

***SUCSESSES AND CAUTIONARY
NOTES FROM A TWO YEAR STUDY
OF THE OHIO NETWORK OF
EDUCATION TRANSFORMATION
(ONET) SCHOOLS***

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OHIO EDUCATION
RESEARCH CENTER

OHIO EDUCATIONAL RESEARCH CENTER (OERC)

OERC is a collaboration of seven universities and four research organizations across Ohio.

OERC develops and implements a statewide, preschool-through-workforce research agenda to address critical issues of education and workforce policy and practice.



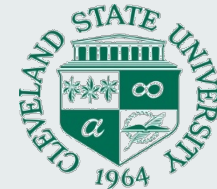
THE OHIO STATE UNIVERSITY



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BACKGROUND: OHIO RttT, OERC & ONET

- **Race to the Top (RttT)**
Ohio bid for and received \$400,000,000
- **Bid included creation of the Ohio Network of of Education Transformation (ONET)**
- **Ohio Educational Research Center (OERC)**
conducted a two-year ONET Evaluation



ONET: 5 REFORM DESIGNS

- **ONET Goal:** *Dramatically improve a set of high need schools and serve as a model for many more schools.*
- **Funding:** *54 schools received between \$750,000 and \$61,000 over 3 school years (2011-2014) to support implementation of one of 5 designs.*
- **Designs (Chosen by State Superintendent):**
 - AVID**
 - Asia Society's International Studies Schools Network (ISSN)**
 - Early College**
 - New Tech**
 - STEM (locally developed)**



FIVE QUESTIONS:

- **To what extent were the models implemented and sustained?**
- **What factors affected (+ or -) levels of implementation?**
- **What steps were being taken to sustain reforms 1 year post-funding?**
- **Do these models / implementations increase desired student outcomes?**
- **Implications for other / future state-supported school improvement efforts?**



STUDY DESIGN

- **Timeframe(s):**

Schools were funded for **3 years of implementation (fall 2011-Spring 2014)**

Evaluation: **Fall 2013 through 1 year post-implementation, Spring 2015.**

- **Design: Holistic, multiple case study** (Yin, 2014; Creswell & Plano-Clark, 2012)

- **Sample:** 10 (of 54 funded) schools were identified by ODE for this study.
2 schools X 5 Design. 8 were followed through the 2nd year.



DATA COLLECTION

- Initial Applications
- 4 years of Annual State Report Cards (10 cases plus 44 additional ONET-funded schools) **2015 Outcome data: Jan. 2016**
- 2 years of principal interviews **Fall 2015 (3rd round) ongoing**
- 60+ additional interviews with district personnel, teachers and model technical advisors in year (31 in year 2)

