



OHIO'S PROMISE:
Enhance Achievement, Focus on
Excellence and Provide Opportunities

**A 10-Year
Strategic Plan
for Education
in Ohio**

Executive Summary



Ted Strickland, Governor

**Department
of Education**

Deborah S. Delisle,
Superintendent of Public Instruction

education.ohio.gov



December 1, 2009

Dear Governor Strickland, Speaker Budish, President Harris, Minority Leader Batchelder, Minority Leader Cafaro and Members of the General Assembly:

There is much to celebrate in Ohio's prekindergarten through 12th-grade (PK–12) education system. In the past decade, students have made significant gains in academic achievement and school districts across the state are identifying innovative programs to enhance the quality of education for students.

Although we celebrate this success, we must continue to address the challenges facing Ohio's education system, such as closing achievement gaps and preparing students for success in the 21st century. Ensuring that all students are prepared with the knowledge and skills they need for postsecondary education and the workplace will play a vital role in the future prosperity of our state.

This strategic plan report is being submitted to meet the requirement put forth in House Bill 1 of the 128th General Assembly. Since the passage of HB 1, the Ohio Department of Education has been engaged in working to implement the education reform provisions of the bill as well as working to develop an application for the federal Race to the Top grant.

The following report intends to provide a high level overview of what will be included in the final strategic plan, which I expect to submit to you in the spring of 2010. I believe it is important for the work that may come from Ohio's Race to the Top application to be incorporated in the final strategic plan for Ohio's education system.

The world is changing at a rapid rate, and it will take the best thinking and collaboration of all of us to ensure Ohio students are prepared to meet the challenges of the future. I look forward to working with you to write our own story for Ohio's education system – a story that will provide a world-class, 21st-century education for all students.

Sincerely,

Deborah S. Delisle
Superintendent of Public Instruction

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Acknowledgements

In addition to setting up a framework for education reform (see Appendix A) in the Buckeye State, Am. Sub. HB 1 of the 128th General Assembly mandated that the state superintendent of public instruction submit a 10-Year Strategic Plan for Education in Ohio by December 1, 2009.

I present that report believing that it reflects the best intellectual and creative efforts of Ohio's many education stakeholders, as well as some of the nation's most acclaimed education thinkers.

My thanks go first to Governor Ted Strickland, who publicly articulated his vision for education reform months before I took the post of state superintendent in December 2008. This vision, which aligns with the State Board of Education's report, *Meeting the Challenges of the 21st Century: A Vision for Transforming PK-12 Education in Ohio*, provided a strong framework for my early efforts as state superintendent.

Those efforts were additionally enhanced by the results of a series of town hall meetings on education reform that Governor Strickland had held around the state. These events revealed that many Ohio citizens care about how we educate our children and are willing to share their concerns and input. I am greatly moved by this and I hope that they, and many others, will continue to contribute their input through Ohio's coming decade of education reform.

I thank also the members of the Ohio Senate Education Committee, led by Sen. Gary Cates, and the Ohio House Primary and Secondary Education Subcommittee, led by Rep. Stephen Dyer, for their contributions to this planning effort. During the spring and early summer of 2009, I had the pleasure of testifying before these legislative groups on various aspects of the reform plan and subsequent budget implications. The thoughtful questions and astute observations of these committed public servants are clearly reflected in the strategic plan before us.

Finally, I commend the distinguished group of professional educators within the Ohio Department of Education whose vision, experience and leadership helped forge the strategic goals set forth in this plan and helped determine the work necessary to achieve them. It is my hope that the fundamental reform principles outlined here will become the goal of all Ohioans and the standard for all of us who serve the public trust.



Deborah S. Delisle
Superintendent of Public Instruction

December 2009

OHIO'S PROMISE:

*Enhance Achievement, Focus on Excellence
and Provide Opportunities*

A 10-Year Strategic Plan for Education in Ohio

Education is the primary driver for success in the 21st century. Ohio is fortunate to have a strong system of public education. During the past decade, significant progress has been made. Students have shown strong gains in academic achievement, the quality of educators continues to improve, districts and schools are implementing innovative programs to support students and their families and community partnerships are increasing.

While we celebrate these successes in Ohio's education system, we must continue to address the challenges of educating students for the 21st century. Ohio schools must prepare students for the global community in which they will be living and working – a community that connects people economically, technologically and politically.

The skills needed to compete in a 21st-century world economy are not new. Critical thinking, collaborative problem solving, effective communication, creativity and innovation, and information, media and technology literacy are skills that have been valued for some time. What is new is that our nation's interdependence with the economies of other countries requires all citizens not only to have these skills, but also to be able to adapt them in meaningful ways in different situations.

