

BATTELLE EDUCATION

METRO INSTITUTE OF TECHNOLOGY

PREPARING STUDENTS TO BE SUCCESSFUL FOR WHAT COMES NEXT

“We found better ways to teach. Adaptive structures like blended learning, problem-based instruction, and digital assessments give teachers real-time data and give kids a real opportunity to connect—to their peers, to their local contexts, and to the world.”

AIMEE KENNEDY, PRESIDENT, BATTELLE EDUCATION

KEY FEATURES:

- ✓ New School
- ✓ Flex and À La Carte Blended Model
- ✓ Competency-Based Learning
- ✓ Early College and Dual Enrollment
- ✓ Higher Education and Community Partnerships

AT A GLANCE:

Start Date: Fall 2015
Grades Served: 6-13
Location: Columbus, OH
Operator: Battelle Education
Operator Type: Nonprofit
School Type: District
Setting: Urban
Students at Start: 200
Students at Capacity: 800

“Grades don’t motivate kids, real work does.”

The Vision: The Metro Institute of Technology (MIT) is designed to solve two problems: (1) capable students may struggle in schools that assume everyone acquires the same knowledge, at the same rate, towards the same goals; and (2) the high cost of a college education prohibits many students from completing a degree. By personalizing each student’s learning journey, MIT prepares students with the knowledge, skills, and support necessary for postsecondary success. By offering college course credit as part of its curriculum at no cost to the student, MIT makes college more affordable.

The Academic Model: MIT raises the bar for high school completion—beyond the diploma, beyond college readiness—to a college degree or certificate. As a result, the school focuses on outcomes that matter for college and work. Students are expected to develop mastery in three areas:

1. Content knowledge
2. Habits of success like planning, decision-making, and persistence
3. Stackable credits and credentials—the evidence of competencies required by the colleges and industries that students enter after high school. MIT aims for the following credentials for at least 80 percent of its students who start in grade 9:
 - Pass 2-year college entrance assessments within 2 years, certifying exemption from remediation
 - Earn transferable college credit within 3 years

- Earn an industry-recognized certificate within 4 years, or
- Earn an associate’s degree within 5 years

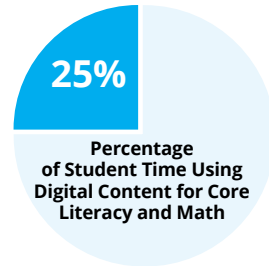
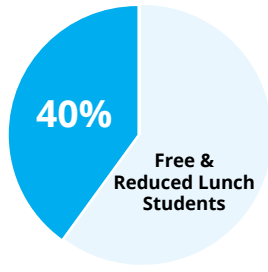
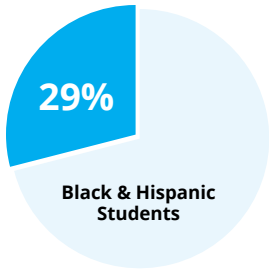
To meet these goals, MIT employs a student-centered, mastery-based curriculum through blended learning and strong college connections.

Self-paced, Mastery-based Learning:

Time is a variable not a constant at MIT. The school uses Ohio’s credit flexibility to allow students to move through required coursework at their own pace, studying the content they need when they need it. Students must demonstrate mastery of each learning target in each class before they move on to the next target.

Blended Learning: MIT classrooms are vibrant, agile ecologies of learning. Teachers design lessons around problems that students care about to develop their higher order thinking skills. They create opportunities for students to learn online in both synchronous and asynchronous opportunities. Students also engage in experiential learning through field studies, internships, externships, work-based learning, and research projects and attend day-long intercessions for remediation and enrichment.

Early College: MIT’s founders believe that students in a flexible, supportive environment can earn twice as many credits as they could in a traditional school. That time saved is then applied to college coursework. Most students begin taking college courses in 11th grade, often online through partner Franklin University’s blended learning platform. The



BLENDED SUBJECTS:
Algebra I, Algebra II, Pre-Calculus

BY THE NUMBERS:

Year 1 public revenue per pupil: \$7,465
 Year 1 expenses per pupil: \$11,319
 Year 4 revenue per pupil: \$7,088
 Year 4 expenses per pupil: \$6,576
 Years to sustainability: 2

college coursework leads to a broad range of certificates, credentials, badges, and associate's degrees.

