

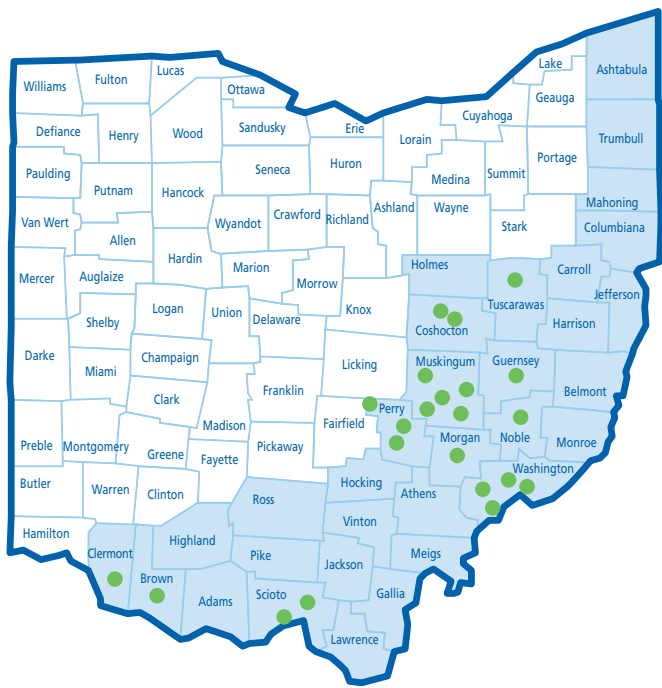
OAC students conducting a science experiment.

2010–2011: Leading and Learning Together



Ohio
Appalachian
Collaborative

Accelerating College/Career-Readiness



The Ohio Appalachian Collaborative

All students deserve access to a high-quality education that maximizes their potential to succeed in the 21st century. Unfortunately, many small-town and rural school districts are unable to provide their students with the rigorous, results-producing education they need to be college/career-ready. These districts also struggle to recruit and retain the most important asset in increasing student achievement—great teachers.

Responding to these and other regional challenges, Battelle for Kids and a collaborative of 22 Appalachian Ohio school districts—serving more than 37,000 students—joined forces in 2010 to create and implement a comprehensive approach for transformational change in rural education.

The goal of the Ohio Appalachian Collaborative (OAC) is not only to create transformational change for the region’s education, but to **sustain** that change. The Collaborative is dedicated to embedding this work in the region to ensure that future students reap the benefits of this work and investment.

At the conclusion of this multi-year initiative, the ultimate goal is to implement a successful reform approach that can be scaled across rural Ohio and the country.

The OAC includes:

- 22 rural school districts
- 81 schools, including 23 high schools
- 2,270 teachers
- 37,000 students

The Rural Education Transformation Approach

The OAC’s approach to change, called the **Rural Education Transformation Approach**, is a result of the effort of many individuals and groups, including Battelle for Kids, the Coalition of Rural and Appalachian Schools, superintendents, teachers, principals, teachers’ union leaders, Ohio Department of Education leadership, representatives from higher education, business leaders, philanthropic organizations and many others.

After working with districts and educators throughout the 2010–2011 school year, it became clear that the approach needed to be slightly modified to emphasize the importance of teacher effectiveness as the catalyst for accelerating college/career-readiness.

This enhanced approach reflects these considerations and continues to emphasize strategies for dramatically improving human capital development and student outcomes. The six components for transformational change include: **Redesigning Learning Opportunities, Enhancing Teacher Quality, Using Data to Inform Practice, Enhancing Leadership Quality, Engaging the Community** and **Recognizing Excellence**.



