2016–2017 OAC Straight A Annual Report

Focus on Ownership and Empowerment

YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**
2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Foundations/Assembly	**Infrastructure/ Development**	**Connections/Capacity**	**Ownership/ Empowerment**	**Sustainability**
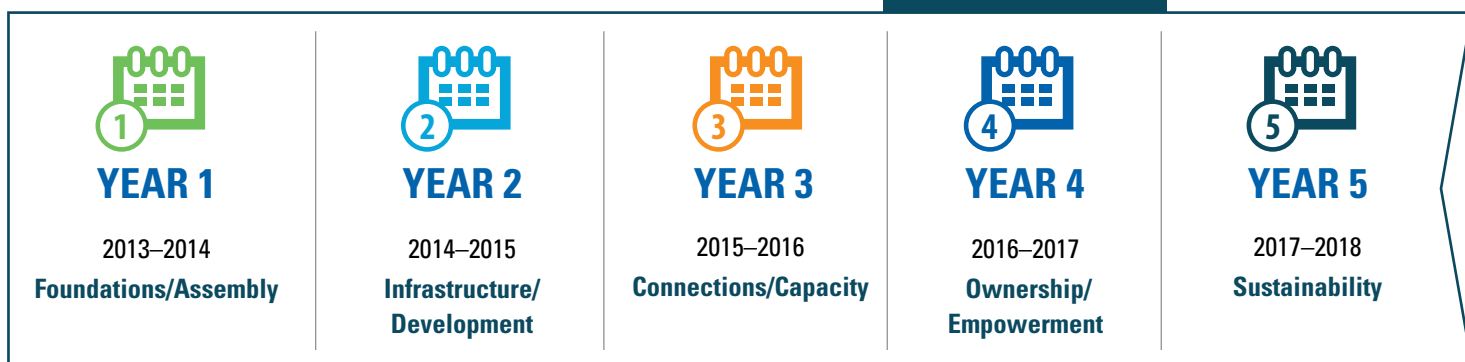
In 2010, the Ohio Appalachian Collaborative (OAC) was established as a partnership among 21 rural districts and not-for-profit partner Battelle for Kids (BFK). Through initial support from Ohio's Race to the Top grant and other philanthropic foundations, the first four years of the OAC focused on building a strong collaborative, establishing networks for professional development and learning, and joining forces to amplify the voice of Appalachian districts to generate resources. Working together, the mission of the OAC became clear: to not only provide enhanced educational opportunities to its more than 34,000 students, but to also strengthen the ties between education and economic development and bring students hope and aspiration for a brighter future.

In December 2013, the Ohio Department of Education awarded a Straight A Fund grant to the OAC to continue its work around transforming rural education. Through the Straight A Fund grant, the OAC has expanded to serve: **27 DISTRICTS, 98 SCHOOL BUILDINGS, 3,200 TEACHERS, AND 48,000 STUDENTS—WITH 52% LIVING IN POVERTY.**

STRAIGHT A GRANT ASSURANCES

1. Design and share a 6–12 grade personalized learning **pathways system** (STEM, business/entrepreneurship, arts/communication, and health/human services) culminating in dual enrollment credit attainment.
2. Credential a minimum of 2–3 newly **credentialed teachers** per district to teach dual enrollment/College Credit Plus (CCP) courses.
3. Build staff capacity to facilitate effective personalized learning practices, technologies, and systems through a shared **personalized learning system** covering the six key areas of: Common Core/standards, formative instructional practices/assessment literacy, student motivation, project based learning, blended/personalized learning, and new learning technologies.
4. Find ways to continuously **save costs** through shared services and collaborative arrangements and **sustaining** personalized learning innovations through the recovery of resources devoted to virtual schools, Post Secondary Enrollment Options (PSEO), remediation, and/or other similar initiatives.

