

FDR GROUP
When Research Matters.

THOMAS B.
FORDHAM
INSTITUTE
ADVANCING EDUCATIONAL EXCELLENCE

May 17, 2013
Columbus, Ohio

**Half empty
or
half full?**
MAY 2013

SUPERINTENDENTS' VIEWS ON OHIO'S EDUCATION REFORMS

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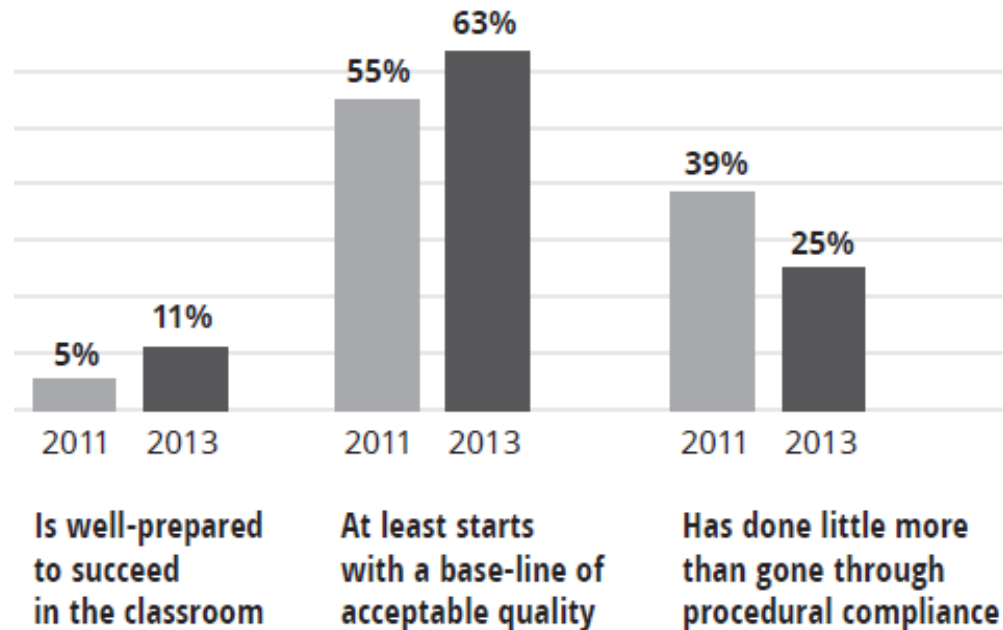
- Non-partisan opinion research firm
- Special experience in education (since 1993)
- Has conducted numerous surveys and focus groups in Ohio, including 2011's *Yearning to Break Free: Ohio Superintendents Speak Out*

About the FDR Group

- All **614** Ohio district superintendents invited
- **344** responded
- Unusually high **56%** response rate (last time it was 40%)
- Field period: March 21 – April 9, 2013
- All data collected online
- Outreach: Original request and reminder via email and a follow-up phone call to non-respondents
- Focus groups (2) and in-depth interviews (8)

Survey methodology

Would you say that going through the licensure process in Ohio guarantees that a teacher:



