

Northwest Ohio ESC Kick-Off



Dr. Scott J. Hunt, Executive Director of Field Relations
August 5, 2022





Ohio Department of Education



Department Organization

Agency Priorities and
Guiding Principles

ODE Updates/Field Relations



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Department Organizational Updates

Department Leadership

- Interim Superintendent: Dr. Stephanie K. Siddens
- Chief Program Officer: Dr. Chris Woolard
- Chief Operations Officer: Beth Fletcher
- Chief of Staff: Jessica Voltolini
- Chief of Budget and School Funding: Aaron Rausch

Department Organizational Updates

- Center for Teaching, Leading and Learning (Julia Simmerer)
- Center for Performance and Impact (Aly DeAngelo)
- Center for Continuous Improvement (Patty Nyquist)
- Center for Student Supports (Jessica Horowitz-Moore)
- *New: Center for Advancing Professional Supports (Carolyn Everidge-Frey)*
- *New: Educational Options (Colleen Grady)*

Department Organizational Updates

- Field Relations
 - Center for Continuous Improvement
 - Statewide Technology
- Other notable changes
 - Chief Financial Officer: Brian Jones



Ohio Department of Education

Department Organization

***Agency Priorities and
Guiding Principles***

ODE Updates/Field Relations

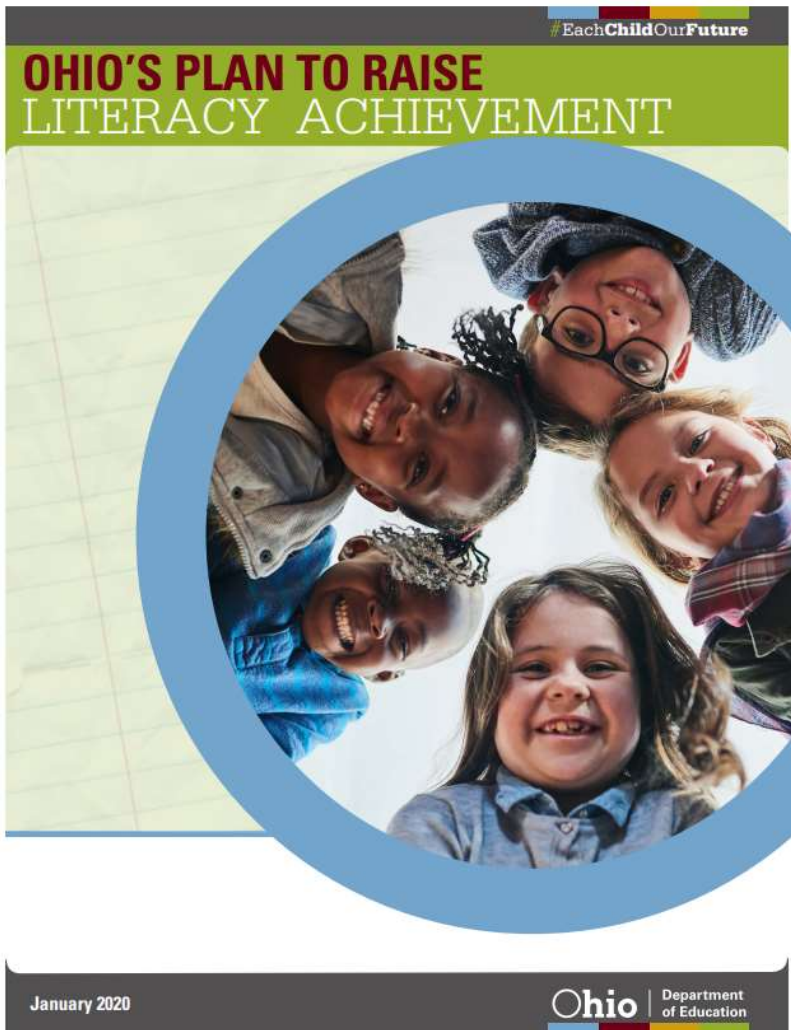
Key Priorities

Literacy

Accelerating Learning

Student Wellness

Workforce Readiness



What is Ohio's Plan to Raise Literacy Achievement?