The recent passage of Ohio House Bill 1 (HB 1) that incorporates a plan for statewide education reform brings forth a new and exciting promise for public education in our state – a promise that Ohio government, education leaders, schools and communities will work together to enhance achievement, focus on excellence and provide opportunities for all of Ohio's students – and to raise our public education system to a globally recognized status.

Our world is changing at a rapid rate, and our ability to respond innovatively will determine the future prosperity of our state, its place on the global stage and its ability to offer a high quality of life to Ohio citizens. The time has come to write our own story for Ohio's education system – a new story that will help Ohio students meet the challenges of their future.

Governor Ted Strickland recognizes the strong ties between Ohio's economy and its education system and has promoted education reform in Ohio by introducing a series of initiatives based on six major principles:

- 21st-century learning environments;
- Expanded learning opportunities;
- High quality educators;
- Measurement of Ohio students against the world;
- Heightened school district accountability; and
- Effective funding for a 21st-century education system.



From these six principles, a comprehensive plan for education reform was ultimately passed by the Ohio General Assembly as part of HB 1, Ohio's biennial budget bill for fiscal years 2010–2011. In addition to the Governor and General Assembly's commitment to education reform, the State Board of Education adopted a vision document, *Meeting the Challenges of the 21st Century: A Vision for Transforming PK–12 Education in Ohio*. Through this vision, the State Board outlines objectives and strategies to ensure that all students graduate with the knowledge, skills and behaviors necessary to be well-prepared for success.



As we move through this decade and beyond, we must ensure that all of Ohio's children are prepared to work in a global marketplace that is becoming more competitive each day. Our students must graduate equipped to cross geographic, cultural and economic boundaries using knowledge and skills that make them marketable anywhere in the world. It is our job to shape them to be tomorrow's leaders in existing, emerging and, to date, unimagined fields.

The Ohio Department of Education (ODE) is committed to enhancing the current education system to be among the best in the nation and the world. This document highlights a 10-year strategic plan to realize this goal.

As we work toward an enhanced vision of success, ODE recognizes that the prekindergarten through grade 12 (PK–12) education system is embedded within a larger system that includes early learning and postsecondary education and programs. ODE celebrates the power of partnerships and understands that they are vital to the success of our students. By partnering with local education agencies and community support systems, we can jointly develop and implement quality services and customize services based on individualized needs. The work of ODE and local education agencies will be shared, valued and recognized for excellence.

Vision

Ohio will implement a world-class education system in which all students will graduate with a sense of purpose and be well-prepared for college, work and life.



Mission

The Ohio Department of Education is a catalyst for transforming Ohio's public education system. ODE will:

- Collaborate with the education community to effectively serve all students;
- Ensure that Ohio's education system is focused on excellence; and
- Provide differentiated support that addresses unique needs within Ohio's schools.

The 21st-century education system we envision for Ohio will have an impact not only on students and educators, but on families and communities as well.

- For students, this means you will be challenged by a rigorous curriculum designed to prepare you with the knowledge and skills you need to compete in the global economy. You also will have access to services to meet your nonacademic needs, and you will develop a love of learning that will help you be successful in postsecondary education, the workplace, your community and the world.
- For educators, this means you will receive support and professional development to help students achieve at high levels. You will create learning environments that inspire and challenge every student to succeed.
- For families and communities, this means your children will graduate with the knowledge and skills needed for future success. Ohio's education system will produce future leaders that will bring jobs and economic prosperity to the state, ensuring that Ohio is an innovative and vibrant place to live and work.

The Ohio Department of Education cannot accomplish these reforms alone; it will take the collaboration of educators, government leaders, policymakers, students, families and communities to achieve education reforms that ensure all students in Ohio receive the quality education they deserve. As individuals and institutions working together, we can produce students for the 21st-century workplace who will do more than keep pace with change – they will *lead* change, bringing about a better world for all Ohioans.

Strategic Goals for Education for Ohio's Future

ODE has developed a set of six strategic goals to ensure a state education system that is “innovative, personalized to student needs and linked to economic prosperity,” in keeping with the education reforms proposed by Governor Strickland and passed by the Ohio General Assembly. These goals are aligned with the State Board of Education’s vision, outlined in its report, *Meeting the Challenges of the 21st Century: A Vision for Transforming PK–12 Education in Ohio*. Our strategic goals are:

1. ODE will design an education system that prepares all students to graduate with the knowledge and skills needed for post-high school success.
2. ODE will provide resources, tools and services to districts and schools that support the implementation of the education reform plan and that produce rigorous learning environments and improved academic achievement for all students.
3. ODE will strengthen strategic initiatives that address graduation rates, achievement gaps and persistently struggling schools.
4. ODE will enhance state, district and school leadership capacity and support for aligning Ohio’s education systems for early learners, K–12 students and postsecondary learners.
5. ODE will develop and sustain a quality, affordable system of voluntary early education and care that helps close early learning achievement gaps among various groups of children.
6. ODE will deepen essential partnerships with stakeholders that will result in enhanced educational opportunities for all Ohio students.