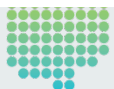
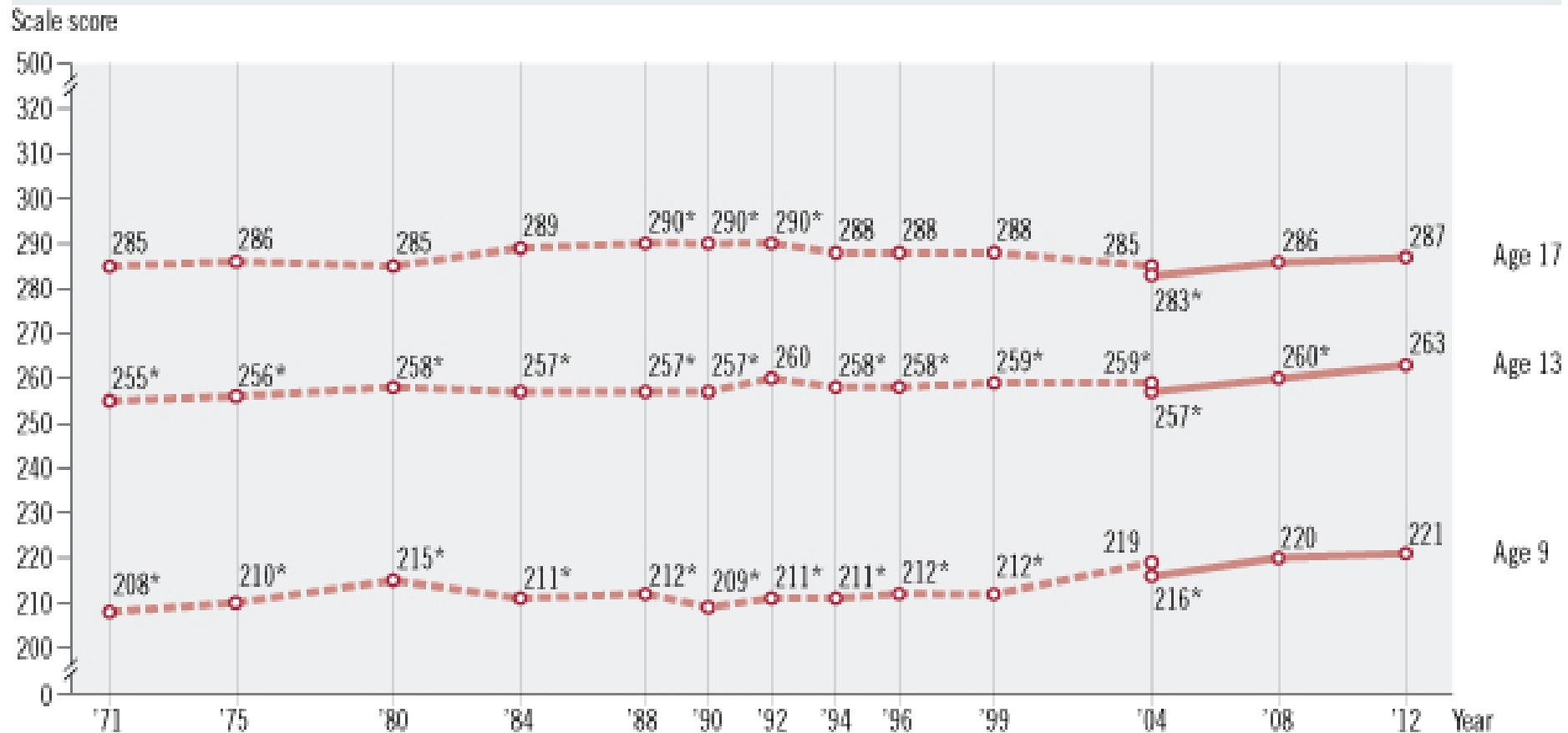


DATA CODING

- All interviews were recorded & transcribed
- Topical coding: outcomes, leadership, program changes, factors of success and barriers, sustainability, lessons learned & recommendations.
- Multiple coders & discrepancy discussions.
- Cross-case & cross-model pattern analyses



THE NULL HYPOTHESIS: 41-YEAR TREND IN NAEP READING SCORES FOR 9, 13, AND 17-YEAR OLD STUDENTS



FINDINGS

“BEFORE THE BEGINNING”:

1. Designs had dramatically different histories & external involvement requirements. Ex.:

AVID: 20 years of experience & research,
regular external PD

ASIA/ISSN: No prior research, years of experience,
extensive, required external PD, site visits,
regular external monitoring.

STEM: All locally developed, from budgeting
to materials to PD
(ex., passive solar electricity)

“



AT THE BEGINNING:

- 2. Choice in picking designs: State Superintendent's office picked 5 options.**
Most schools got their first choice, some didn't, some schools weren't funded.
- 3. Initial District, School, and Teacher needs varied greatly.** *Levels of prior experience with reforms, human capital, etc.*
- 4. Funding provided (3 yrs. = \$61K- \$750K)**
- 5. Intended Depth of Engagement: Whole school, School-within-a-school or a few teachers.**



BUY-IN & SUPPORT

6. **Levels of buy-in:** *Either built over time or never achieved.*
7. **Opt-out:** *No school required 100% teacher buy in.*
8. **Professional Development:** varied greatly among designs, relatively consistent within designs.



SUPPORTS / DISTRACTORS

- 9. District & State Supports**
- 10. Competing Initiatives / Demands**
(state, district & school)
- 11. Leadership & Human Capital**
(initial levels, (in)stability,
developed/trained)
- 12. Technology requirements**
(Initial and ongoing)



INSTITUTIONALIZATION?

13. Planning for Institutionalization

ranged from extensive to none.