GOVERNANCE STRUCTURE

A governance structure streamlines efforts and provides project organization.
This structure is made up of a:

- **Steering Committee:** Five superintendents and the fiscal agent superintendent serve as the governing body for the OAC Straight A work. The Steering Committee is facilitated by BFK.
- **Stewardship Group:** The superintendents from each of the 27 school districts inform the work of the project.
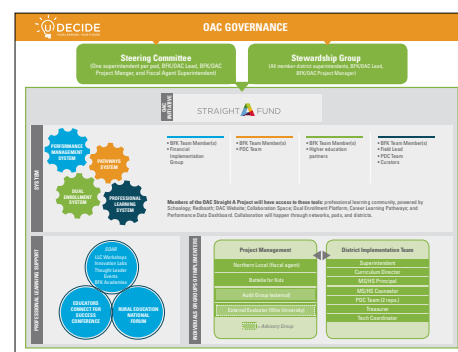
IMPLEMENTATION SUPPORT

The OAC Straight A work involves designing and implementing new systems and ways of making education work for students. Implementation supports included:

- Project Management
- Performance Management and The Student Experience® Survey
- Strategic Leadership
- Fiscal Management
- Communications

THIS REPORT PROVIDES A HIGH-LEVEL OVERVIEW OF IMPACTFUL ACCOMPLISHMENTS FROM THE 2016–2017 YEAR.

DUAL ENROLLMENT

One of the substantial and lasting values of the shared work in the OAC is to overcome the rural opportunity gap by increasing postsecondary aspiration and preparedness and decreasing postsecondary costs among districts using college or career technical credentials earned in high school. Dual enrollment courses continue to be shared across the collaborative through an online course catalog to identify courses to share. Currently, 314 courses have been loaded into the Dual Enrollment Course Catalog. And, 29 institutions of higher education support the OAC Straight A work by offering dual enrollment courses taught in students' own high schools.

314 COURSES

have been entered into the OAC shared Dual Enrollment Course Catalog system

87 TEACHERS

AS PART OF THE ORIGINAL OAC STRAIGHT A GRANT

are enrolled in graduate degree programs that will equip them to be academically approved as dual enrollment adjunct instructors.

representing 26 OAC districts are pursuing credentials.

PATHWAY ONE GRANT

In December 2015, the OAC was awarded the Pathway One Grant with an additional $835,000 to credential more teachers. This grant proposal was successful, in part, because of its comprehensive approach to investing and supporting local K–12 talent. Aside from providing scholarship monies for tuition, fees, books/supplies, mileage, and other expenses for teachers/ districts, additional elements of the grant include ongoing support for dual enrollment teachers and candidates through professional development, professional learning communities, and communicating and facilitating the application and admission process for all districts involved.
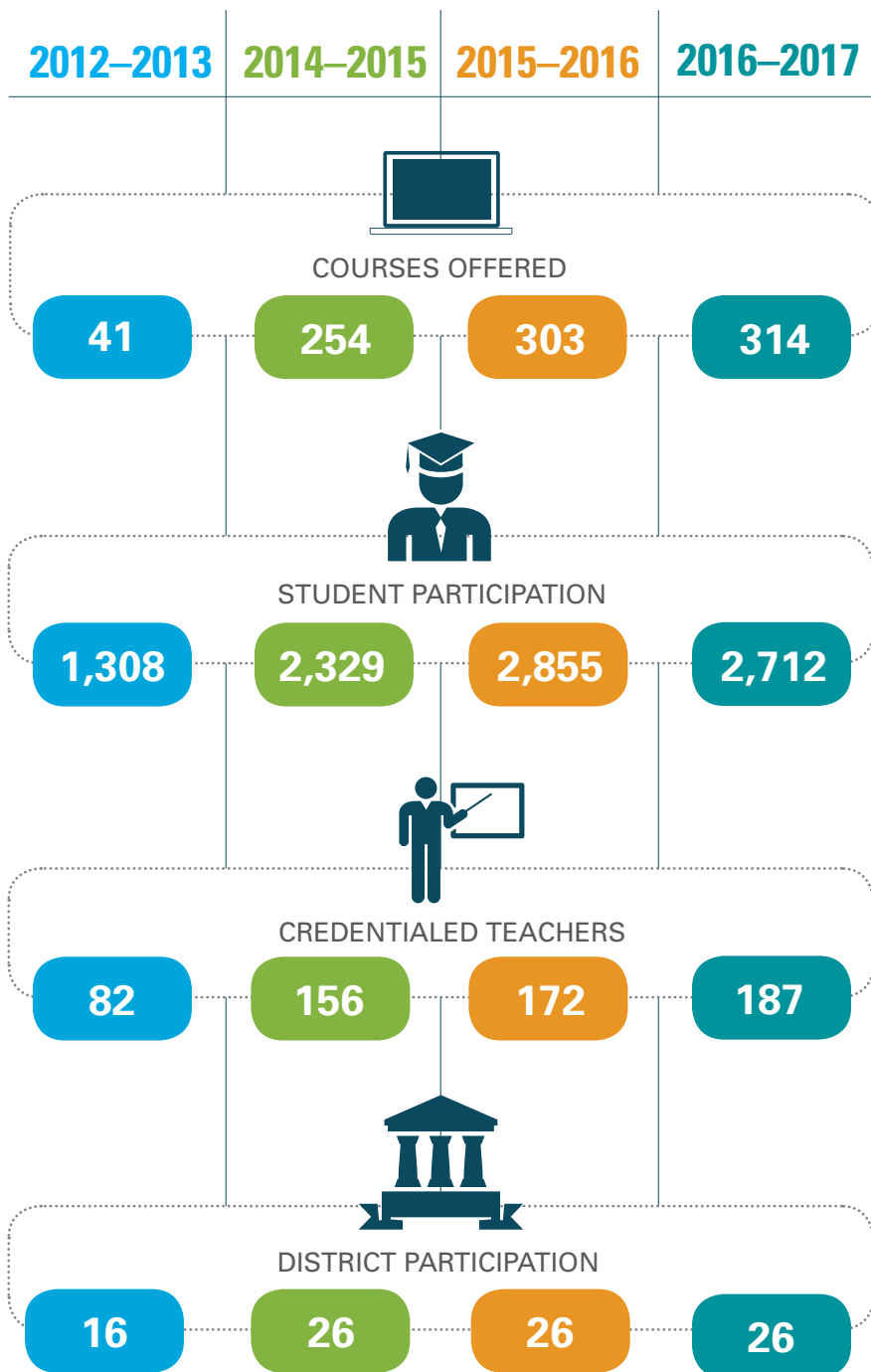
31 TEACHERS ARE PARTICIPATING IN THE PATHWAY ONE CREDENTIALING PROGRAM