21st-Century Skills

Goal 1

ODE will design an education system that prepares all students to graduate with the knowledge and skills needed for post-high school success.

In designing an education system that responds to the needs of all students, it is necessary to recognize that there are significant inconsistencies across the state in the types of learning environments and the level of rigor offered to students. Many of Ohio's schools offer an excellent education to some, but not all of their students. Although incremental progress has been made in student achievement, too many students still do not complete high school within four years. Also, achievement gaps persist between students of different ethnicities, home languages, areas of residence and program placement. (See Appendix B.)

Examples of results specific to this goal include the following:

- Adopt science and social studies standards and national core standards for English language arts and mathematics, curriculum models, and assessments that are grounded in college- and career-ready knowledge and skills, benchmarked to international standards based on the emerging needs for human talent to sustain economic growth in Ohio.
- Develop a coherent, coordinated PK–16 system that will lead to improved academic achievement for all students and that promotes large-scale change at all levels of the education system through collaborations with the early care and education communities, the Board of Regents and higher education, and workforce organizations.



Funding and Accountability

Goal 2

ODE will provide resources, tools and services to districts and schools that support the implementation of the education reform plan and that produce rigorous learning environments and improved academic achievement for all students.

ODE must ensure that all funds committed to public schools are carefully allocated and used to achieve the best results. Additional funding is likely to promote improved educational outcomes only if such an investment is coupled with other changes in the way the system delivers educational services. Schools' and districts' financial plans should be integrated with and support their overall academic improvement plans.

Examples of results specific to this goal include the following:

- Analyze and share openly how districts spend money efficiently and effectively on strategies that ensure high levels of teaching and learning and result in enhanced and sustained student success.
- Prepare biennial budget recommendations that further refine the Evidence-Based Model (EBM), based on analysis of waivers, recommendations of the School Funding Advisory Council, and feedback from districts and other stakeholders.
- Create an accountability system that will integrate academic and operational performance measures to yield data for determining how resources should be targeted, distributed and managed for increased and sustained high achievement for all students.



Graduation

Goal 3

ODE will strengthen strategic initiatives that address graduation rates, achievement gaps and persistently struggling schools.

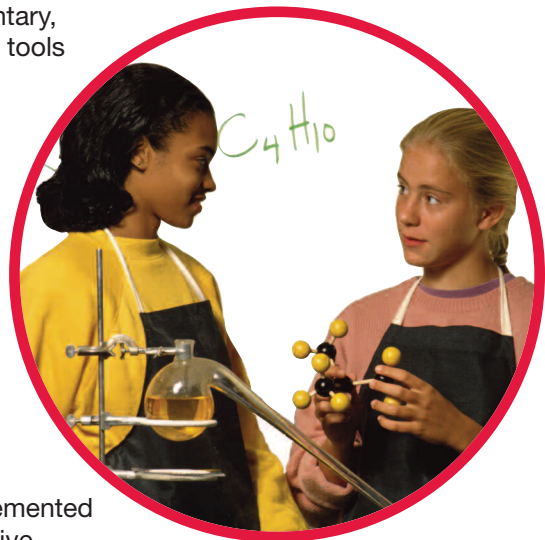
To turn Ohio around economically, all students must graduate from high school with the knowledge and skills necessary to succeed in postsecondary programs and to become gainfully employed. However, of all students enrolled in ninth grade in the 2005–2006 school year, many students did not graduate, and the disparity among various subgroups of students is alarmingly large. Addressing the achievement gap is a priority of ODE, and we will strengthen initiatives to tackle this critical issue. (See Appendix B.)

ODE will place emphasis on turning around our lowest achieving schools, and we pledge not to allow a zip code to predetermine the quality of a child's education.

Research confirms that children are most successful when they have a strong system of positive guidance and access to learning opportunities at school, at home and in their communities. It is essential that every school district strengthen and link its ties to community-based organizations to support its students.

Examples of results specific to this goal include the following:

- Enact a transformational model for reform that engages all stakeholders in the process, engages students in their own learning, and strengthens ties between school and community-based organizations to support students' needs.
- Identify and promote effective early childhood, elementary, middle school and high school policies, practices and tools targeted to dropout prevention and recovery.
- Promote out-of-school learning opportunities for students who need additional time to learn and be successful, by coordinating 21st Century Community Learning Center grants, after-school and out-of-school-time grants, and supplemental education services mandated under Title I.
- Identify alternative organizational structures to meet the needs of students left unmet by traditional school programs, structures and time frames.
- Identify persistently struggling schools and present districts with a focused number of options to be implemented for reform and innovation; and develop a comprehensive monitoring system to support schools in their transformation work.