Investing in Transformation

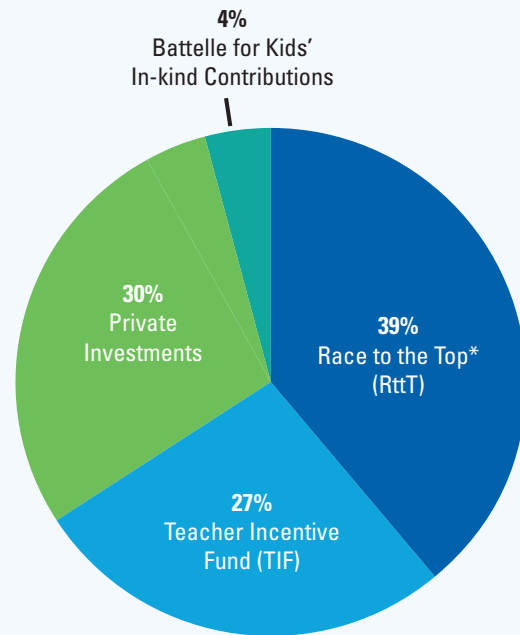
The work is significant, and so are the resources necessary to accomplish the goals. Battelle for Kids' leadership and OAC district representatives have worked collaboratively to develop a strategy designed to keep districts' investments cost-neutral while leveraging external resources.

This approach has resulted in a significant investment from federal Race to the Top and Teacher Incentive Fund (TIF) programs, private foundations and corporations.

Long-term sustainability is a priority. Battelle for Kids will continue to work with district representatives to leverage ideas and implementation strategies for future sustainability.

2010–2011 (Year 1)

OAC Investments



*State share designated RttT funds

2011–2012 at a Glance: Amplify, Accelerate & Adapt

The Challenge

Research indicates that an increased number of college-educated community residents correlates with higher median incomes and lower unemployment rates. For Ohio Appalachian communities to improve opportunities for economic growth and workforce development, they need to be able to attract and retain skilled workers. That's why it is critical that Ohio Appalachian students are adequately prepared with the knowledge and skills they need to be successful in college and in their careers.

5-17%

Percentage of students in Ohio's Appalachian counties that complete college

"Reinvigorating the school is vital for the survival of any small town and it is a first step in arresting the hollowing-out process."

—Hollowing Out the Middle: The Rural Brain Drain and What It Means for America

2011–2012 OAC Priorities

Moving into 2011–2012, we remain confident that the mission of accelerating college/career-readiness in Appalachian Ohio is on target. To achieve this goal, Battelle for Kids will partner with OAC districts to:

- **Amplify** what is working within and across districts;
- **Accelerate** shared capabilities to deliver desired results; and
- **Adapt** quickly and nimbly to changing circumstances and opportunities, particularly around the need to connect education and economic development.

Additionally, Battelle for Kids and OAC districts will work collaboratively to:

- Inform one another on emerging federal and state policy trends around accountability, school funding and human capital development strategies, such as strategic compensation and the distribution of highly effective teachers and principals;
- Build strong alliances and capabilities within and across districts to meet college/career-ready goals by 2015; and
- Leverage the Collaborative's national recognition as a rural education reform leader as a way to secure additional resources to sustain and scale the work regionally and nationally.

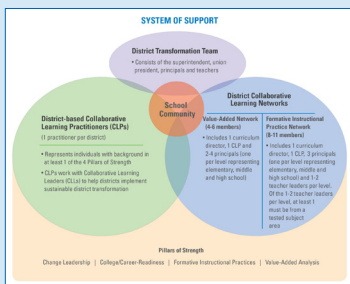
2010–2011 Highlights

Establishing Mutual Respect for Mutual Benefit



Fast start for Race to the Top implementation

District teams worked collaboratively to develop their Race to the Top (RttT) scope of work documents and budgets to submit to the Ohio Department of Education. Each district's scope of work was grounded in the OAC's Rural Education Transformation Approach, a research-based and results-driven strategy designed to dramatically accelerate college/career-readiness for all students.



Strong foundation for professional learning and student growth

Created the OAC System of Support to encourage a culture of collaboration through idea-sharing so that proven professional learning practices can be replicated. The primary aim is to increase the number and impact of highly effective teachers across the Collaborative.

Focus on teacher effectiveness

Twenty-two Collaborative Learning Practitioners (CLPs) were selected and began intensive training to provide the capacity to initiate, plan and support professional practice. CLPs will help strengthen districts' capacity around formative instructional practices, value-added analysis, change leadership and college/career-readiness.