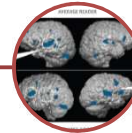


The Science of Reading

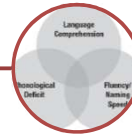
Convergence of evidence
from multiple scientific fields
that describe reading,
reading acquisition,
assessment and
intervention



Cognitive, developmental,
and school Psychology



Neuroscience



Education Research



Communication science



Implementation science

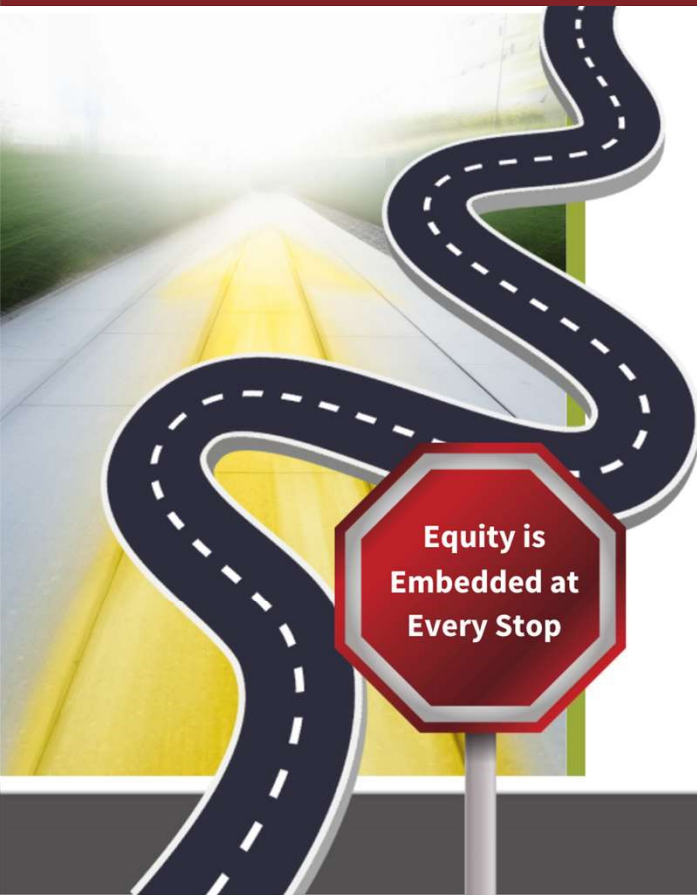
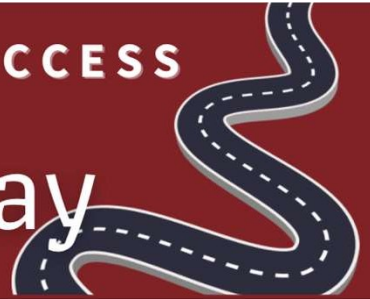


Linguistics

LEVERAGING LITERACY & EQUITY FOR STUDENT SUCCESS



Literacy Improvement Pathway



Interventions

**Parents and
Families**

Motivation

**Professional
Development**

**Instructional
Materials**

Assessment

Time

What to Teach

**Quality of
Instruction**

Start Here →

Leadership

Accelerating Learning (Reading/Math)



Student Wellness



- Mental Health Supports
- School Safety

Workforce Readiness



- Work-Based Learning Opportunities
- Linking Interests To Career
- Access to Resources for Teacher Training



**FUTURE
FORWARD
OHIO** 

Partnering to **Advance**
Student Success

Guiding Principles

- We believe in **our students**.
- We believe the **time is now**.
- We believe in **partnership**.
- We believe in **learning and adapting**.