Leadership

Goal 4

ODE will enhance state, district and school leadership capacity and support for aligning Ohio's education systems for early learners, K-12 students and postsecondary education.

ODE strives to be an effective, efficient organization that provides essential services and is engaged in reciprocal communication with districts and educators. ODE must refocus its procedures to better customize services for all districts and schools.

Additionally, districts and schools must view leadership in terms of how it will best influence teaching practice and student performance. Distributed leadership must become common practice in districts. Structures such as district and building leadership teams are needed to organize, implement, monitor and learn from improvement efforts, so that all adults sharing the work are held accountable.

Examples of results specific to this goal include the following:

- Measure ODE's performance against its goals via baseline data and targets, and make ODE's results transparent to others.
- Review and refine customizable tools that help leaders at the local level make well-informed decisions.
- Strengthen the work of the Ohio Improvement Process.
- Assist districts with the design and implementation for technology integration that results in increased use and analysis of data that will inform and improve instruction in all phases of their work.
- Identify and disseminate exemplary recruitment, preparation, licensure, license renewal, induction, mentoring, supervision, evaluation and career enhancement practices.
- Align the Educators Standards Board's requirements for teachers, principals, superintendents and treasurers with minimum district operating standards so that staff can assess their performance for continuous self-improvement.



Early Childhood

Goal 5

ODE will develop and sustain a quality, affordable system of voluntary early education and care that helps close early learning achievement gaps among various groups of children.

Early learning, which takes place between birth and kindergarten entrance, prepares children for future success. Investments in high quality early learning, including effective teachers, yield huge economic and social dividends. Research consistently provides a clear understanding of the vital roles that families, schools, early learning settings, communities and the state can play in supporting children's positive development.

ODE must provide leadership in creating a high quality, results-driven, early learning system. By optimizing children's physical, social, and emotional health and positive inclinations for learning, we will promote children's holistic development and readiness for school. This includes improving the quality, healthiness and safety of all early education settings; expanding the pool of highly qualified early childhood professionals; encouraging families to become more involved in their children's educations; creating a reliable financing mechanism for early learning services; and strengthening accountability for public and private investments in early education.

Examples of results specific to this goal include the following:

- Supply leadership through the creation of the Center for Early Childhood Development, housed at ODE and comprised primarily of staff from ODE, the Ohio Department of Job and Family Services, Ohio Department of Health and other state agencies as determined necessary.
- Conduct research and make recommendations regarding the transfer of authority and responsibility for early childhood care and education from various sources to ODE. The Center for Early Childhood Development will implement and coordinate early childhood programs and services for children from prenatal care until entry into kindergarten.
- Coordinate access to providers of health and human services and community-based programs for extended learning opportunities.
- Engage the Early Childhood Advisory Council in the important work of the newly created Center for Early Childhood Development.
- Develop recommendations for a single financing system through the Early Childhood Education Financing Work Group, led by the chairperson of Ohio's Early Childhood Advisory Council.



Partnerships

Goal 6

ODE will deepen essential partnerships with stakeholders that will result in enhanced educational opportunities for all Ohio students.

ODE recognizes the importance of engaging with all stakeholders on behalf of all of Ohio's children. We must champion multiple resources to create an effective system of support for our schools and families. ODE will strengthen already established partnerships with foundations, federal and other state agencies, and community-based organizations and businesses to provide essential resources for schools, staff, students and their families. Additionally, ODE will establish partnerships with all education-based organizations to impact the quality of education for all of Ohio's students.

Examples of results specific to this goal include the following:

- Leverage foundation partnerships to provide input, support and resources for key strategic initiatives of this plan.
- Cultivate relationships with the Ohio Family and Children First Cabinet Council, which includes other child-serving agencies to maximize scarce resources, reduce duplication of efforts, and provide a coherent set of services to children and families in Ohio.
- Pursue federal grants that support the mission, vision and strategies of this plan.
- Establish ties with educational organizations that provide programs and services to Ohio's students across a variety of structures.



Appendix A

Cross-Reference of Strategic Goals and HB 1 Framework

Listed below are four areas identified in HB 1 (A–D) that constitute a framework for education reform in Ohio, along with corresponding goals taken from this 10-year strategic plan summary.

(A) *A framework for collaborative, professional, innovative and thinking 21st-century learning environments*

ODE GOAL 1: ODE will design an education system that prepares all students to graduate with the knowledge and skills needed for post-high school success.

ODE GOAL 2: ODE will provide resources, tools and services to districts and schools that support the implementation of the education reform plan and that produce rigorous learning environments and improved academic achievement for all students.

ODE GOAL 3: ODE will strengthen strategic initiatives that address graduation rates, achievement gaps and persistently struggling schools.