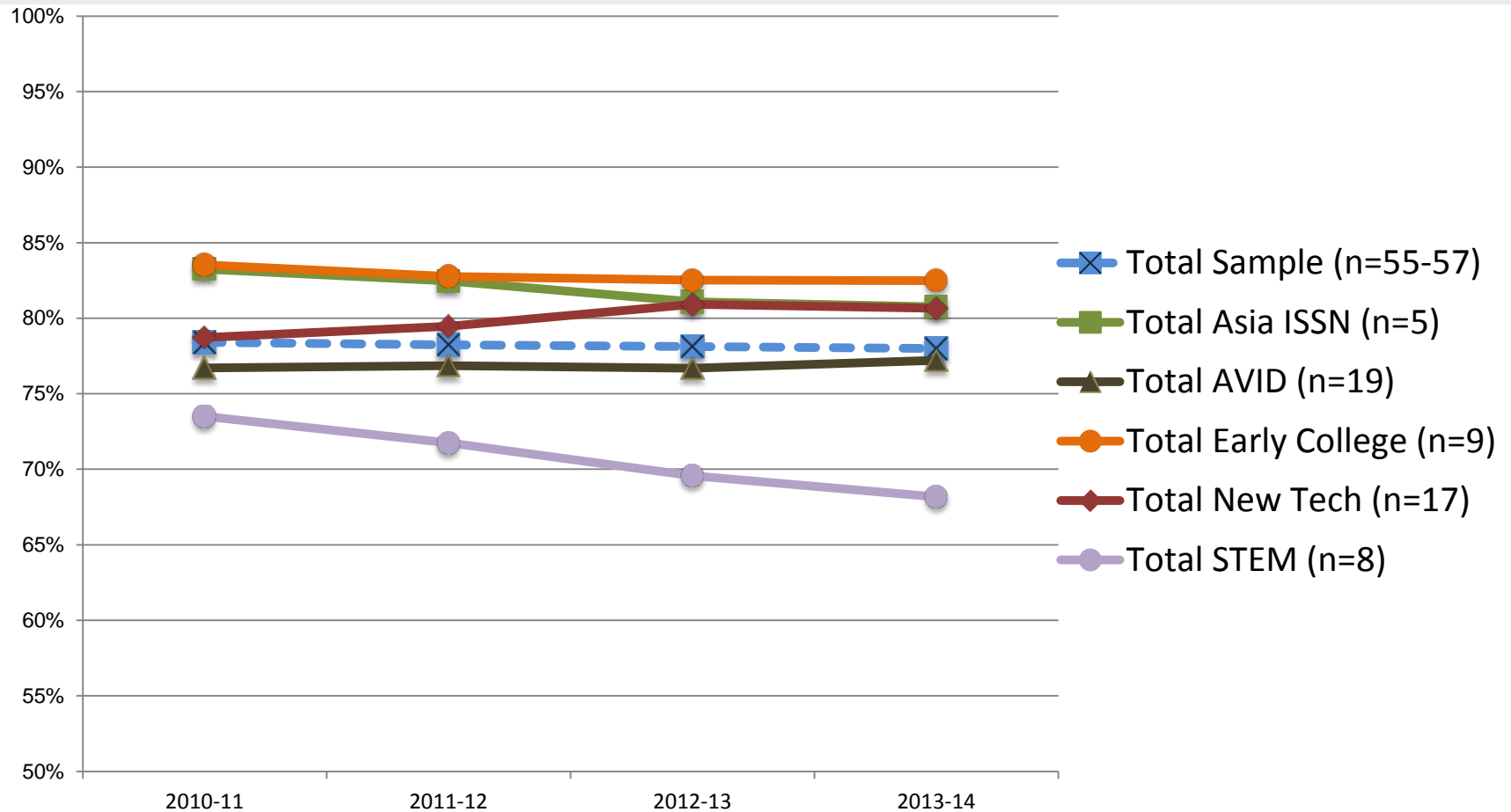
14. Evidence of 1st year post-funding institutionalization

Strong in some sites (district, principal or teacher advocacy)

Non-existent in others.