Three Strands of Work



Overcoming Obstacles to Learning



Accelerating Learning



Preparing Students for Future Success



Overcoming Obstacles to Learning

Addressing barriers that prevent students from engaging in learning.



Accelerating Learning

Providing more, and more effective, opportunities to learn.



Preparing Students for Future Success

Supporting career and college connections.

Share Your Story

- Featuring “Spotlights” of Promising Practices
- Share stories by [completing this brief survey](#)





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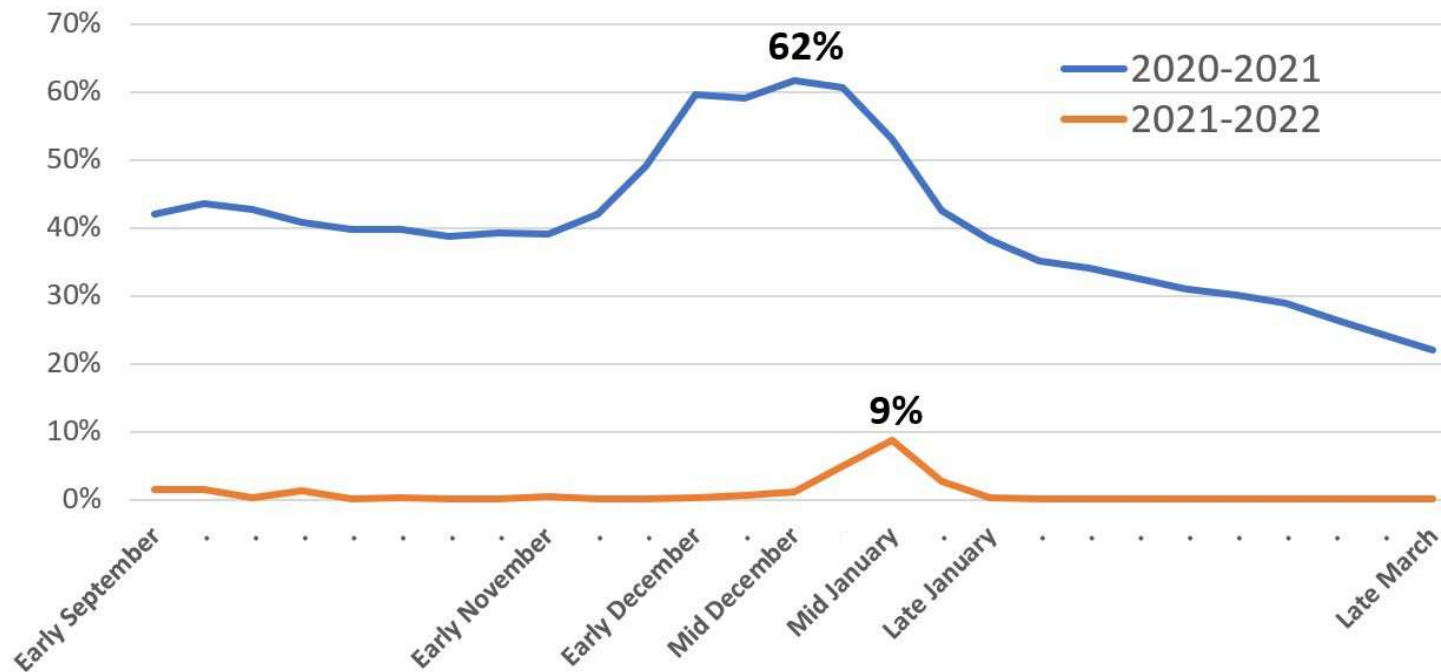
Data Insights

[Data Insights: Early Signs of Recovery](#)

- State-level measures to help put local data in context and promote awareness of trends
- Links to related data resources and data-usage tips
- Inform continued discussion of the pandemic's impacts and signs of recovery

Education Delivery Models

Percent of Districts Not Providing 5-Day, In-Person Instruction Two Year Comparison from September-March



Based on weekly snapshots, relatively *few* districts switched to fully remote or hybrid delivery models this school year, in stark contrast to last year.