ODE GOAL 5: ODE will develop and sustain a quality, affordable system of voluntary early education and care that helps close early learning achievement gaps among various groups of children.

ODE GOAL 6: ODE will deepen essential partnerships with stakeholders that will result in enhanced educational opportunities for all Ohio students.

(B) *Ways to prepare and support Ohio's educators for successful instructional careers*

ODE GOAL 1: ODE will design an education system that prepares all students to graduate with the knowledge and skills needed for post-high school success.

ODE GOAL 4: ODE will enhance state, district and school leadership capacity and support for aligning Ohio's education systems for early learners, K–12 students and postsecondary education.

ODE GOAL 6: ODE will deepen essential partnerships with stakeholders that will result in enhanced educational opportunities for all Ohio students.

(C) *Enhancement of the current financial and resource management accountability systems*

ODE GOAL 2: ODE will provide resources, tools and services to districts and schools that support the implementation of the education reform plan and that produce rigorous learning environments and improved academic achievement for all students.

(D) *Implementation of an effective school funding system*

ODE GOAL 2: ODE will provide resources, tools and services to districts and schools that support the implementation of the education reform plan and that produce rigorous learning environments and improved academic achievement for all students.

Appendix B

Additional Data for ODE's Four Key Indicators of System Success

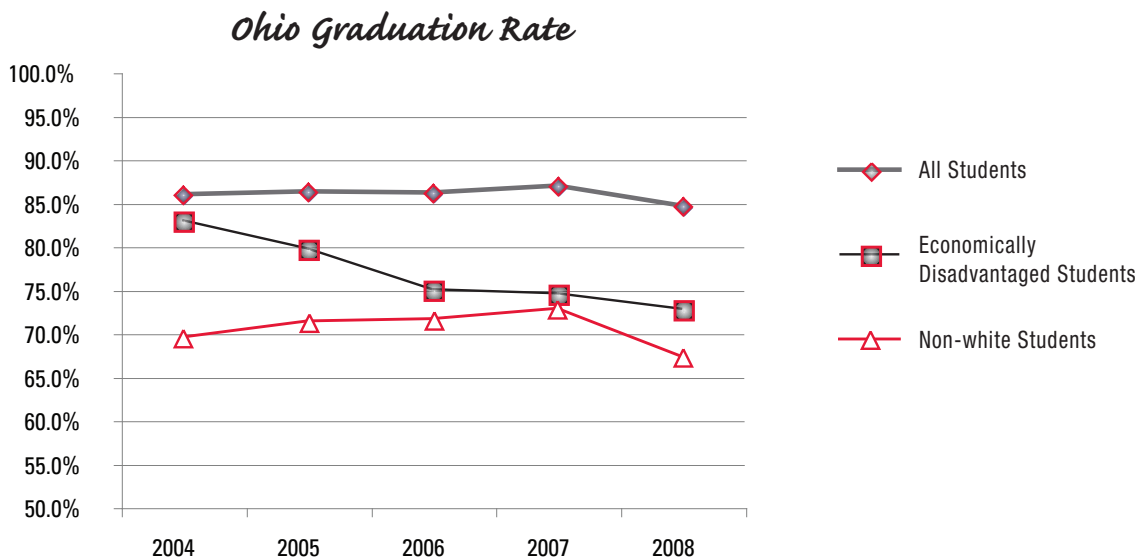
Fundamental changes in Ohio's statewide education system must be driven by a thorough knowledge of the current state of the system. Among various indicators are the following four:

- 1) Graduation rate;
- 2) High school attrition;
- 3) Pupil performance on standardized assessments (Ohio Graduation Tests); and
- 4) The number of kindergartners entering school prepared to learn.

Graduation Rate – How has it looked historically?

Ohio's graduation rate for 2007–2008 (the most recent year of available data) is 84.6 percent. This represents only the second decrease in the graduation rate in the past 10 years. In 1997–1998, 80.2 percent of Ohio's students graduated from high school.

Although Ohio's graduation rate has shown progress over time, the challenge remains to ensure that gains continue, and that all students graduate with the knowledge and skills needed for success in postsecondary education and the workforce. The data show that not all groups of students are graduating at the same rate. The graduation rate has steadily declined for economically disadvantaged students. While the cumulative graduation rate for students not classified as Caucasian (white) had been increasing, there was a 5.6 percent decrease in the rate in 2007–2008.