2011 N=246; 2013 N=344

Encouraging trend

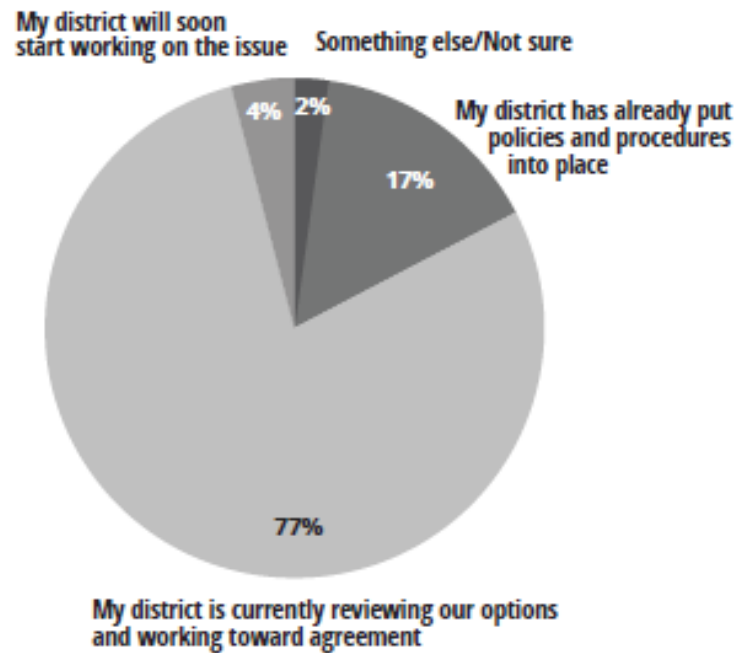
- **81%:** 5 years down the line, CCSS will be widely and routinely in use in Ohio (only 10% say CCSS will have faded away by then)
- **68%:** Implementation of the CCSS will lead to fundamental improvement in Ohio K-12
- **64%:** District teachers have undergone professional development and are now prepared to teach to the CCSS (37% virtually all teachers; 27% more than three-quarters of teachers)

Common Core State Standards: The most promising of reforms...

- Incremental progress on aligning curriculum to CCSS
 - **26%:** English language arts curriculum and **23%** Math curriculum “completely” aligned
- PARCC assessments are a serious problem
 - **87%:** Their absence makes preparation for the standards difficult
 - **77%:** Concern about having sufficient computers/technological capacity to administer
- Few are leading the charge on CCSS
 - **Only 12%:** High-level implementers
 - vs. **33%:** Implementation is currently in progress
 - vs. **54%:** Stragglers

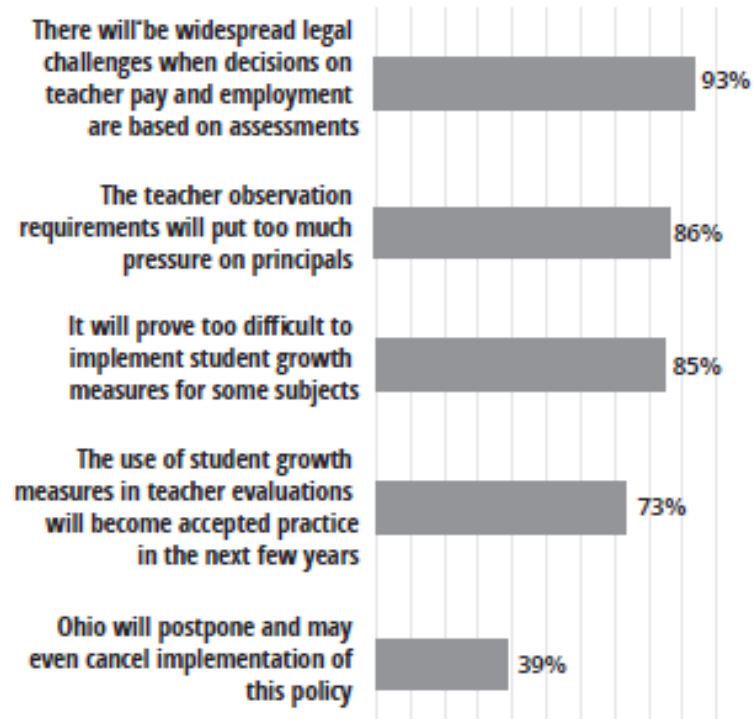
Common Core State Standards: ...But there are challenges

Which best describes your district when it comes to including value-added assessments in teacher evaluations?



