


Transforming K-12 Education

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Interim Superintendent of Public Instruction
Ohio Department of Education

To Prepare Students to be College and Career Ready



The Need for Readiness
Our Lack of Readiness
Our Approach toward Readiness

Ohio Achieve. Graduate. Succeed

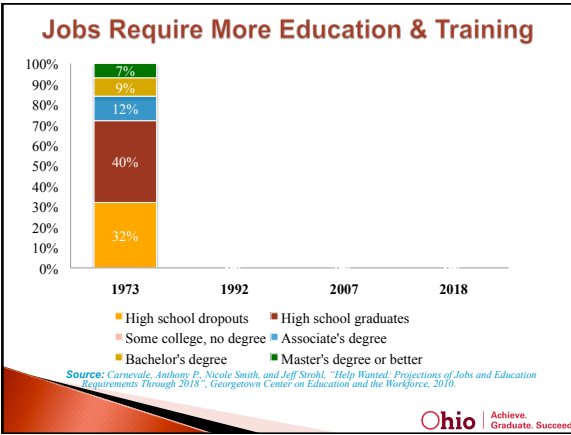
Demand for a Highly Educated Workforce

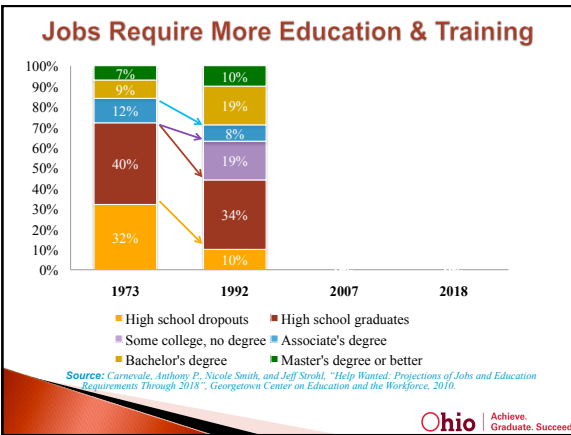
The U.S. will need **22 million new** college degrees by **2018.**

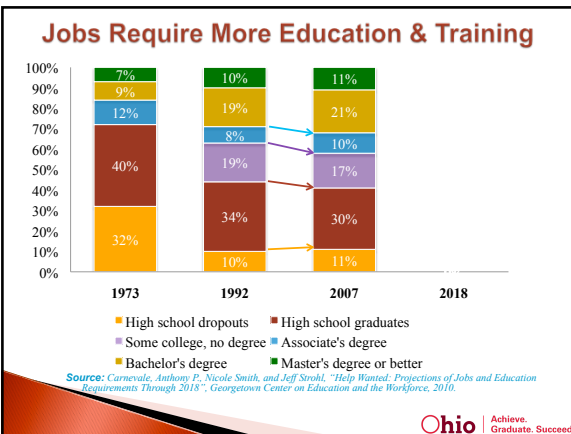


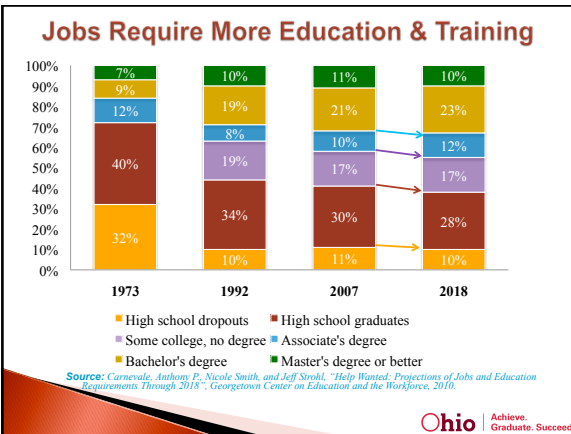
~Molly Broad, President
American Council on Education
March 15, 2011