Design of strategic compensation models successfully completed

Partnered with 18 OAC districts participating in the federal Teacher Incentive Fund (TIF) project to successfully complete designs for strategic compensation* award models. These unique strategic compensation models were submitted to the U.S. Department of Education. Pending federal approval, the models will be implemented in the 2011–2012 school year.

* Strategic compensation is the strategic alignment between desired organizational goals and compensation with a goal of increasing teacher quality and maximizing student achievement.

OhioTIF

Received support from national and regional investment partners

Launching the OAC was made possible through support from the Bill and Melinda Gates Foundation, the AT&T Foundation, the American Electric Power Foundation and EnerVest Operating LLC.

Design for Sustainability

2010–2011 District Accomplishments

Committed Districts, Continuous Success

The districts participating in the OAC and Ohio TIF are making measurable improvements in numerous areas, including student achievement, value-added gains and graduation rates. The following table highlights exemplary progress toward the goal of college- and career-readiness for every student.

This information does not represent a complete list of district accomplishments.

District	District Accomplishment
Batavia Local	Increased the district Performance Index score by 2.8 points to 99.3
Belpre City	Increased 4th grade mathematics achievement by 10.4 percentage points
Bloom-Vernon Local	Increased 6th grade reading achievement by 10.5 percentage points
Coshocton City	Increased 5th grade science achievement by 10.8 percentage points
Crooksville EVSD	Increased the district Performance Index score by 2.6 points to 94.8
East Muskingum Local	Increased passage rates on all five sections of the Ohio Graduation Test
Franklin Local	Increased student achievement in all tested subjects in grades 3 through 6
Georgetown EVSD	Increased 4th grade mathematics achievement by 15.8 percentage points
Marietta City	Improved student achievement in 8th grade reading, mathematics and science
Maysville Local	Achieved a 100% graduation rate
Mid-East Career and Tech	Exceeded the state rate of students who obtained a state or industry-recognized certificate or license
Morgan Local	Improved district rating from Effective to Excellent
New Boston Local	Achieved a 100% graduation rate
New Philadelphia City	Achieved a district rating of Excellent with Distinction
Noble Local	Improved 8th grade mathematics achievement by 15.4 percentage points
Northern Local	Achieved a district rating of Excellent with Distinction
River View Local	Improved district rating from Effective to Excellent
Rolling Hills Local	Improved district rating from Effective to Excellent
Southern Local	Increased 4th grade mathematics achievement by 12.5 percentage points
Warren Local	Improved district rating from Effective to Excellent
West Muskingum Local	Increased the district Performance Index score by 2 points to 101.5
Wolf Creek Local	Achieved a 100% graduation rate

Sources: Ohio Department of Education 2010-2011 Local Report Card. Mid-East Career and Tech data is from the Ohio Career-Technical Education 2009-2010 Secondary Career-Technical Planning District (CTPD) Workforce Development Performance Report.

Collaboration in Action: OAC Districts Receive \$1.8 million in Innovation Grants

Seven OAC districts received Race to the Top Innovation Program Grants. Grants for early college high schools were awarded to Maysville and another to a consortium of districts, including Crooksville, Morgan and New Lexington, initiated and led by Crooksville. Only six early college high school grants were awarded, so one-third of the grants awarded in this category went to OAC and TIF districts. Morgan and River View were part of a consortium with Zanesville City Schools and the Muskingum Valley Educational Service Center that received a new tech network grant. The Ohio Appalachian Collaborative played a critical role in the design of these programs and the Collaborative will be a vital part of the implementation and replication processes moving forward.

“Our capacity to implement an Appalachian Early College High School is substantially increased by our multiple district collaboration. By utilizing our circle of support with the Ohio Appalachian Collaborative, our model is a viable choice for the underrepresented students of Southeastern Ohio Appalachia to achieve successes in their educational endeavors.”

Source: RttT Early College High School Innovation Grant Application



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