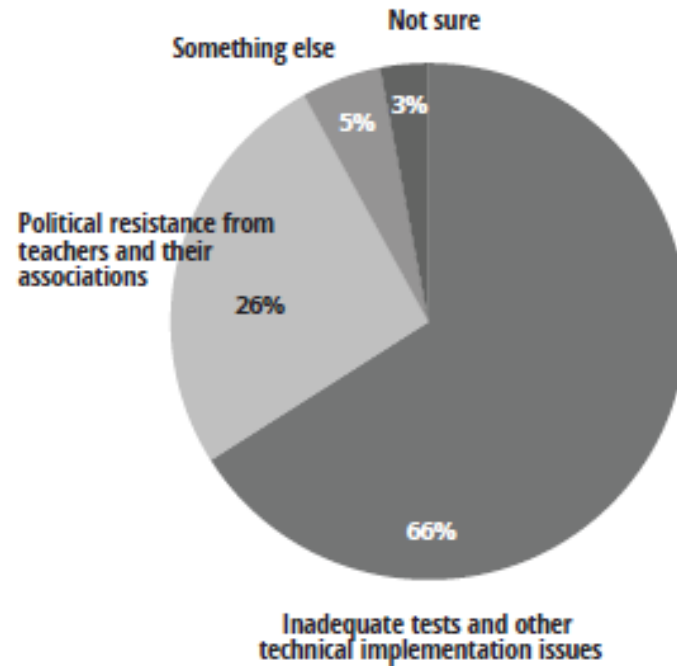
Teacher evaluations: Current status on value-added assessment

When it comes to incorporating value-added assessments in evaluating Ohio's teachers, how likely is each of the following to happen?



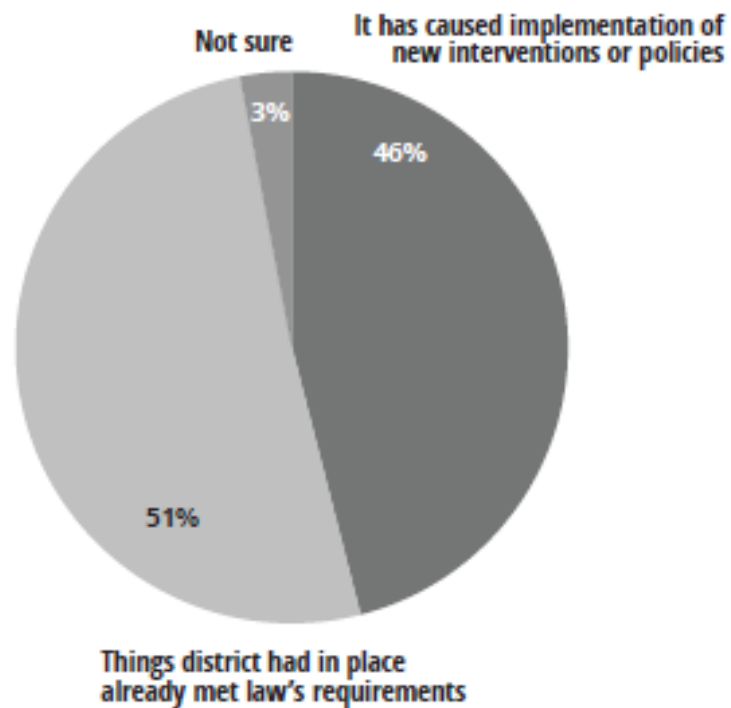
Teacher evaluations: Challenges of using value-added assessment

How serious an obstacle is each of the following when it comes to improving public education?