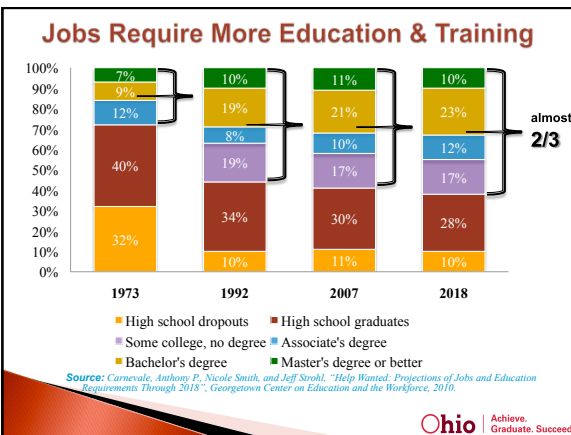
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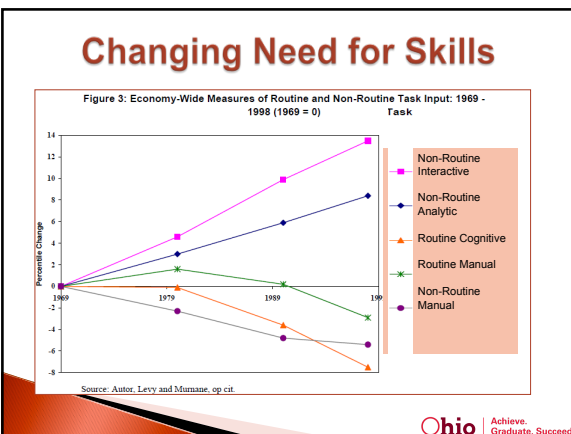












“Are They Really Ready to Work?”

Overall, high school graduates **without** any postsecondary education are...

“Deficient” in:

- English Language Arts
- Mathematics
- Written Communication
- Critical Thinking/Problem Solving abilities
- Professionalism/Work Ethic

“Adequate” in:

- Information Technology Application
- Diversity
- Teamwork/Collaboration

The 2006 report, “Are They Really Ready to Work?” conducted by The Conference Board et al., surveyed employers to determine the preparedness of high school and college graduates.



Preparing Students for a Vastly Different Future

- **Competition for jobs is increasing.**
 - In the last decade, Ohio lost **595,200** jobs.
 - Many will not come back as we know them.
- **Economy depends upon a strong education system.**





To adapt to the changing demands of the economy, **we must make a high school diploma meaningful** by graduating every student college and career ready. >>

What is College and Career Readiness?

Being qualified for placement into:

- o Degree-granting **postsecondary education**, without remediation
- o **Job-training program** for a student's chosen career



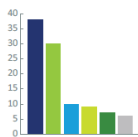
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Dangerous Disconnect



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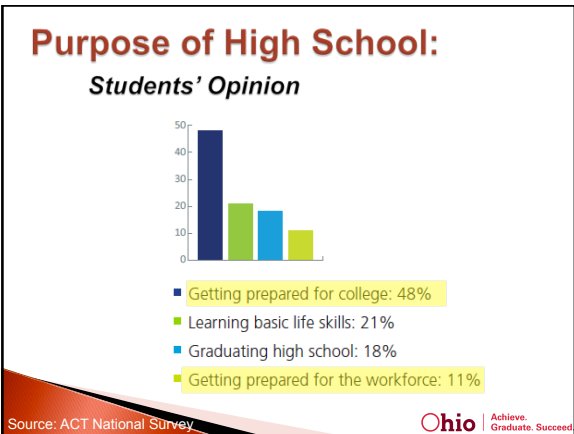
Teacher's Primary Mission

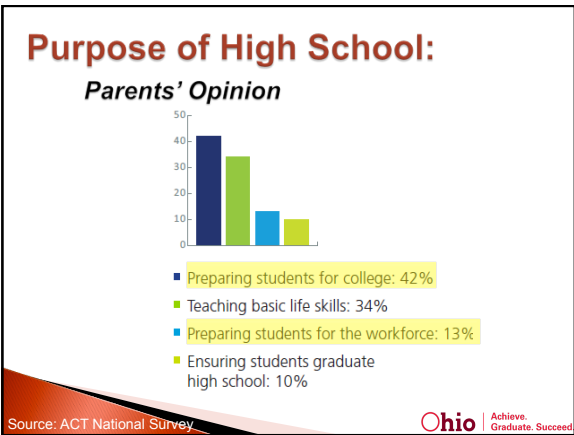


- Help students master the subject you teach: 38%
- Teach students basic life skills: 30%
- Ensure students graduate high school: 10%
- Prepare students for success in college: 9%
- Ensure students pass required exams: 7%
- Prepare students for the workforce: 6%

