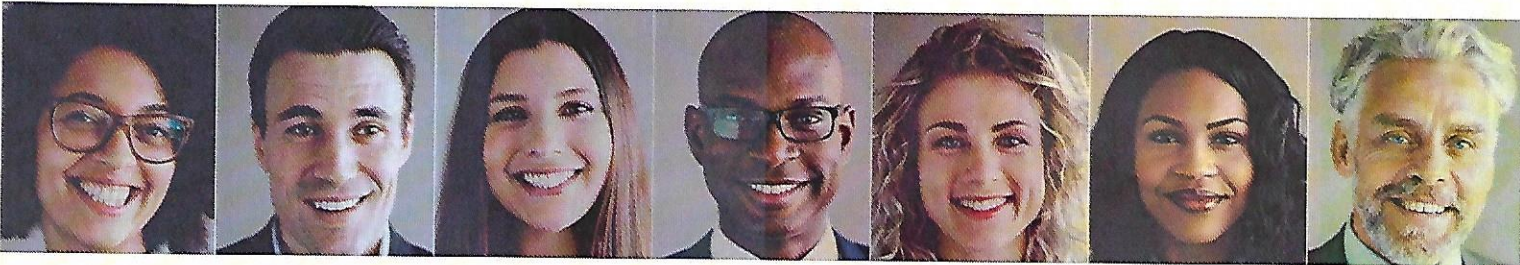
Data from 2016-2017 school year unless noted.

Types of Schools	Schools	Percent
All Public Schools (as of 8/1/18)	3,592	100%
Traditional Public Schools	3,186	88.7%
Community Schools	319	8.9%
Vocational Schools	72	2.0%
State Supported Schools (Special Needs)	8	0.2%
STEM Schools	7	0.2%

School Options	Enrollment
Community Schools	111,272
Inter-District Open Enrollment	92,484
Public Vouchers for Private School	45,874
• EdChoice Scholarship	21,844
• EdChoice Expansion	7,580
• Cleveland Scholarship	8,003
• Jon Peterson Special Needs	4,930
• Autism Scholarship	3,517
Home School	30,461
Chartered Private Schools (711)	171,426

Our Educators

Data from 2016-2017 school year unless noted.



Personnel in Public Schools	Educators (FTE)	Percent
All Educators	134,053	100%
School Administrators	6,077	4.5%
Teachers	106,510	79.5%
Student Support Services	21,466	16.0%