Fall Enrollment

- Ohio's public PK-12 enrollment began to *recover* this year, after a steep decline last year.
 - From fall 2019 to fall 2020, enrollment fell by nearly 53,000 students (2.9%), or about 10 times the average annual decrease in recent years.
 - From fall 2020 to fall 2021, enrollment grew by almost 18,000 students, compensating for one-third of the prior year's decrease.
- Enrollment *increased* across district types and student subgroups.

Fall Assessment Data

Kindergarten Readiness Assessment (Revised)

- Administered to incoming students to measure readiness for engaging with instruction, based on Ohio's Early Learning and Development Standards

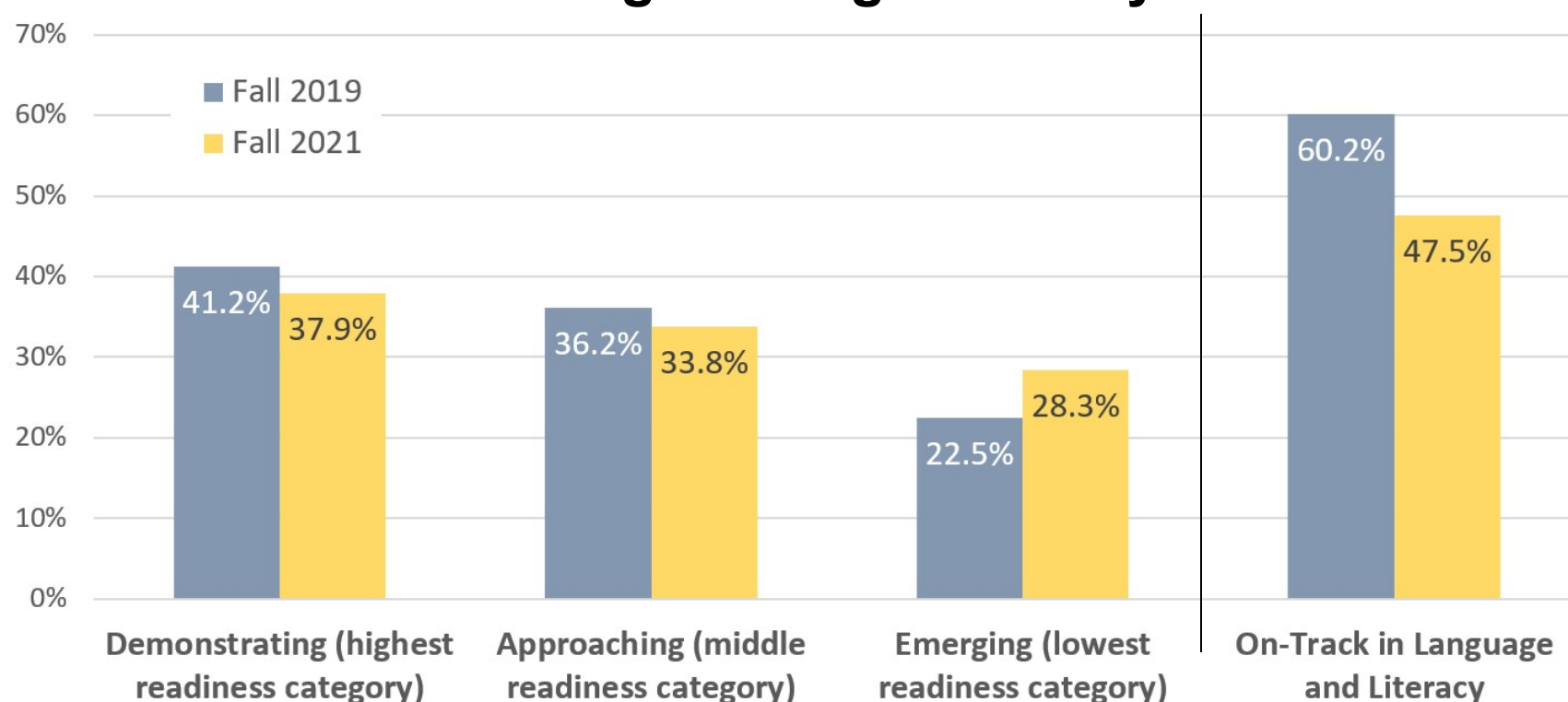
Fall Third Grade English Language Arts State Assessment