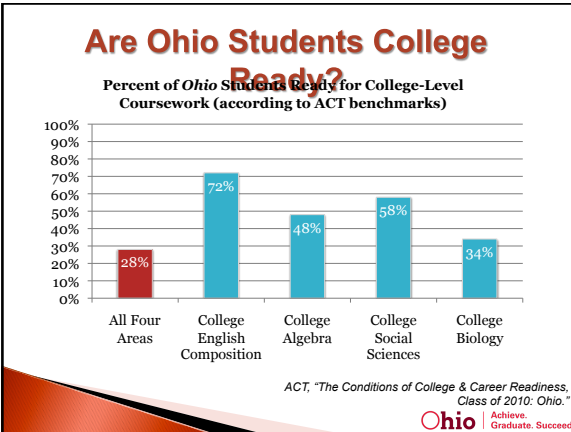
Source: ACT National Survey

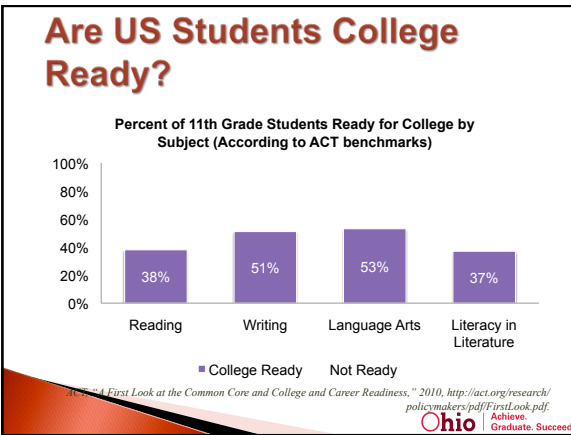
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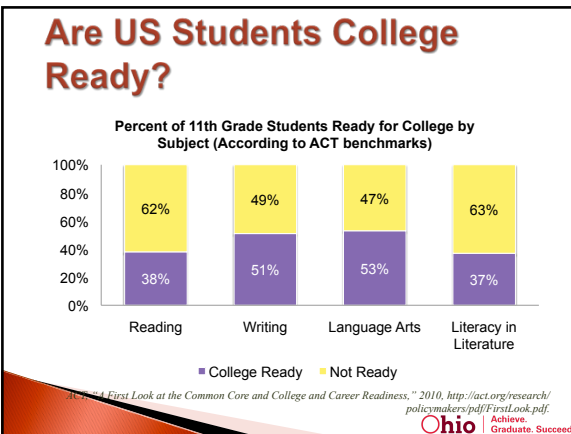