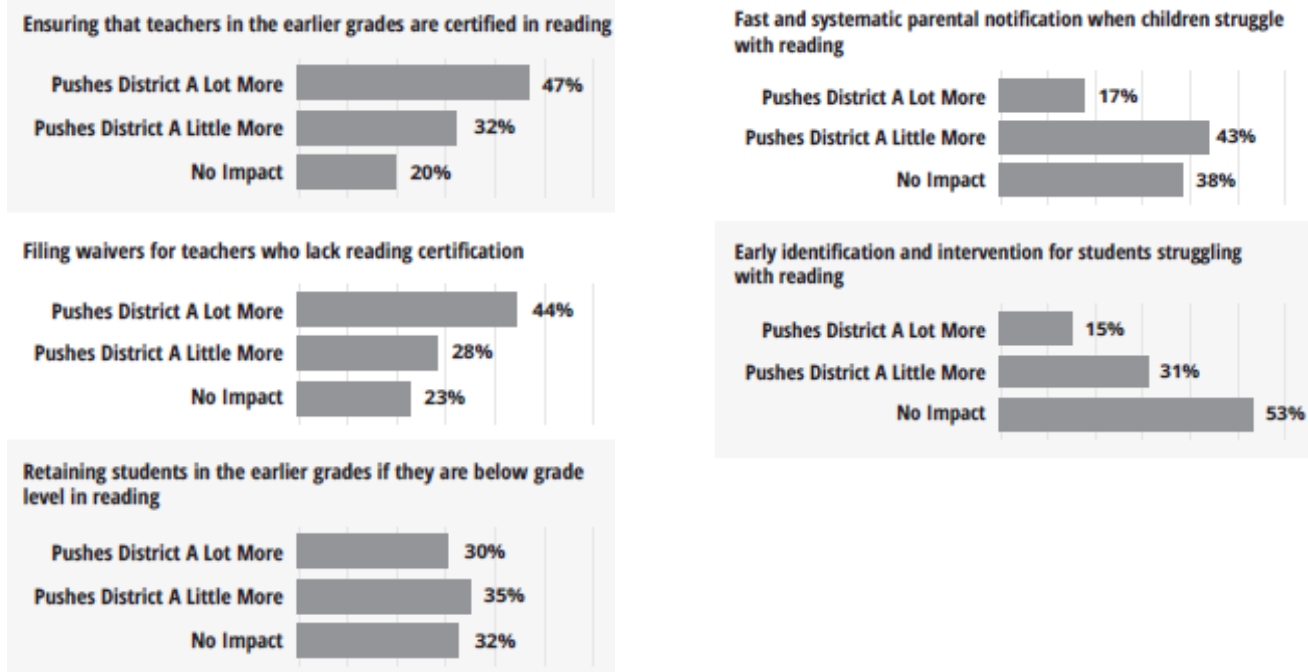
Teacher evaluations: Tests, not politics, are the problem

Has the Third Grade Reading Guarantee caused your district to implement any new interventions or policies, or did the things your district had in place already meet the law's requirements?



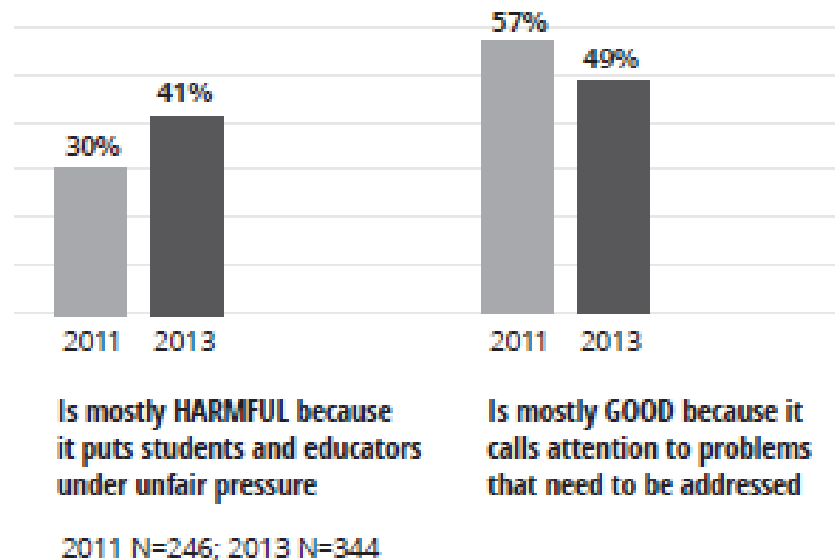
Third Grade Reading Guarantee: Impact

How much does the Third Grade Reading Guarantee push your district to do each of the following?