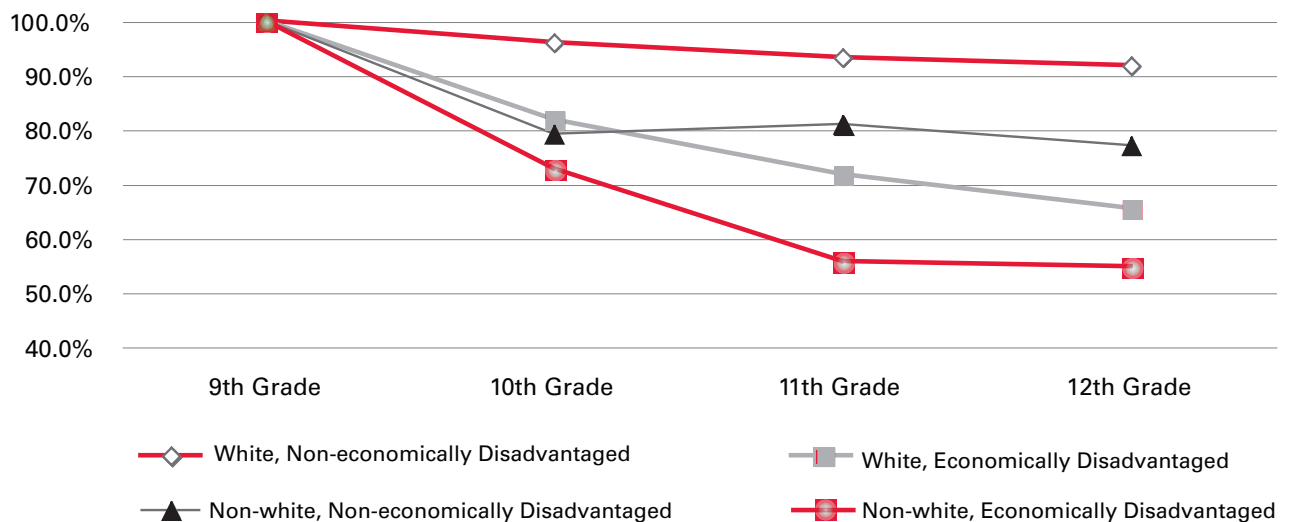


High School Attrition – Do Ohio high school students successfully progress through school?

This chart displays enrollment data for those students who were in ninth grade during the 2005–2006 school year and successfully progressed to the senior year for the 2008–2009 school year. Assuming the starting point of enrollment can be measured at 100 percent in 2005–2006, it is evident that by 2008–2009, the greatest decrease in enrollment is among those students who are non-white and are economically disadvantaged. While 91.7 percent of the white, non-economically disadvantaged ninth-graders are in their senior year four years later, almost half of all non-white, economically disadvantaged students have not progressed similarly. This indicates that gaps persist, and that districts need to strengthen their focus on this issue to ensure students can progress to the next level prepared and ready to learn.

Percent Enrollment in Ohio's Schools

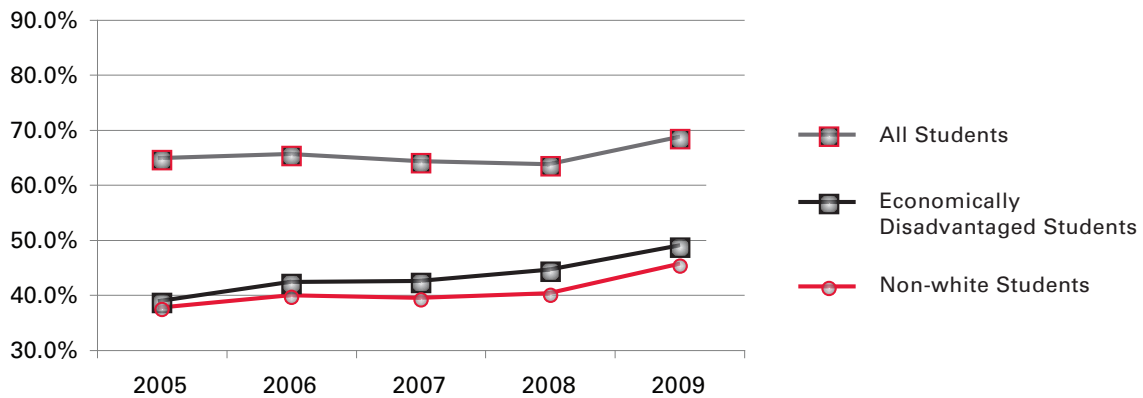
(Using 100 percent enrollment for each grade in 9th grade in 2005–2006 as base, enrollment percents are shown for subsequent years)



Ohio Graduation Tests – Are Ohio students meeting proficiency standards?