10 TEACHERS HAVE COMPLETE THEIR CREDENTIALING PROGRAM

21 TEACHERS ARE IN-PROGRESS FOR COMPLETING THEIR CREDENTIALING PROGRAM

OAC DISTRICTS ARE SEEING SUBSTANTIAL INCREASES IN DUAL ENROLLMENT IN A NUMBER OF AREAS:

2012–2013	2014–2015	2015–2016	2016–2017

COURSES OFFERED

41	254	303	314

STUDENT PARTICIPATION

1,308	2,329	2,855	2,712

CREDENTIALED TEACHERS

82	156	172	187

DISTRICT PARTICIPATION

16	26	26	26

The Dual Enrollment and Career Pathways course on the Professional Learning Community provides discussion forums and activities around the importance of career pathways and dual enrollment advising and opportunities of a 21st century education, not only in Ohio, but also across the country. The course explores relevant research and best practices to help understand, support, and lead dual enrollment and career pathways initiatives district-wide.

DURING 2016–2017, OAC STUDENTS HAVE EARNED

20,002 hours
OF COLLEGE CREDIT.

AND, STUDENTS AND THEIR FAMILIES HAVE SAVED MORE THAN
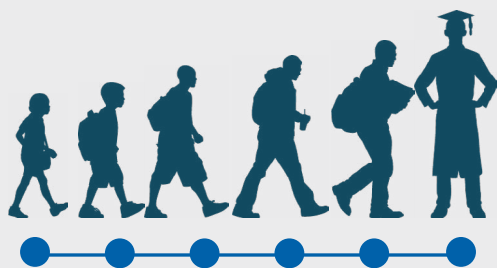
$3,667,399 million
IN TUITION COSTS.

DISTRICTS ARE SPENDING OVER

$410,000
A YEAR IN DISCOUNTED TUITION FOR PARTICIPATING STUDENTS PLUS THE COSTS OF TEXTBOOKS.

PATHWAYS CAN LEAD TO

CAREERS, CERTIFICATES, AND COLLEGE CREDIT.

