



Supporting Students through Collaboration Across the Continuum

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Continuum of Lifelong Learning



P-12

College
& Careers

Key Transitions

College and Career Ready (CCR)



Class of 2025



Measures of CCR

- High School Graduation Rates
- College Remediation Rates
- College Completion Rates
- Employment Rates



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Assessing Readiness

- Formative assessments throughout the learning process
 - Aligned to Ohio's New Learning Standards
- Determination of readiness for next level of learning
- Differentiated educational pathways
 - Elementary
 - Middle School
 - High School
 - Postsecondary



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Formative and Summative Assessments

- **Middle School and High School Standardized Assessments**
 - 10th Grade Assessment – PSAT
 - Selected as a result of an RFP Process
- **College Readiness Assessments**
 - ACT, SAT
- **Non-Cognitive / Dispositional Assessments**
- **Looking Forward: PARCC Assessments**
 - Series of End of Course and End of Year Assessments



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Individualized Student Pathways

- **Advanced Credit Opportunities While in High School**
 - Students deemed college and career ready
- **Rigorous High School Coursework**
 - Students working to be college and career ready
- **12th Grade Transitional Courses**
 - Students not on pace to be college and career ready



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Ohio Statutory Requirements

ORC 3345.061 (F)

- Not later than December 31, 2012, the presidents, or equivalent position, of all state institutions of higher education, or their designees, jointly shall establish uniform statewide standards in mathematics, science, reading, and writing each student enrolled in a state institution of higher education must meet to be considered in remediation-free status.
- The presidents also shall establish assessments, if they deem necessary, to determine if a student meets the standards adopted under this division. Each institution is responsible for assessing the needs of its enrolled students in the manner adopted by the presidents.
- The board of trustees or managing authority of each state institution of higher education shall adopt the remediation-free status standard, and any related assessments, into the institution's policies.
- The chancellor shall assist in coordinating the work of the presidents under this division.



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Developing Ohio's Remediation-Free Standards

- Faculty Panels – Math/Science and English Language Arts
 - Community College
 - University
 - High School
- State Advisory Panel
- Public College and University Provosts
 - Vetting on campuses
- Public College and University Presidents



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Ohio's Language Remediation-Free Standards

Reading

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Writing

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Speaking, Viewing and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas



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Ohio's Quantitative Remediation-Free Standards

Processes

- Problem Solving
- Communication using Math Ideas
- Mathematical Reasoning
- Connecting Mathematical Concepts
- Use of Technology

Numbers and Operations

- Structure of the Number System
- Operations
- Estimation

Algebra

- Equations and Inequalities
- Operations with Algebraic Objects
- Graphing
- Functions and Applications

Geometry

- Structure
- Geometric Representations
- Measurement

Probability and Statistics

- Data Displays and Interpretation
- Representations and Use of Data
- Probability Concepts



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Ohio's Science Remediation-Free Standards

Learning Skills

- Learn using a variety of sources
- Persist in learning despite encountering initial difficulty in mastering challenging material

Content

- Satisfactorily complete HS biology, physical science, and one advanced science course
- Consistently demonstrate mastery of the Mathematical Expectations in science contexts
- Use models to solve problems

Rationale

- Identify questions and concepts that guide scientific investigations
- Design and conduct scientific investigations
- Use technology and mathematics to improve investigations and communications.
- Formulate and revise explanations and models using logic and evidence
- Recognize and analyze explanations and models
- Communicate and support a scientific argument



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Ohio's Remediation-Free Assessments

	ACT	SAT	Accuplacer	COMPASS	PARCC
English	18+	Writing 430+	Sentence Skills 88+ OR Writeplacer 5+	COMPASS English/Writing assessment not recommended.	TBD
Reading	21+	450+	80+	88+	TBD
Mathematics	22+	520+	Elem. Alg. 108+ or College Level Math 69+	Algebra Scale Score 52+	TBD



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High School/Higher Ed Alignment

- Race to the Top supported initiative
 - 14 Consortia of: (P)K-12 Districts; Community Colleges; Public Universities; Private Universities
- Align teacher preparation programs to meet Ohio's new rigorous content standards
- Provide insight into content and rigor of first year, non-remedial college courses
- Communicate knowledge and cognitive skills sets required of college coursework
- Align high school curriculum in English language arts and mathematics to reduce postsecondary remediation rates
- Provide ongoing data exchange between high schools and higher education institutions to promote greater student mobility and success



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College Credit Plus – H.B. 59 Requirements

- The Chancellor shall make recommendations to the General Assembly to establish the College Credit Plus program, whereby high school students may earn credits through Ohio institutions of higher education.
- The Chancellor shall consult with the Inter-University Council of Ohio, the Association of Independent Colleges and Universities of Ohio, the Ohio Association of Community Colleges, and the Superintendent of Public Instruction in developing the recommendations.
- The Chancellor shall provide a report of the recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 31, 2013, for implementation in the 2014-2015 academic year.



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Guiding Principles

- Predictable and Adequate Funding
- Relevant Coursework
- Aggressive Communication
- Program Participation
- Data Driven



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Ad Hoc Working Group Representation

- Association of Independent Colleges and Universities
- Buckeye Association of School Administrators
- Catholic Conference of Ohio
- Inter-University Council
- Ohio Association of Career-Technical Superintendents
- Ohio Association of Community Colleges
- Ohio Association of Independent Schools
- Ohio Association of School Business Officers
- Ohio Association of Secondary School Administrators
- Ohio Board of Regents
- Ohio Department of Education
- Ohio Office of the Governor



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Two-Way Traffic

**Colleges of
Education**



**K-12
Partners**




**Educator
Preparation**

**Colleges
of Arts
and
Sciences,
Fine Arts**





Partnerships for Clinical Preparation



**Ohio Educator Preparation Program
Performance Reports**



Initiatives

Focus Area: Accountability for Educator Preparation Programs

- Educator Preparation Program Performance Reports
- Rigorous program review and approval based on performance metrics

Focus Area: Consistent quality of newly licensed Ohio educators

- New Ohio Assessments for Educators beginning September 2013
 - Educator Standards Board recommended rigorous passing scores for each assessment.



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Initiatives

Focus Area: Consistent quality of newly licensed Ohio educators

- Proposed performance funding model for educator preparation programs based on performance metrics is complete.
- If enacted, the proposal would overlay the existing performance funding for public universities, which is based on course and degree/certificate completions
- Performance funding model for educator preparation programs would require additional legislation.



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Initiatives

Focus Area: Alignment between supply and demand of licensed, qualified educators for teaching fields

- Woodrow Wilson Fellowship and Choose Ohio First Programs
- Ohio Educator Research Center (OERC) supply and demand study

Focus Area: Consistency in career and college advising provided to PK-20 students

- OBR and ODE are evaluating ways to strengthen the preparation and ongoing professional development of counselors and advisors.



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Questions and Discussion

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