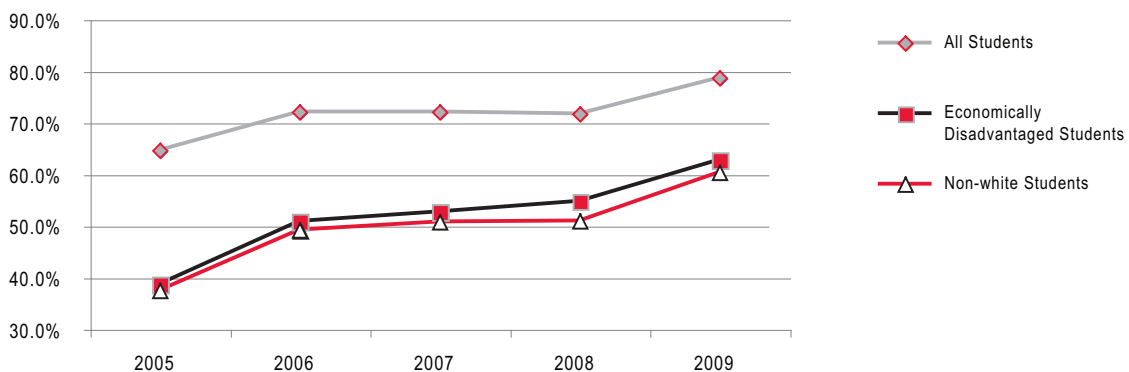
Gains for students who pass all five tests on their first attempt as 10th-graders are demonstrated. As this chart indicates, however, while gains are recognized, academic gaps persist. For example, while the percentage of economically disadvantaged students increased 4.4 percentage points from the previous year, it is only at 48.7 percent (compared to 68.4 percent overall). This indicates that a greater concentration on this persistent issue needs to be realized, so that our high school students are well-prepared when they leave high school.

*Tenth Grade Percent Passage
Ohio Graduation Test - All Tests*



When graphing the cumulative passing percentages, including those students who retake the test as 11th- or 12th-graders (meaning they did not test as proficient in at least one of the five subject areas as 10th- graders), there are steeper inclines, meaning larger gains; but the overall pattern of gaps between all students and economically disadvantaged or non-white students does not change.

*Cumulative Percent Passage
Ohio Graduation Test
Ohio Graduation Test - All Tests*



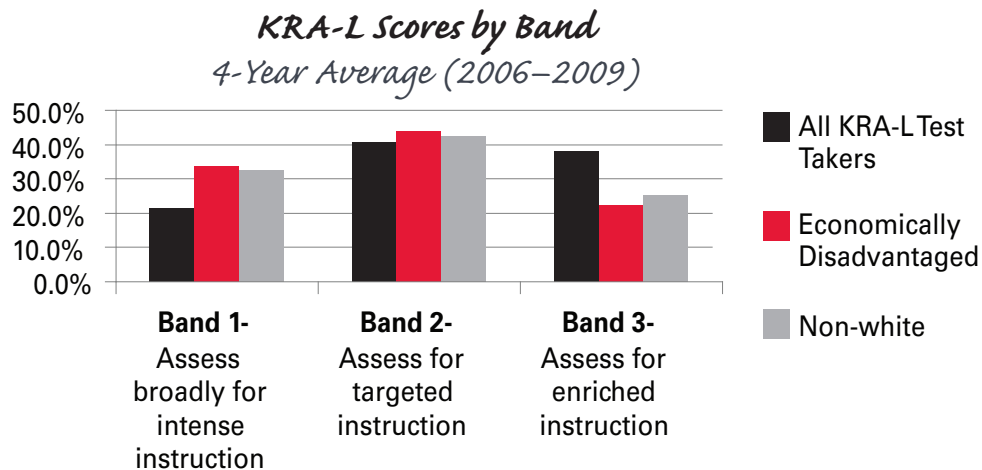
Kindergarten Readiness Assessment-Literacy: Do our students enter the K–12 system prepared and ready to learn?

ODE developed an assessment tool, the Kindergarten Readiness Assessment – Literacy

(KRA-L), which is required of all children entering kindergarten in public schools for the first time. The interpretation of children’s responses to the items can provide direction for identifying the educational program and support system needed for children at all levels of literacy learning.

Children who score in “band” 1 (0–13 on the KRA-L) are in need of a broader assessment with intense instruction needed to increase literacy skills. Those who are in band 2 (scoring 14–23) are recommended for an assessment for targeted instruction around a specific area for improvement. Those in band 3 (scoring 24–29) are viewed as having a good grasp of early reading and writing skills. They also may need more challenge to maintain interest and motivation.

As the chart indicates, looking at the average scores in each band over four years of assessment data indicates that gaps we see in graduation rate and OGT are present as early as kindergarten. More economically disadvantaged students test in the lowest band (1), on average, than in the highest band (3).



Glossary

Strategic Planning Terms

Vision – Statement regarding what Ohio’s education system should accomplish.

Goals – Broad statements of intended outcomes.

Indicators – How ODE measures goal attainment.

Targets – Quantifiable expectations of long-term performance that provide evidence that objectives and goals are on track for achievement.