14 ARTS AND COMMUNICATIONS PATHWAYS

15 BUSINESS AND ENTREPRENEURSHIP PATHWAYS

13 HEALTH AND HUMAN SERVICES PATHWAYS

22 STEM PATHWAYS

CAREER PATHWAYS

Pathways linking learning with student interests and career preparation leads to higher graduation rates, increased college enrollment rates, and higher earning potential. In the OAC, four model career pathways—Arts and Communications, Business and Entrepreneurship, Health and Human Services, and STEM—have been created.

These model pathways provided inspiration to help the OAC Straight A districts create their own pathways. The OAC Personalized Career Pathways strategy page was re-designed, with all districts having at least two pathways available to download through a searchable map on the OAC website. In 2016–2017, districts submitted a total of 64 pathways. These pathways can lead to careers, certificates, and college credit.

OAC STUDENTS SWIM WITH THE "SHARKS"!

When does it make sense to swim with the sharks? If you ask the students at any of the five Ohio Appalachian Collaborative (OAC) Straight A school districts who participated in the 2017 Ohio State CIBER*/OAC Entrepreneur Export Competition, they might answer, "… when you swim with them at The Ohio State University Fisher College of Business!"

A unique collaboration between Fisher's Office of Global Business and OAC districts was launched in 2017 to provide rural students with an introduction to business and entrepreneurship. Fisher hosted the first-ever CIBER/OAC Entrepreneur Export Competition, a "Shark Tank"-style event that gave high school students in the OAC network the opportunity to explore a more global world by creating or finding a local product or service to export to another country.

"We have very few electives and almost nothing in business," said Debbie Edgar, a teacher in the Belpre City Schools district. "This project got the students into the business community where they visited the local small business bureau, the chamber of commerce and learned from business leaders. They learned about starting a small business and did some good networking. They also did several public speaking events."

With the guidance of Ohio State student mentors, teams wrote research-based marketing plans for their product or service. The plans informed a marketing pitch that was then delivered to a panel of experts and "investors" at an event on Fisher's campus. Nine high school teams from five school districts from Southeast Ohio participated.

OAC students participating in the pitch competition, school administrators, and parents also had the opportunity to tour campus.

"Getting on campus was huge," Edgar said. "The students really felt special and connected to something bigger than they've ever seen."