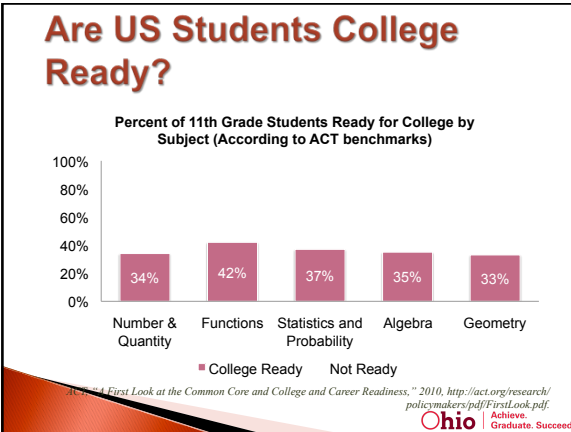


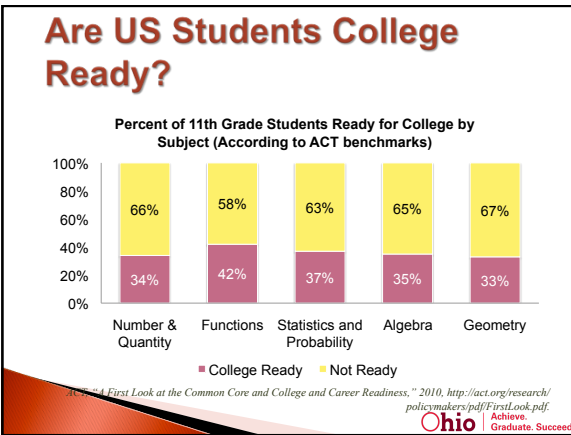


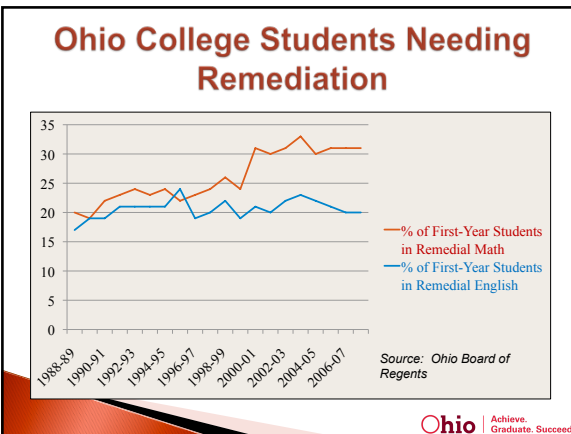













To Prepare Students to be College and Career Ready



The Need for Readiness
Our Lack of Readiness
Our Approach toward Readiness

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**Race to the Top:
Strategic Transformation**

- A. State Success Factors**
- B. Standards and Assessments**
- C. Data Systems to Support Instruction**
- D. Great Teachers and Leaders**
- E. Turning Around the Lowest-achieving Schools**

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Systemic Reform for All Students



Race to the Top
Statewide activities will benefit **Ohio's 1.8 million students.**

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Expected Student Outcomes

Projections				
Improve the Graduation Rate <ul style="list-style-type: none"> • by 0.5% a year. 	Reduce Graduation Rate Gaps <ul style="list-style-type: none"> • by 50% • between under-represented and majority students. 	Reduce Performance Gaps <ul style="list-style-type: none"> • by 50% on national and state-wide assessments • between under-represented and majority students. 	Reduce the State Performance Gap <ul style="list-style-type: none"> • by 50% on reading and mathematics proficiency • between Ohio and the best performing states in the nation 	Double College Enrollment <ul style="list-style-type: none"> • For students age 19 and younger

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Improving Ohio's Graduation Rate

Ohio's graduation rate for 2009 was 83%

It is unacceptable for Ohio students to not graduate.



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Education and the Economy

Ohio Class of 2010: 39,200 dropouts

\$199 million in increased earnings

1,400 New Jobs; \$236 million in economic growth

\$18 million in increased tax revenue

Cutting the dropout rate in half

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Actions to Support Assurance Area B

STANDARDS AND ASSESSMENTS

- Developing and adopting common standards
- Developing and implementing common, high-quality assessments
- Supporting the transition to enhanced standards and high-quality assessments

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Standards and Assessments: An Integrated Whole

What?

How?

How Well?

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Standards Reflect


NEW FOCUS:	NEW FEATURES:
<ul style="list-style-type: none"> <input type="checkbox"/> College and career readiness <input type="checkbox"/> Content <i>and</i> skills <input type="checkbox"/> Coherence, focus, rigor 	<ul style="list-style-type: none"> <input type="checkbox"/> Fewer, clearer, and higher <input type="checkbox"/> Internationally benchmarked <input type="checkbox"/> Aligned to model curriculum <input type="checkbox"/> 21st Century Skills

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What are the Model Curricula?

Web-based tools, aligned to the standards, that:


- ▶ Present information specific to the content area by grade level, grade band and course
- ▶ Provide curricular and instructional guidance
- ▶ Include instructional strategies and resources
- ▶ Inform assessment development

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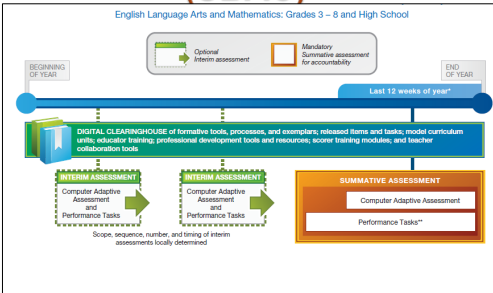
New Common Assessments

Both Achieve & SMARTER Balanced consortia have:


- ▶ On-line testing
- ▶ Interim and summative components
- ▶ **Item Types**
 - ▣ Multiple choice
 - ▣ Extended response
 - ▣ Technology-enhanced
 - ▣ Performance assessments
- ▶ High school tests: End-of-course vs. End-of-year
- ▶ Rapid reporting system to inform instruction
- ▶ Teachers involved in developing and scoring tests