- Measures proficiency on Ohio's Learning Standards for Grade 3 ELA
- Fall test is an early marker of performance on year-end standards; students also have opportunity to take this test in the spring.

****Both assessments had a dip in participation in fall 2020 and a recovery to usual participation levels in fall 2021.**

Kindergarten Readiness Assessment

Distribution of Incoming Kindergartners by Readiness Status



Fall Third Grade ELA Test

- Partnered with The Ohio State University to study fall data in a way that improves comparability across the past 3 years.
- Fall 2021 third graders were, on average, **2.5 months *ahead* of Fall 2020** third graders but 1 month behind fall 2019.
- Fall 2021 third graders had a proficiency rate (41.5%) that was **4 points *above* Fall 2020** but 4 points *below* fall 2019.
- Every subgroup *improved* this year, but some gaps *widened* during the pandemic—negatively affecting students who are Black, English learners or have a disability.

Summary of Trends

- **Education Delivery:** Nearly all districts offered in-person instruction throughout this school year, unlike last year.
- **Student Enrollment:** Fall counts are slightly *up* statewide, with large gains in preschool and kindergarten.
- **Fall Assessments:**
 - Test participation rates are back to normal.
 - Kindergarten readiness *declined* compared to pre-pandemic.
 - Grade 3 English language arts *improved* from last fall.
 - Vulnerable students experienced *less* academic recovery.

Looking Forward

- **Literacy** continues to demand action now, as learning lag persists, performance gaps widen and incoming kindergartners struggle.
- Districts and the state are leveraging federal COVID relief funding to focus on acceleration of student learning into the summer and through the next two school years.

Afterschool Child Enrichment Program

- Ohio Afterschool Child Enrichment (ACE) Educational Savings Account Program – Merit International, Inc. and the Ohio Department of Education.
- The ACE Educational Savings Account program provides qualifying families with a \$500 credit.
- Students between the ages of 6 and 18 years old whose family income is at or below 300 percent of the federal poverty level.
- Specific details at aceohio.org

ACE Program Overview

\$125 million to be awarded

- Year 1 – \$50 million (100,000 students)
- Year 2 – \$75 million (150,000 students)
- Number of potential qualified providers is unknown



Education Delivery Model Flexibilities

- Variety of flexibilities available to address the needs of students
 - Blended Learning
 - Credit Flexibility
 - Online Learning School
 - Competency-Based Learning

Blended Learning

- *Definition:*

- Updated definition for “**blended learning**” is *instruction must be “primarily” in a supervised physical location away from home*
- “*Primarily*” is defined as more than fifty percent of the time
- School districts, STEM, chartered nonpublic and community schools can participate

- *Deadline:*

- Submit a [declaration form](#) by July 1

Online Learning School

- *Definition:*
 - New “**online learning**” definition is *students work “primarily” from their residences on assignments delivered via an internet- or other computer-based instructional method*
 - “*Primarily*” is defined as more than fifty percent of the time.
- ONLY school districts can operate an online learning school
- *Deadline:*
 - Submit a [notification form](#) by July 1 and request a new IRN in OEDS

Credit Flexibility

- *Definition:*
 - The customizing of educational delivery to the learning styles and interests of individual students
- School districts, chartered nonpublic and community schools can participate
- Each district or school must have board-adopted policies on this option that follow [state guidance](#)

Competency-Based Learning

- *Definition:*
 - A system where students receive credit based **on their learning rather than the amount of time** they spend studying a subject
- School districts, STEM, and community schools can implement Competency-Based Learning Models.