Educational Terms

Achievement gap – Difference in educational attainment shown by children from different demographic groups, backgrounds or educational programs.

Comprehensive system of learning supports – A collection of resources, strategies and practices used to address barriers to student learning, including environmental and cultural factors, that extends beyond the classroom to provide physical, cognitive, social and emotional support students need to succeed in school and life.

Distance learning – Technology-enabled learning that takes place when students and their instructors are in different locations.

Early learning/early learners – Learning and learners between birth and kindergarten entrance.

Education Service Centers (ESCs) – Centers that provide administrative, curriculum, instructional, technology, professional development and other services to school districts that would have difficulty accessing them on their own. ESCs also assist districts in setting up partnerships and consortia that provide needed services. Most of the 66 regional ESCs serve multiple school districts.

Evidence-based funding model – An education financing mechanism that funds strategies proven by research to be effective in helping students learn and achieve.

Expanded learning opportunities – Learning environments and activities beyond those provided by the traditional school day, school year or school campus.

Family and Children First Councils – Local councils that assist families seeking government services by streamlining and coordinating services, resources and systems.

Family and civic engagement teams – Local teams consisting of parents, health and human services representatives, representatives of local businesses and other community members that work with local county Family and Children First Councils to recommend the qualifications and responsibilities of district family and community engagement coordinators; develop local, five year family and community engagement plans; and provide annual progress reports to the Family and Children First Councils.

Instructional delivery/performance – Teaching and effectiveness of teaching practices.

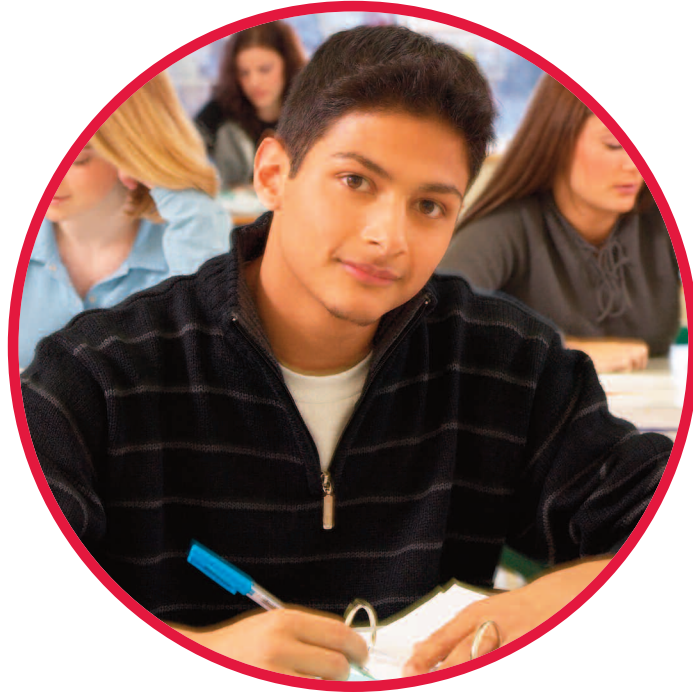
Linkage coordinators – In-school mentors and service coordinators for at risk students that work in districts with three-year average graduation rates below 80 percent. The linkage coordinator position was established as part of the Governor’s Closing the Achievement Gap initiative under HB 1.

Race to the Top (RTTT) Fund – Provides competitive grants to encourage and reward states that are creating conditions for education innovation and reform; implementing ambitious plans in the four education reform areas described in the *American Recovery and Reinvestment Act of 2009* (ARRA); and achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring that students are prepared for success in college and careers. Source: U.S. Department of Education, <http://www.ed.gov/programs/racetothetop/index.html>. Accessed Nov. 2, 2009.

Supplemental education services – Under the federal *No Child Left Behind Act*, students from low-income families who are attending schools identified for improvement for two years may receive supplemental education services. These services consist of outside tutoring or academic assistance. They can be selected by parents from an approved provider list and paid for by the school district.

21st Century Community Learning Centers (CCLCs) – Ohio's 21st Century Community Learning Centers provide programs outside of regular school hours for high-poverty and low-performing students who attend eligible schools. The programs provide academic intervention support, aligned enrichment activities and youth development opportunities to students, families, and targeted community members and stakeholders. The programs are federally funded and result from dedicated partnerships among school and community-based organizations, formed to meet the unique needs of their communities.

This Executive Summary for Ohio's 10-year strategic plan for PK–12 education addresses, in part, requirements set forth in Am. Sub. HB1. The plan, in its entirety, is being developed over the next few months through a process designed to incorporate the best tactics to achieve the goals and strategies set forth in this Executive Summary. Ohio's Race to the Top (RTTT) application, due in January 2010, is shaping the tactics that will be included in the full version of the plan.



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