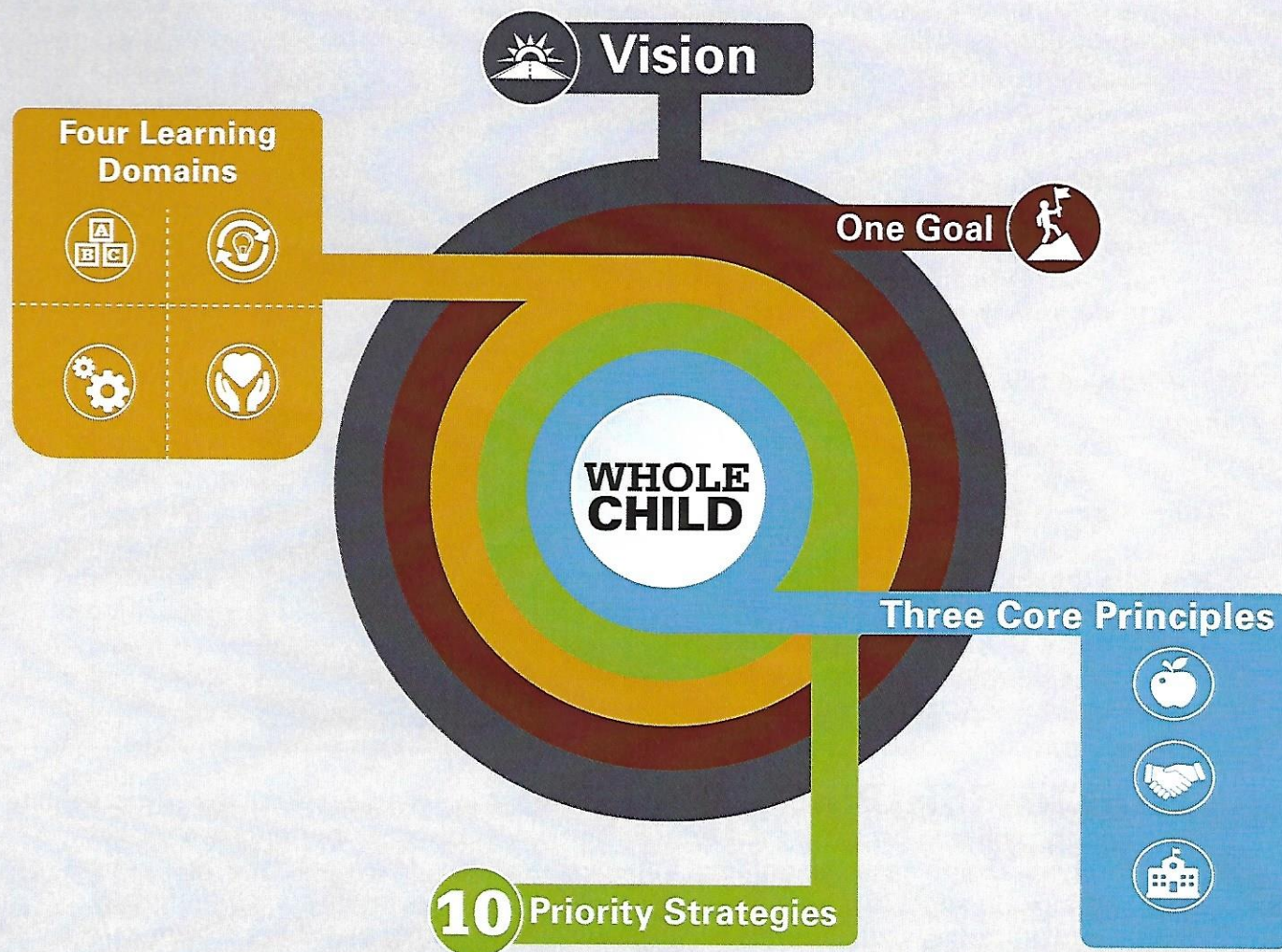
Teacher Race and Ethnicity	Educators	Percent
All Teachers	106,510	100%
American Indian or Alaskan Native	60	0.1%
Asian or Pacific Islander	270	0.3%
Black, Non-Hispanic	4,399	4.1%
Hispanic	732	0.7%
White, Non-Hispanic	100,894	94.7%
Multiracial	155	0.1%

Educators in Early-Career Mentoring	Educators
Resident Educator Program Participants	21,836

New Initial Licenses Issued	Licenses	Percent
All Educators	17,505	100%
School Administrators	1,321	7.5%
Student Support Services	9,310	53.2%
Teachers	6,874	39.3%
Teacher Licensure Area	6,874	100%
Early Childhood (P-3)	2,369	34.5%
Early Childhood Intervention Specialist (P-3)	304	4.4%
Designated Subject (K-12)	204	3.0%
Intervention Specialist (K-12)	1,524	22.2%
Middle Childhood (4-9)	857	12.5%
Adolescence to Young Adult (7-12)	1,363	19.8%
Career Technical (4-12)	69	1.0%
Career Technical Workforce Development	184	2.7%

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

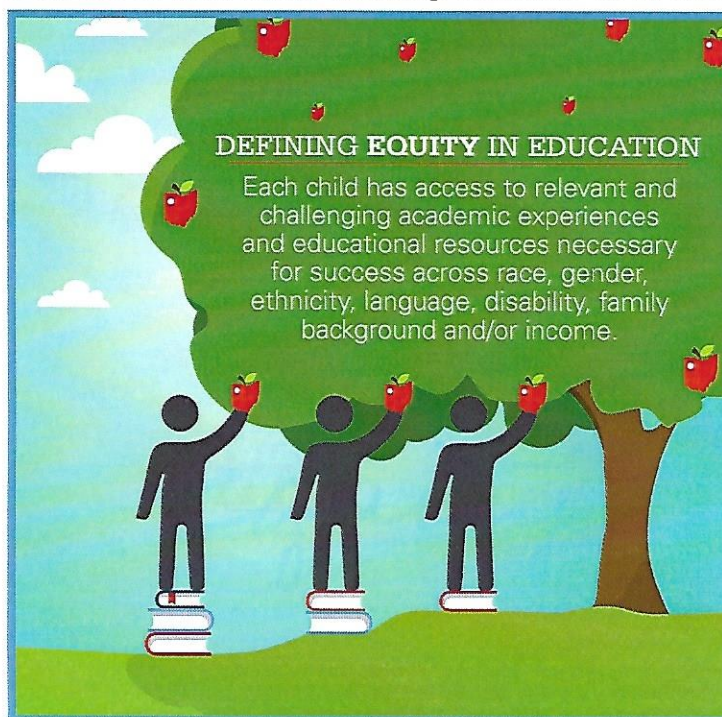
Ohio can only reach success by meeting the needs of the **whole child**. The time a child spends in school is precious and should ensure all aspects of a child's well-being are addressed, including the physical, social, emotional and intellectual aspects. Each plan component works harmoniously to support 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**.