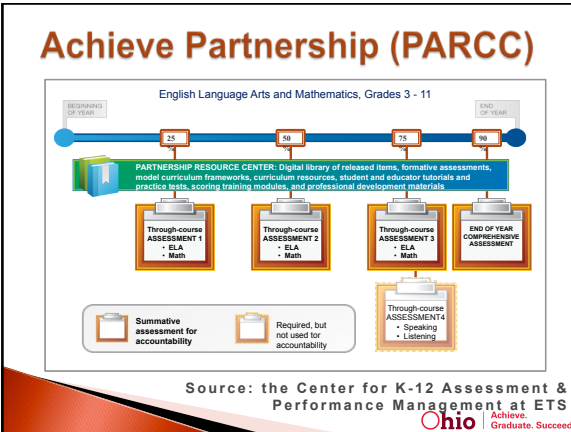
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SMARTER Balanced Chart (SBAC)



Source: the Center for K-12 Assessment & Performance Management at ETS

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Implications for Learning

- ▶ Fewer standards = more depth for **mastery**
- ▶ Classrooms will become more **hands-on, activity based**
- ▶ **Skills** will be taught along with **content**
- ▶ New assessments will better **measure student learning progress** aligned to instruction
- ▶ Teachers can **address individual student needs** through data reports

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Actions to Support Assurance Area C

DATA SYSTEMS

- Designed to support instruction
- Fully implementing a statewide longitudinal data system
- Accessing and using state data

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Data Systems to Support Instruction: *OHIO'S GOALS*

1. Expand Value Added Statewide
2. Improve Access to Student Data
3. Personalize Learning through Formative Instruction



Instructional Improvement System



Provides student information on:

- Demographics
- Attendance
- Achievement data over time
- Value-added data analysis


The teacher will have the ability to create individualized curriculum for each student, provide supportive learning materials, resources, web content, and other tools directly tied to the areas in which the student needs the most help.



Actions to Support Assurance Area D

GREAT TEACHERS AND LEADERS


- Providing high-quality pathways for aspiring teachers and principals
- Improving teacher and principal effectiveness based on performance
- Ensuring equitable distribution of effective teachers and principals
- Improving the effectiveness of teacher and principal preparation programs



Great Teachers and Leaders


The level of thinking of the teacher is the greatest predictor of the level of thinking of the students in the teacher's classroom.

Michael Fullan
PDK Kappan, April, 2000




International Perspective

THE PAST	EFFECTIVE SYSTEMS
<ul style="list-style-type: none"> <input type="checkbox"/> Some students learn at high levels <input type="checkbox"/> Routine cognitive skills <input type="checkbox"/> Hierarchical 	<ul style="list-style-type: none"> <input type="checkbox"/> ALL students learn at high levels <input type="checkbox"/> Critical thinking, collaborating, problem solving <input type="checkbox"/> Differentiated and diverse careers



Great Teachers and Leaders


- ▶ **Annual performance reviews** for teachers and principals
- ▶ Clear approaches to **measuring student growth**
- ▶ **Highly effective** teachers and principals in all classrooms
- ▶ **Accountability** for teacher preparation programs
- ▶ System for professional growth that supports and expands **educator effectiveness**



Actions to Support Assurance
Area E

SCHOOL IMPROVEMENT

- Intervening in and turning around the lowest-achieving schools and LEAs



Turning Around the Lowest-Achieving Schools



Increase the quality of education in the state's **63** persistently lowest-achieving schools affecting over **33,800** students




Turning Around the Lowest-Achieving Schools

- Turnaround Model
- Restart Model
- School Closure
- Transformation Model



Turning Around the Lowest-Achieving Schools

Turnaround	<ul style="list-style-type: none"> • Replace the principal • Rehire no more than 50% of staff
Restart	<ul style="list-style-type: none"> • Convert or close school • Reopen under a charter school operator
Closure	<ul style="list-style-type: none"> • Close school; Re-enroll students in higher performing district schools
Transformation	<ul style="list-style-type: none"> • Replace principal/Operational flexibility • Instructional reforms/Increased learning time

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Student Implications


More students will:

- Graduate college and career ready
- Be prepared for job placement or further training

Fewer students will need remediation in college

All students will possess 21st century skills



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Realizing Progress Together

▶ **Race to the Top** is about **transforming** Ohio's education system to prepare students for their futures.

▶ **It requires:**

- Local partnerships
- Collaboration among all educators
- Support and drive of local boards of education

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Critical Questions for School Board Members

How will you know that classroom practice aligns with these new expectations?



Critical Questions for School Board Members

How does the district know if it is meeting workforce needs and preparing students for successful college placement?



Critical Questions for School Board Members

What is the district's specific plan for implementing changes and measuring progress?