Connecting the Dots

Unit of Field Relations

The Ohio Department of Education's Unit of Field Relations serves as liaison between the Department and the field. The vision of the unit is to connect the dots among all stakeholders to ensure that in Ohio, each child is challenged, prepared and empowered.

Let's stay connected!



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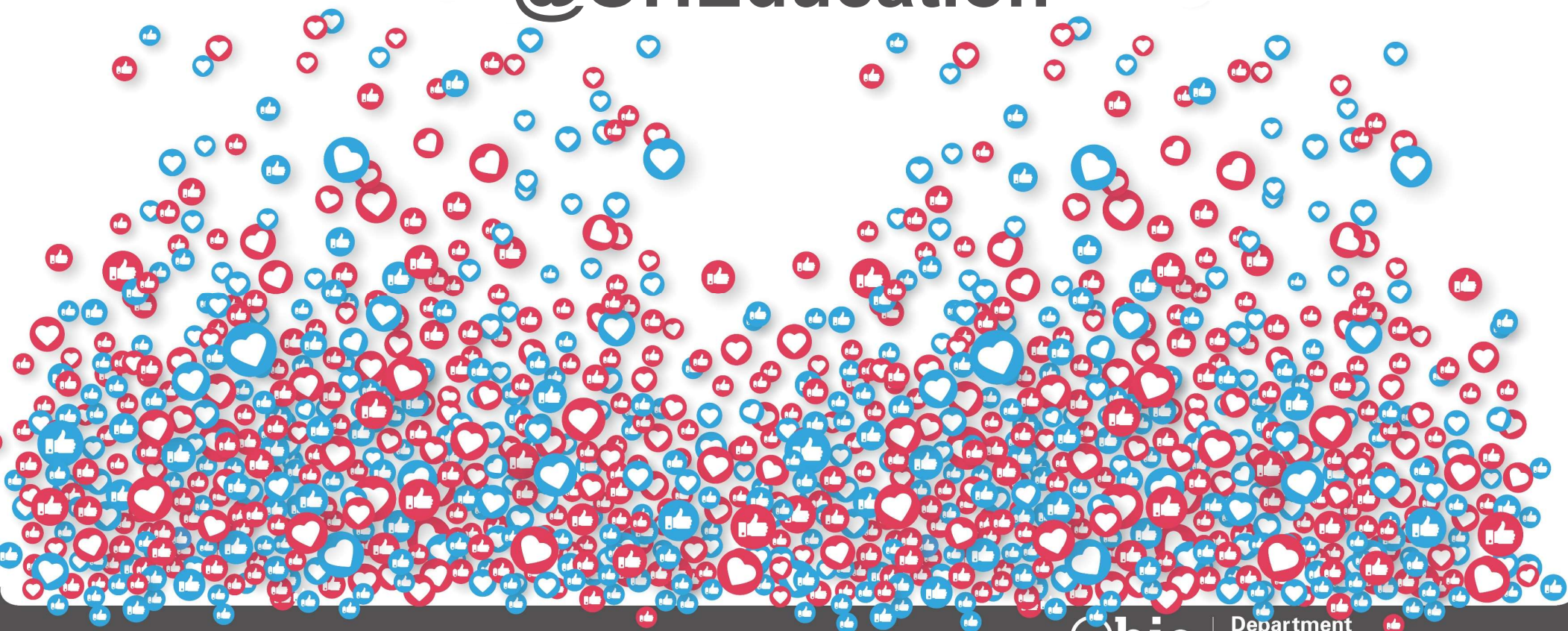
614-905-2208



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@OHEducation



**Share your learning
community with us!**

#MyOhioClassroom



Celebrate educators!

#OhioLovesTeachers