⁵Whole 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 domains⁶ 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 Educators⁹ 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 to appropriately gauge the four equal learning domains and allow students to demonstrate competency and mastery in ways beyond state standardized tests.

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: Embracing the four equal learning domains will inspire the state to explore innovative approaches to assessments that go beyond academic content, particularly in the leadership and reasoning and social-emotional learning domains. Skills and dispositions in these two learning domains can be observed by individuals trained to do so. A handful of schools in Ohio already have worked with community partners—including employers and business leaders—to develop rubrics that gauge mastery of concepts in these learning domains.

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.

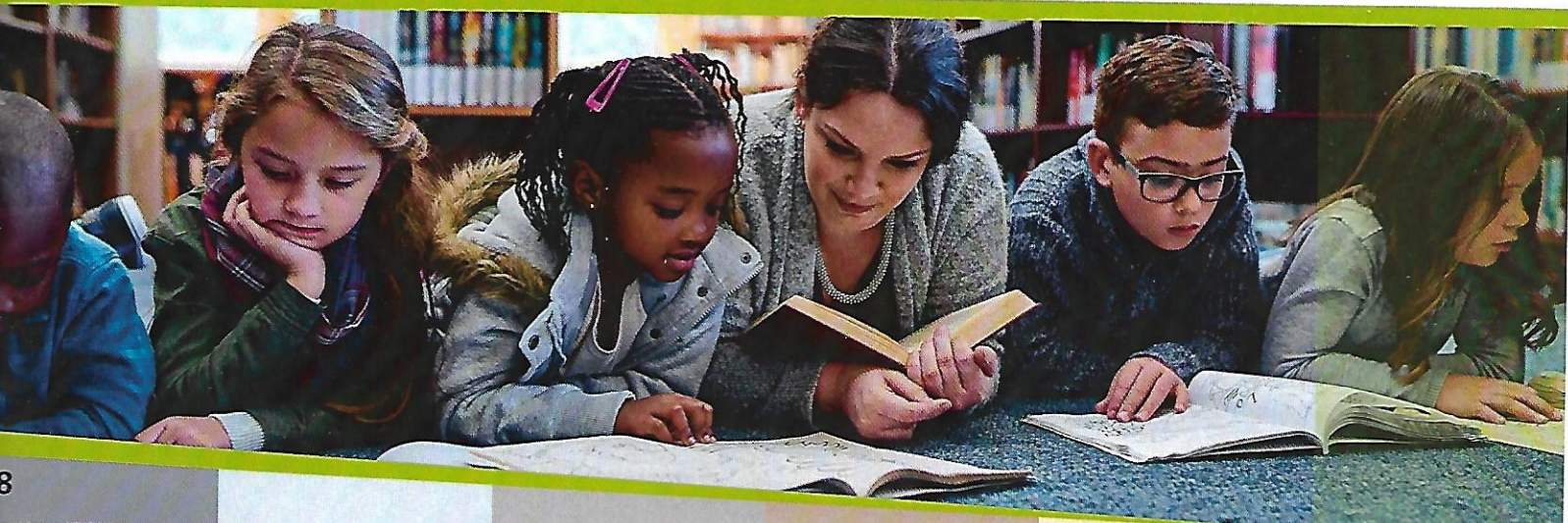
Moving toward a balanced kindergarten readiness assessment: The Ohio Department of Education also can move toward a balanced kindergarten readiness assessment that provides useful information about kindergarten readiness, is attentive to implementation barriers and recognizes test administration issues. 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 that reflects all four equal learning domains.

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.

Identifying measurements and providing information to gauge progress: As Ohio shifts its system of standards, assessments and accountability to value all four equal learning domains, it will need to modify and enhance how it provides feedback across all the domains—especially leadership and reasoning skills and social-emotional learning.





EQUITY: Academically challenging standards for what each child should know and be able to do are fundamental to achieving equity in education. Leadership and reasoning skills and social-emotional learning go a long way to prepare a student for future success. A diverse system of assessments 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>