



OHIO EDUCATION RESEARCH CENTER

Funded Projects | Summer 2012

Case Studies

Lesson Study Mathematics Professional Development in an Urban Elementary School: Sustaining a Promising Practice

Principal Investigator: Sarah Woodruff, Ph.D. (Miami University)

Collaborators: Christopher Cox, (Miami University); Ann Farrell, Ph.D., and Sachiko Tosa, Ed.D (Wright State University)

The purpose of this case study is to determine the nature of and extent to which a teacher professional development program funded by the ODE and the OBR is contributing to the State's goals of improved teacher quality and student achievement. The study will document the progress and outcomes of a lesson study approach to improving elementary teachers' mathematics learning and instruction, with attention to determining the transferability and sustainability of this model in other Ohio elementary schools.

A Descriptive Analysis Comparing the Performance and Impact Outcomes of Teacher Preparation Program Graduates among High Need School Systems in Ohio

Co-Principal Investigators: Julie Morrison, Ph.D., Debbie Zorn, Ed.D., and Nelson Vincent, Ed.D (University of Cincinnati)

Collaborators: Anne Bauer, Ed.D., Suzanne Franco, Ed.D., and Jill Lindsey, Ph.D. (Wright State University)

The objective of the case study is to examine teacher performance and teacher impact outcomes for teachers in their first six years of teaching based on their date of initial licensure to compare outcomes among teacher preparation programs. Teacher performance measures include teacher retention data and teacher performance evaluation data. Teacher impact data will include student growth measures (i.e., value-added assessment data).

College Remediation Study

Principal Investigators: Shon Buckley, Ph.D. (Community Research Partners)

Collaborators: Josh Hawley, Ed.D. and Sunny L. Munn, Ph.D. (The Ohio State University)

This study will examine the strategies, programs, and policies that K-12 school districts in Ohio use to reduce the need for academic remediation among students who enter post-secondary education. Specifically, the objective is to identify (1) what student, building, and district level factors increase the likelihood of the need for college remediation and (2) what practices are being used to prevent and reduce students' need for remediation. One school district will be identified in Ohio that has implemented promising or effective practices for reducing and preventing students' need for college remediation.

Investigator Initiated Research

The Effect of Student Engagement on Student Achievement in STEM: Implications for Public Policy for High School STEM Education

Principal Investigator: Nimisha Patel, Ph.D., (Wright State University)

Collaborators: Jill Lindsey, Ph.D., and Suzanne Franco, Ed.D. (Wright State University); Debbie Zorn, Ed.D., and Cathy Maltbie, Ed.D. (University of Cincinnati)

This study will examine differences in student engagement and academic achievement between students in a STEM school, those in a STEM program, and those taking traditional high school courses. The results will provide school personnel, policymakers, and funding agencies with a better understanding of student engagement and achievement in STEM education. The study will help establish a foundation at the OERC for continued and expanded collection and analysis of data from STEM schools across Ohio.

Ohio STEM Impact Study

Principal Investigator: Stéphane Lavertu, Ph.D. (The Ohio State University)

Collaborator: David Burns, M.A. (Battelle Memorial Institute)

The purpose of this study is to estimate the impact of Ohio STEM Learning Network (OSLN) "platform" schools on educational and, if possible, workforce outcomes. The Ohio STEM School Impact Study (OSSIS) project will entail the collection and analysis of data necessary to estimate the impact of four inclusive STEM schools: Dayton Regional STEM School, STEM High School, Metro Early College High School, and Reynoldsburg eSTEM Academy. The study team will acquire student-level data from these sites and their respective school districts so that they

may be linked to student-level Ohio Department of Education (ODE) Education Management Information System (EMIS) data and Ohio Board of Regents (BOR) data. The study will help establish a foundation at the Ohio Education Research Center for continued and expanded collection and analysis of data from STEM schools across Ohio.

The Relationship between OTES and OPES, 2012-2013

Co-Principal Investigators: Suzanne Franco, Ed.D., Ted Zigler, Ph.D., and Jill Lindsey, Ph.D., (Wright State University)

All Race to the Top (RttT) districts are required to implement the Ohio Teacher Evaluation System (OTES) and the Ohio Principal Evaluation System (OPES) prior to 2014, but OTES and OPES use are optional for non-RttT districts. RttT districts are required to use ALL components of the OPES, but non-RttT districts may select which components to use in complying with Ohio law. Preliminary communications with a sample of RttT and non-RttT districts revealed that there is a linkage between OTES and OPES that is influencing implementation in ways that may not have been anticipated, particularly in relation to the adoption of student growth measures. This study will investigate the processes and metrics to define student performance that districts adopted for use in teacher and principal evaluation systems, the relationship between OTES and OPES (or locally equivalent approved teacher and principal evaluation systems) regarding sequencing, planning, feedback and student performance metrics and the preparation for evaluation and experiences of teachers and principals evaluated using student performance measures

Sustaining Reform: Effective Race to the Top Transformation Team Practices

Principal Investigator: Kristen Heimdal, Ph.D (Strategic Research Group)
Collaborators: Mark Glasbrenner and Erin Joyce (Battelle for Kids)

Transformation Teams are a required element of Race to the Top and exist in all of Ohio's RttT districts. As Ohio's Race to the Top initiative winds down, this study will identify the practices of effective Transformation Teams and provide findings and recommendations to assist districts as they transition from the final year of RttT implementation to sustaining reform. This study is envisioned as a 2-phase project. Phase 1 (2012-2013) will build upon an existing study of Transformation Teams in districts participating in the Ohio Appalachian Collaborative (OAC), an initiative of 21 rural Ohio school districts, serving more than 34,000 students. Phase 2 (2013-2014) would expand the study to the SOAR Collaborative, a statewide collaborative of 122 districts participating in RTTT that is more geographically and demographically diverse than the OAC. This scaled, iterative approach will leverage existing research and reform efforts and allow for rapid delivery of findings, recommendations, and resources to help Ohio's RTTT districts sustain their RTTT reforms.

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