"This project helped to push students out of their comfort zone, and to expand their thinking and knowledge to a new level," said Katie Brown, a teacher at Maysville High School. "It also prepared my students for the level and amount of work that would be required of them at the college level."
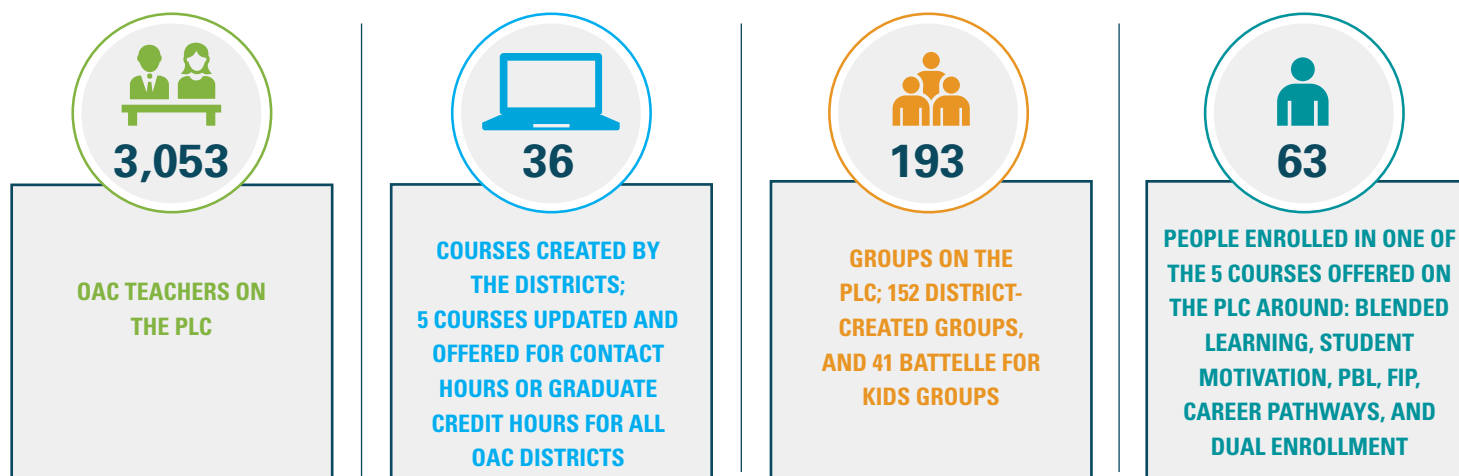
Belpre High School won the competition, with each student earning a $250 book scholarship for their first year at college.
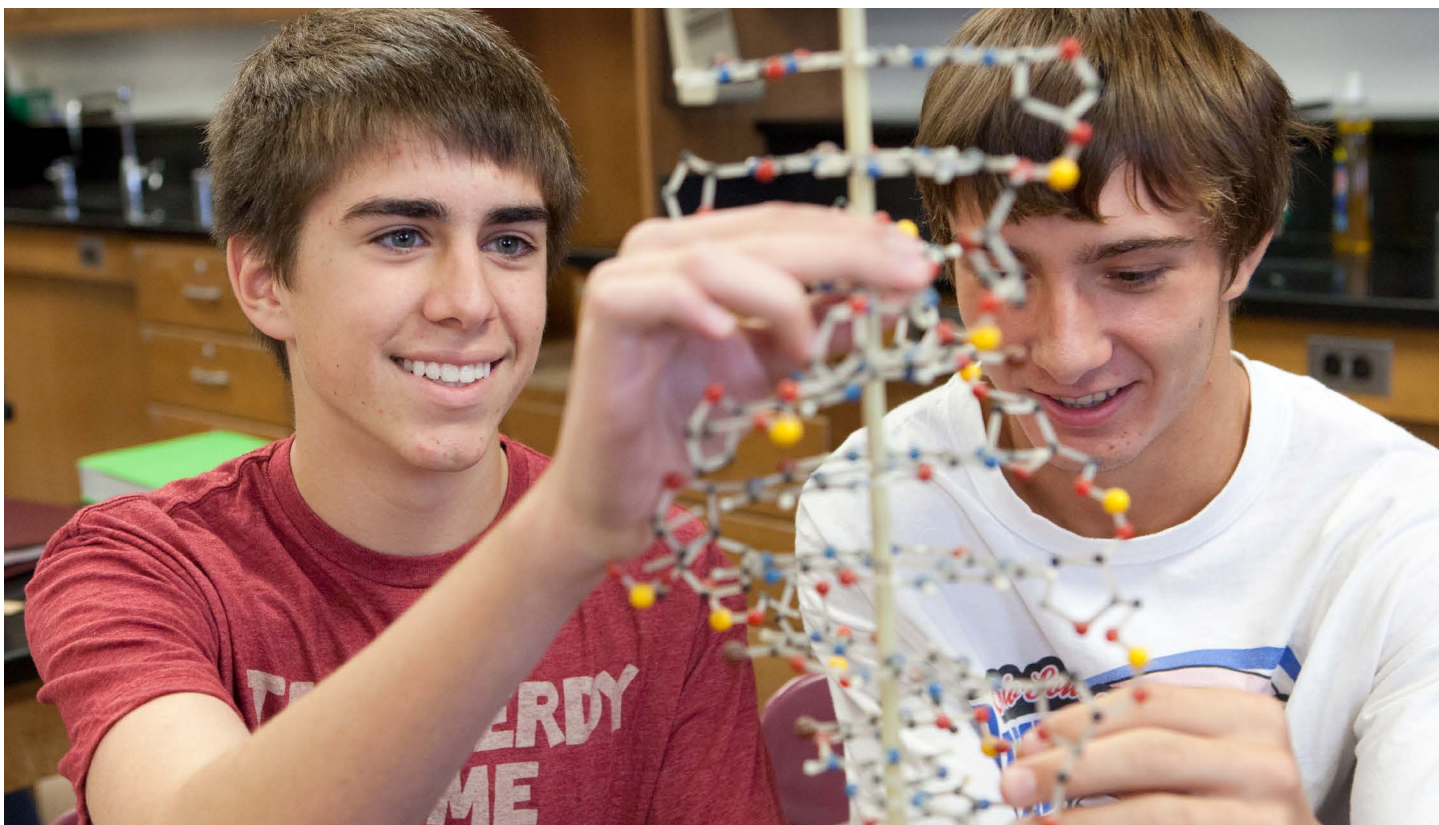
PLC

