

Website Links | Ohio – Race to the Top: Executive Summary

- <http://oerc.osu.edu/>

The Ohio Education Research Center was created to evaluate targeted education programs across the state. Since its establishment, the OERC has funded 28 research projects. The OERC has disseminated its projects and findings to the public, educators, administrators, policymakers and education researchers through its website and through two statewide annual conferences held by the OERC.

- <http://portal.battelleforkids.org/OAC/oac-home>

The Ohio Rural Education Collaborative was made up of 21 Appalachian Ohio Districts and included 74 schools. The work and training was organized around 10 Key Strategies that resulted in many improvements in Ohio since 2010.

- <http://portal.battelleforkids.org/FIPOhio/your-learning/measuring-student-growth-in-classrooms>

By learning and using **Formative Instructional Practices (FIP)** teachers will discover ways to effectively plan for instruction and assessment of new standards. In partnership with Battelle for Kids online learning modules were created for teacher and administrator use.

- <http://portal.battelleforkids.org/FIPOhio/resources/videoslibrary>

FIP Video Library – a video library to see how teachers and leaders from schools across the state are using formative instructional practices in their classrooms

- http://portal.battelleforkids.org/Ohio/education_in_ohio/assessment-literacy

Assessment Literacy was another focal point of Ohio's improvement efforts. Through a partnership with Battelle for Kids resources were made available to Ohio teachers that introduced them to the foundations of Assessment Literacy, as well as gave them the capacity to select and design high quality assessments for their students.

- <http://education.ohio.gov/Topics/Early-Learning/Guidance-About-Kindergarten/Ohios-New-Kindergarten-Readiness-Assessment>

Kindergarten Readiness Assessment was another component designed to improve early literacy across the state. This new assessment measures all essential domains of school readiness, not just language and early literacy skills. The technology components were designed to increase access to the data and allow buildings, districts, and the state to analyze the data more rapidly.

➤ <http://reportcard.education.ohio.gov/Pages/default.aspx>

The State Report Card gives detailed information about district and school progress. These reports, issued annually, detail students' performance on standardized statewide tests, rates of improvement on those tests, student attendance and graduation rates. The data collected is from the following areas: Student Achievement, Progress, Gap Closing, Graduation Rate, K-3 Literacy & 3rd Grade Reading Guarantee.

➤ <http://education.ohio.gov/Topics/School-Improvement/Diagnostic-Review/Ohio-IIS-%E2%80%93-Instructional-Improvement-System>

Ohio IIS – Instructional Improvement System will enable teachers to accelerate and personalize the education experience through miscellaneous innovative features, which include online access to curriculum and standards, curriculum customization, data analysis and reporting capabilities; just to name a few.

➤ <https://www.ohiohighered.org/woodrow>

The Woodrow Wilson Ohio Teaching Fellowship was another area where Ohio attempted to improve teacher quality. It was a partnership between the Ohio Department of Education, The Ohio Board of Regents, and multiple universities across the state and their goal was to redesign their level of teacher preparation.

➤ <http://www.osln.org/hubs/>

STEM Hubs enhanced STEM education in districts through professional development, coaching, modeling activities, site-visits and various other opportunities. In addition training was done through a combination of direct instruction, video analysis and hands-on collaborative work, participants planned, designed and received peer feedback on their engaging and rigorous project-based learning lessons.

➤ <https://www.ohiohighered.org/educator-accountability/2014-performance-reports>

RttT supported the development and implementation of **Performance Reports** by the Ohio Board of Regents that presented educator preparation programs in the state with a dashboard of metrics, including licensure pass rates; admission requirements; field and clinical placements and practices; K-12 student performance data for learners taught by program graduates; teacher/principal evaluation results of graduates; and survey results from candidates, graduates, employers and mentors.