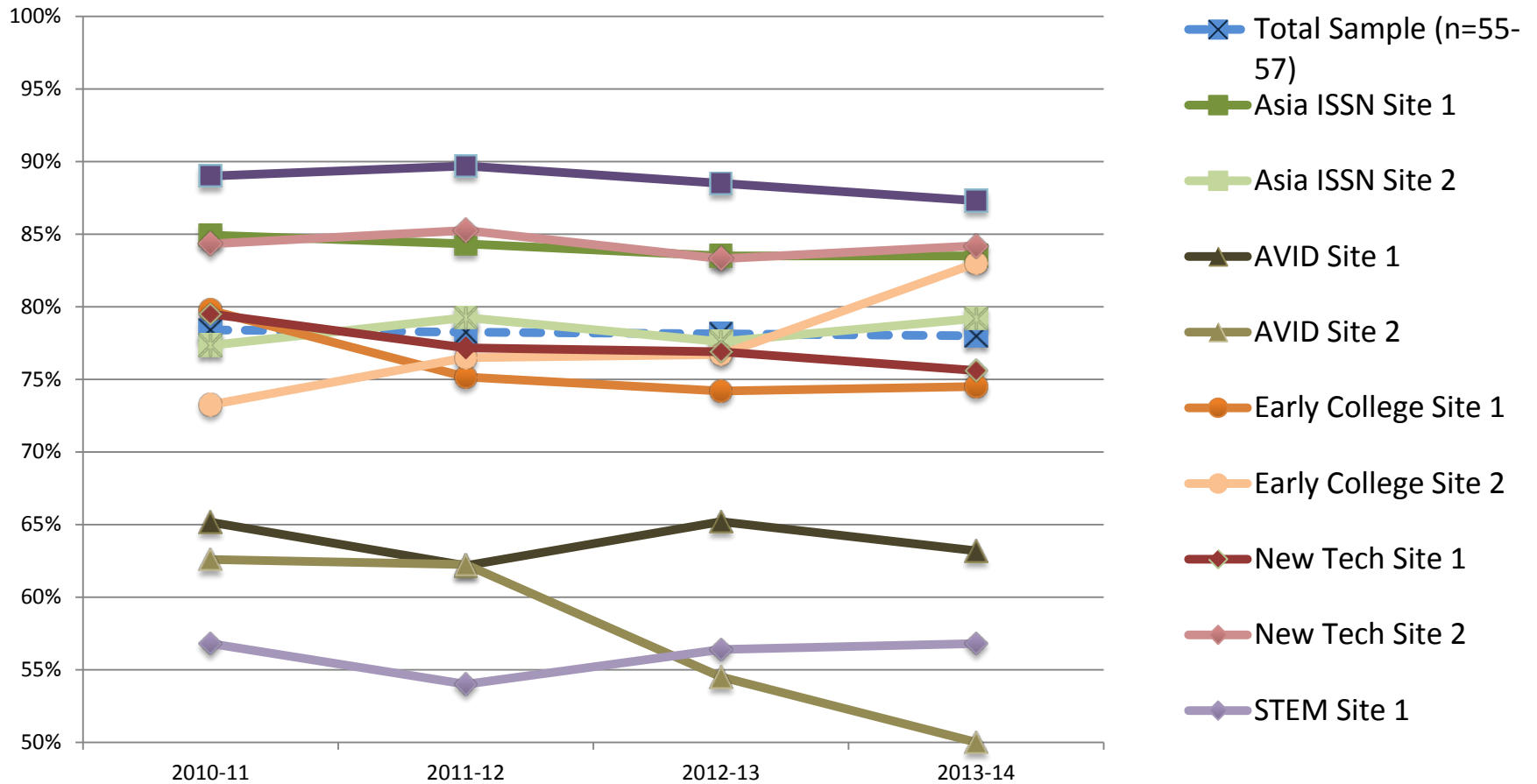


5 DESIGNS' EFFECTS "REPORT CARD" ACROSS 50+ ONET SCHOOLS



10 INDIVIDUAL SCHOOLS BY PROGRAM

“OHIO SCHOOL REPORT CARD”



EXAMPLES OF POSITIVE STUDENT OUTCOMES

- **ASIA / ISSN.** Improved student atSSN: New Experiences and positive student outcomes. Students taking more responsibility for their learning.
- **AVID:** Improved student behaviors and strategies. More applied / advanced learning strategies.
- **Early College:** Enhanced college readiness.
- **New Tech:** Improved student engagement & confidence.

Note: None on State Report Cards



BARRIERS TO SUCCESS

- **Non-aligned design, state, local goals**
- **Lack of initial planning time**
- **Not structuring to obtain broad buy-in**
(school board, central office, principal, teachers, community, etc.)
- **Early transitions of key personnel**



BARRIERS TO SUCCESS

- **Competing Change efforts, existing or emerging**
- **Unresolved conflicts not necessarily inherent to the reform.**
- **Rigid school schedules**
- **Lack of multi-level plan for continuing funding for key components.**



FACTORS PROMOTING IMPLEMENTATION SUCCESS

- **School Needs / Reform Capabilities match**
- **Teacher/ Reform match**
- **An Implementation Plan shared by those required to implement it**
- **Flexibility**



FACTORS PROMOTING IMPLEMENTATION SUCCESS

- **Professional Development:**
 - a. much more than anticipated
 - b. Out-years PD for new ADMINISTRATORS(!) and teachers.
- **New types of leadership (typically shared)**
- **Empowerment to Lead**



TO INCREASE PROBABILITY OF SUSTAINED EFFORTS (POST-FUNDING)

- Plan for Turnovers (principals, teachers, PD providers).
- Refresher PD for all.
- A workable plan to continue reform post-funding:
 - District \$ support
 - Teacher planning & work time



THANK YOU

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