The Professional Learning Community (PLC), powered by Schoology was rolled out to teachers and administrators on September 1, 2015. This PLC was created to provide online and blended learning professional development available to all teachers and administrators within the OAC. The courses and groups are designed around the foundational six key areas (Assessment Literacy, Blended Learning, New Learning Technologies, Student Motivation, Formative Instructional Practices, and Project-Based Learning) of professional learning identified in the OAC Straight A grant as well as dual enrollment and pathways. These courses, available through the PLC, were enhanced through face-to-face and web-based PDC meetings. Additionally, districts had their own space to build courses and groups for local collaboration, teacher-based teams, book studies, and professional development. Those who did participate in the learning through the PLC were offered either course credit via Ashland University or contact hours that could be turned into participating LPDCs for CEU credit. The PLC will be available through the life of the grant and districts may continue to utilize the platform to help meet their professional learning needs.

Data from the 2016–2017 School Year

3,053
OAC TEACHERS ON THE PLC

36
COURSES CREATED BY THE DISTRICTS; 5 COURSES UPDATED AND OFFERED FOR CONTACT HOURS OR GRADUATE CREDIT HOURS FOR ALL OAC DISTRICTS

193
GROUPS ON THE PLC; 152 DISTRICT-CREATED GROUPS, AND 41 BATTELLE FOR KIDS GROUPS

63
PEOPLE ENROLLED IN ONE OF THE 5 COURSES OFFERED ON THE PLC AROUND: BLENDED LEARNING, STUDENT MOTIVATION, PBL, FIP, CAREER PATHWAYS, AND DUAL ENROLLMENT

Professional Development Coordinators

For the 2016–2017 school year, 56 PDCs were identified and responsible for working with districts to create their strategic plan for implementing professional learning in their selected areas of professional learning, facilitate the sharing of dual enrollment courses across districts, and develop pathways to guide student learning. They participated in electronic meetings to share lessons learned in their selected areas.

District-Selected Areas of Focus

Each OAC Straight A district identified one, or more, area of focus for the 2016–2017 school year. Districts selected focus areas based upon their teachers' and students' greatest area(s) of need.

Dual Enrollment Course Sharing

While all districts are committed to identifying opportunities for course sharing, a subset of districts selected this as their area of focus in the 2016–2017 school year. This group of five OAC Straight A districts collaborated to share dual enrollment courses across districts. They created a Google document to share inside and outside the OAC.

Rolling Hills/OAC Featured in the Hechinger Report Rural Education Series

The outstanding work at Rolling Hills Local School District, and specifically at Meadowbrook High School, to make going to college the rule instead of the exception for its students was the focus in the first of a series of reports about rural education in the November 16, 2017 Hechinger Report. The Hechinger Report is a nonprofit, independent news organization focused on inequality and innovation in education.

THE HECHINGER REPORT — Covering Innovation & Inequality in Education — TOPICS — ABOUT — DONATE

High School Reform

Rural schools join forces to make college the rule rather than the exception

Cooperation among sparsely populated districts in Ohio fuels a successful push for college in a place where manufacturing jobs have disappeared

by AMADOU DIALLO — November 16, 2017

The district's participation in the OAC and its strong focus on dual enrollment (DE)—offering 32 DE courses—coupled with setting high expectations for its students and sharing college-level certified teachers with other OAC districts has made a real impact on student success. Perhaps the biggest student benefit is Meadowbrook's Colt College & Career Center, a facility that is set up exclusively for its DE students that provides computers and distance-learning technology—it even has a lounge—to help keep its students on campus and engaged with their school and community.

Rolling Hills' DE program gives students the opportunity to take college-level classes from certified teachers who have known them for all, or most of, their lives. This allows students to be challenged in a supportive setting that encourages them to stretch their learning while learning from and with others. Now, students who wouldn't have imagined going to college are not only thinking about it, they're doing it.