In the final year (13th grade), students spend time on college coursework and/or a year-long internship or apprenticeship related to their career interest while acquiring industry-recognized certifications. The 13th year is fully funded with public dollars through existing state policy regarding graduation requirements, post-secondary options, and college credit plus opportunities.

The Organizational Model: MIT is a partnership of Battelle Education, Franklin University, and Metro Early College High School. MIT extends Metro's personalized, mastery-based

science, technology, engineering, and mathematics curriculum and early college coursework by serving more low-income students and offering more postsecondary options.

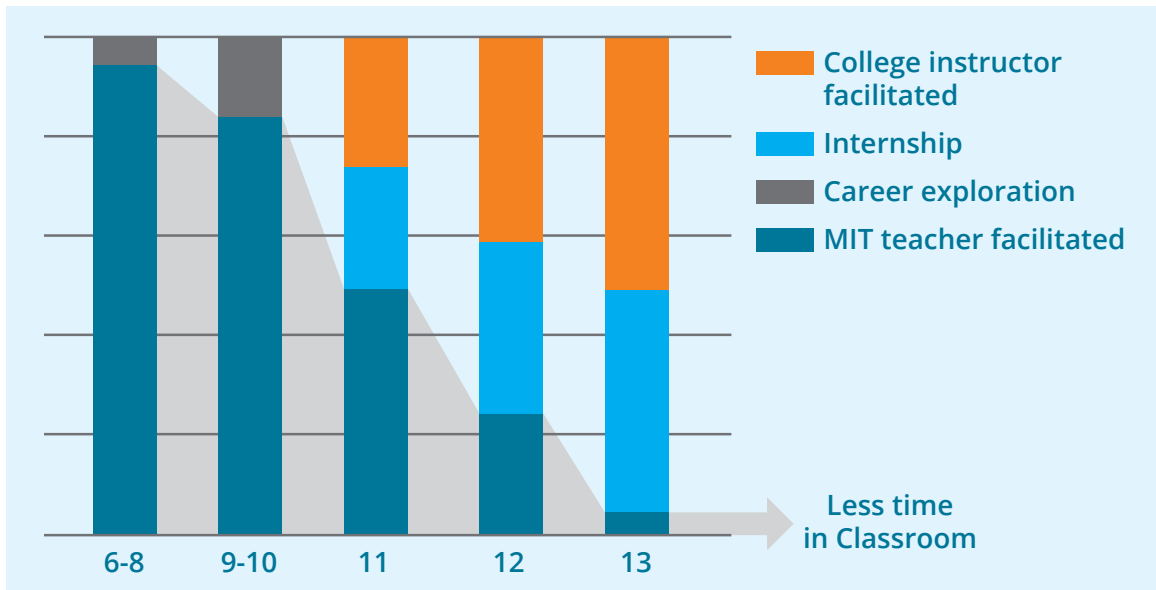
The school is located on the Franklin University campus. Students do not pay for the college credit they earn from Franklin University; it is paid instead through MIT's budget. In fact, a specific goal for launching MIT is to demonstrate that more can be achieved—that is, a high school diploma and a college degree—for the same cost as a typical high school diploma

The Operator: Battelle Education is a nonprofit organization dedicated to the field of education and innova-

tion. After successfully opening Metro Early College High School, Battelle Education launched the Ohio STEM Learning Network and subsequently established STEMx, a coalition of 20 member states dedicated to the support, advocacy, and implementation of high-quality STEM programs.

Battelle Education intends to utilize the STEMx coalition and the Ohio network to "franchise" the MIT replication model, with Metro Early College High School serving as a home laboratory. They are further developing Metro into an incubator for new schools, with staff who provide professional development and training.

INTEGRATION OF COLLEGE COURSEWORK AND CAREER EXPLORATION



As students learn and develop their readiness for college and career, they spend less and less time in the classroom. That time is replaced mostly by career exploration such as day-long field experiences, in the early years, and by college courses and internships in the later years.

FOR MORE INFORMATION:

School URL: <http://www.osln.org/schools/metro-institute-of-technology/>
 Operator URL: <http://battelle.org/our-work/stem-education/BattelleEd> | Contact: Aimee Kennedy, kennedy@battelle.org

