

About the Commission

Ohio's future depends on the ability of its education system to meet the unique academic and non-academic needs of all students. This system must educate the "whole child," produce high school graduates who are creative, critical thinking, problem solvers and prepares students to become productive, responsible adults who lead satisfying lives. It requires an educational pipeline capable of moving **all students**, including those from low income and underserved populations, through to advanced levels of learning, while preparing them to succeed in work and postsecondary education.

For this purpose, in the final days of 2006, state lawmakers enacted Am. Sub. SB 311, which established the **Ohio Core Curriculum** and raised the expectations for what every student will know and be able to do to earn a high school diploma. Yet, the expectation that students complete this more demanding curriculum in order to graduate from high school calls for a systemic approach to providing the necessary supporting services for all students. It demands that families, teachers, administrators, employers and communities have the determination capacity to help all students meet these new and higher performance standards.

To address this challenge, Am. Sub. SB 311 created the **Public-Private Collaborative Commission**, directing it to make policy and program recommendations that promote greater student success on multiple dimensions. The Commission will submit its recommendations in July 2008.

The Governor's Charge ...

The Commission was directed to answer five questions:

1. What can we do to increase students' and families' awareness of the standards reflected in the Ohio Core Curriculum and to build their understanding that these expectations, as well as learning beyond high school, are needed for success in the classroom, on the job and in life?
2. What changes in state education policy and local education practice are needed to motivate and support students to meet higher expectations by successfully completing the requirements of the Ohio Core Curriculum?
3. What incentives can be created and what new school models can be used to promote higher levels of student achievement and keep all students in the education pipeline until they have graduated from high school?
4. What services – including internships, mentorships, career planning, guidance counseling and college readiness assistance – are needed to promote greater success for all students?
5. How can we ensure that all students' unique academic and non-academic needs are met and what steps should be taken to ensure that all stakeholders work collaboratively for this purpose?

Commission Members

Co-chairs:

*Gene Harris, Superintendent,
Columbus City Schools*

Jerry Jurgensen, CEO, Nationwide

Members:

*Eric Fingerhut, Chancellor,
Ohio Board of Regents*

*Michael Mann, Principal,
Lincoln Way Elementary School,
Wooster*

*Adrienne O'Neill, President, Stark
Education Partnership*

*Susan Tave Zelman, Superintendent,
Ohio Department of Education*

Defining Student Success

The Commission understands that rethinking education's purposes, practices and personnel requires a clear definition of ***student success***. It knows that ***success*** must go beyond the acquisition of basic knowledge and skills, and that it cannot be just a set of numbers measuring how students do on one or more tests.

The Commission built its action priorities around three separate, but not mutually exclusive components of ***student success in the 21st century***.

1. Mastery of Core Academic Content and Work-Related Skills

Successful students will be competent (i.e., ready for college and the workplace without remediation) in core subject areas, including English (reading and language arts), mathematics, science, foreign languages, history, geography, civics (government and economics) and the arts. They will be globally aware, just as they will develop financial, economic, social and business literacy. They will be able to work in teams, demonstrate cultural competency and be proficient in languages other than English. And they will be skilled communicators, capable of writing clearly, speaking effectively and listening with comprehension. Their competency in academic content areas – which is necessary, although not sufficient, for success – will be reflected in completion of the Ohio Core Curriculum.

2. Development of Learning and Thinking Skills

Successful students will be creative, critical thinking, confident problem solvers. They will be able to set, plan and achieve goals and be able to adapt to change. They will have well-developed computer and technology skills. Very simply, they will be able to make effective and innovative use of what they know.

3. Strong Citizenship and Living Skills

Successful students will emerge from the education system with strong citizenship skills (including leadership, ethics, self-direction and personal responsibility), organizing and planning skills, conflict resolution skills, respect for cultural diversity and the ability of overcome barriers.