What does student success at Rolling Hills look like? Ninety-two percent of Meadowbrook's students now graduate on time. And 38 percent of its juniors and seniors are participating in dual enrollment courses.

Access the Rolling Hills story here.
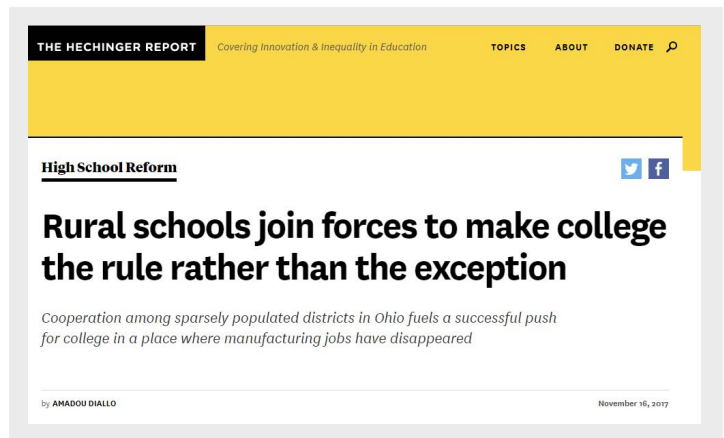
DATA DASHBOARD

In the fall of 2015, the OAC rolled out its Performance Data Dashboard. The data dashboard was streamlined and updated in January 2017. This shared, online data resource helps OAC districts tell their story and answer questions about the progress that they're making as individual districts and as a collaborative in moving college and career readiness forward for all students.

The Performance Data Dashboard provides the status of major goals and benchmarks of the Straight A grant as follows:

- Dual enrollment measures such as student enrollment, credits earned, and the monetary value of those credits
- Capacity measures such as the number of teachers who have been credentialed to teach dual enrollment courses and the number higher education partnerships established through the grant
- College and career readiness measures including ACT® participation and achievement, high school graduation rates, and rates of industry credentials earned

In the fall of 2015, the OAC rolled out its PERFORMANCE DATA DASHBOARD.

THE STUDENT EXPERIENCE SURVEY

OAC teachers use The Student Experience® Survey as a means to intentionally focus on their students' experiences in the classroom and their non-academic dispositions and mindset related to hope, engagement, and belonging. The survey provides valuable, real-time feedback accompanied with strategies via an Action Response Guide to support the teaching and learning experience.

25 DISTRICTS
ADMINISTERED THE STUDENT EXPERIENCE® SURVEY. MORE THAN HALF OF OAC DISTRICTS HAVE 20+ TEACHERS ENGAGED IN THIS WORK ANNUALLY!

669 OAC TEACHERS
ADMINISTERED THE STUDENT EXPERIENCE® SURVEY, A 46% INCREASE OVER THE PAST THREE YEARS.

3,511 SURVEYS
WERE COMPLETED. MOST PARTICIPATING OAC CLASSROOMS ARE SURVEYED 2 TIMES EACH YEAR TO BEST SUPPORT TEACHERS WITH FORMATIVE USE OF THE INFORMATION

100% OF PARTICIPATING OAC TEACHERS
ARE PROVIDED WITH THE FOLLOWING RESOURCES TO SUPPORT DATA USE:
• Automated report that includes a summary of strengths and opportunities
• Action Response Guide with research-based strategies
• Access to the Student Motivation Module on the PLC

DISTRICT SPOTLIGHT

Learn how Crooksville School District has adopted strategies to support their teachers use their survey data and foster student hope, engagement, and belonging. Click here to read their story.

COMMUNICATIONS

A communications engagement toolkit was created for districts to communicate successes, case studies, and reach key stakeholders. The toolkit contains messaging around the benefits of dual enrollment and pathways for each stakeholder group, brand standards, the white paper, *Austin's Story*, Annual Report (2016), OAC playbook (2016), animated video (2015), student impact video (2016) and other resources, to help district and school leaders be better equipped to proactively engage with existing and potential funders, philanthropic entities, boards of education, educators, business, community, and civic leaders in the coming year.

2017 Fact Sheet

The Fact Sheet provides a quick at-a-glance overview on how districts are continuing the work to transform rural education through the Ohio Department of Education's Straight A Fund grant.

Student Impact Video Focuses on Rural Education from the Student Perspective

Students from Maysville High School and River View School in rural Appalachia are making the most of new educational offerings including dual enrollment and distance learning classes at their home schools. These opportunities are available to them through their school districts' participation in the OAC. Their stories are shared in this impact video.

IMPACT

The OAC works with districts and students to identify barriers and develop creative and innovative solutions to expand dual enrollment and career pathway opportunities, internships, job shadowing, and project-based learning experiences. OAC impact is seen in the following ways:

- Influencing decision-making processes
- Connecting professionally and personally with a cadre of colleagues
- Increasing the culture of inclusiveness
- Increasing networking with other districts
- Growing professionally as new practices and ideas are explored, tested, and revised
- Making collaboration and sharing the norm
- Transforming into adult learning communities
- Valuing diversity
- Increasing development of critical thinking skills
- Seeing evidence of increased knowledge base
- Changing perspectives on own and others' learning
- Having educators with the motivation to learn more

COST SAVINGS

ONE OF THE OAC'S FIVE VALUES IS THAT DISTRICTS IN THE OAC WORK TOGETHER TO SECURE, SHARE, AND SAVE RESOURCES.

20,002
dual enrollment semester credit hours earned, realizing
$3.667 MILLION*
in tuition cost savings

2,585 STUDENTS ENROLLED IN BLENDED LEARNING COURSES
(528 courses) for the 2016–2017 school year as a result of the Straight A grant

MORE THAN 6,000 STUDENTS WERE ENROLLED IN COURSES USING 1:1 TECHNOLOGY
for the 2016–2017 school year

478 TEACHERS RECEIVED TRAINING OR PROFESSIONAL DEVELOPMENT
during 2016–2017 as a result of the OAC Straight A grant

NUMBER OF STUDENTS ENROLLED BY PATHWAY:

Business and Entrepreneurship:
257

Arts and Communication:
441

STEM:
862

Health and Human Services:
242

29 INSTITUTIONS OF HIGHER EDUCATION ARE PARTNERS IN THIS PROJECT:

Aultman College
Belmont College
Cedarville University
Central Ohio Technical College
Clark State Community College
Columbus State Community College
Hocking Technical College
Kent State University
Kent State-Tuscarawus
Lorain County Community College

Malone University
Muskingum University
Ohio University
Ohio University Eastern Campus
Ohio University Southern Campus
Ohio University Zanesville Campus
Rhodes State College
Shawnee State University
Southern State Community College
Stark State College

The Ohio State Univesity, Newark Campus
University of Akron
University of Cincinnati
University of Cincinnati-Clermont College
University of Northwest Ohio
University of Toledo
Urbana University
Washington State Community College
Zane State College

Number is based on the actual per semester tuition cost earned by students at each participating institution of higher education; a much more precise measure than was used in the previous year, which was a blended tuition rate used to assume savings.

To learn more about the OAC Straight A work, visit: portal.battelleforkids.org/OAC

Ohio Appalachian Collaborative
Accelerating College/Career-Readiness ®

STRAIGHT A FUND

The OAC was established in 2010 through initial support from
Ohio's Race to the Top grant and other philanthropic foundations to help level the
playing field for all students in rural Appalachia Ohio. In December 2013,
the Ohio Department of Education awarded a Straight A Fund grant to the OAC to
continue its work around transforming rural education.

Battelle for Kids

Battelle for Kids is a national not-for-profit organization committed to
collaborating with school systems and communities to realize the power and
promise of 21st century learning for every student. Our team of experienced
educators alongside communications, technology, and business professionals
innovates and partners with school districts to offer an educational experience
that prepares all students to develop the knowledge, skills, and dispositions
necessary to succeed in college, careers, and life. We advance our mission
by strengthening the coherence, capacity, and connections districts and
communities need to redefine learner success and accelerate the design and
implementation of 21st century learning systems for all students. Our approach
involves the entire school community—educators in partnership with students,
parents, businesses, and other community leaders—to ensure sustainable
impact in schools. Learn more at **www.BattelleforKids.org**.