Third Grade Reading Guarantee: Pushing districts to do more

In Ohio, schools and districts are evaluated by how well students do on standardized tests, and the results are publicized. Schools that do very badly are identified, watched carefully, and must put an improvement plan into action. Do you think that using test scores this way:



Publicized Ratings: Declining Support

- **70%:** Currently have a total open enrollment policy
- **65%:** Open enrollment policy causes “a net gain of students”
- **65%:** Consider it a serious option their district should pursue (or keep)
- Suburban superintendents stand out as less enamored with open enrollment
 - Total open enrollment– **33%** suburban vs. **69%** urban, **70%** small town, **92%** rural
 - Serious option to pursue – **43%** suburban vs. **61%** urban, **79%** small town, **75%** rural

Open enrollment

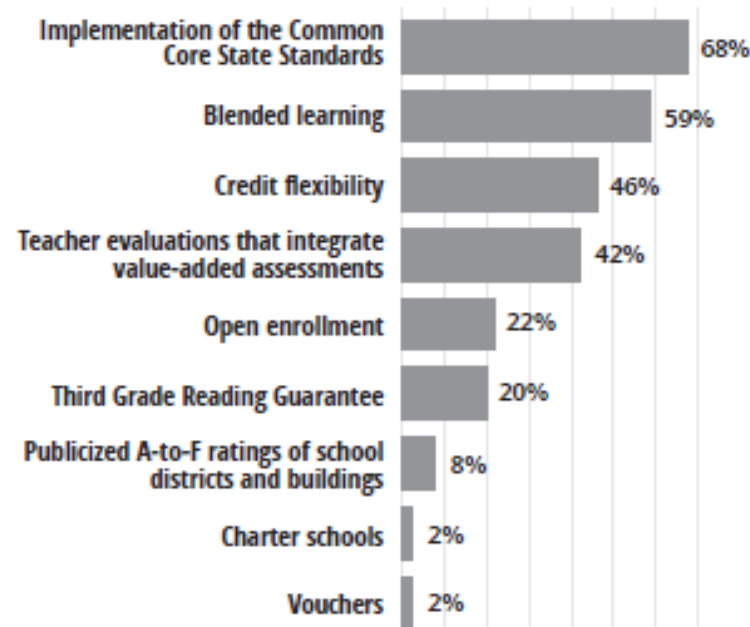
- **59%:** Blended learning will lead to fundamental improvement in Ohio K-12
- But it's not in wide use in Ohio's school districts: **64%** make some use of it to deliver instruction, **5%** say use is widespread, **31%** that it's limited or nonexistent
- The topic rarely came up in focus groups or open-ended answers in survey

Blended learning

- **46%:** Credit flex will lead to fundamental improvement in Ohio K-12
- But it's not in wide use in Ohio's school districts: **52%** say few or none of their districts' students use it, **44%** say some, and just **4%** say many
- It was intended for advanced learning, but superintendents in districts that utilize it are split on its actual use:
 - **26%:** Mostly to take advanced courses online
 - **23%:** Mostly to make up courses that students failed or didn't complete
 - **41%:** Both about equally

Credit flex

Nine specific reforms that will fundamentally change K-12 education in Ohio (% rating item a 4 or 5 on a 5-point scale):



Charters and vouchers: Most – and least – promising reforms

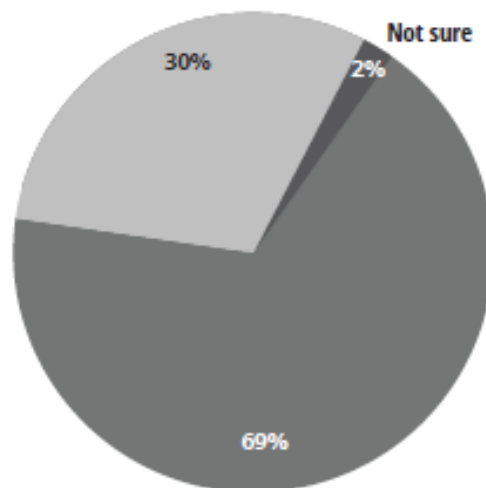
If you absolutely had to choose between these two statements, which would you say is CLOSEST to your view?

Total	Urban	Sub	SmTn	Rural
(344)	(64)	(84)	(47)	(147)
Most of Ohio's education challenges can be found in its large, urban districts and/or its rural, poor districts				
52%	44%	55%	62%	50%
Ohio's education challenges are widespread – even suburban, affluent districts could be doing a lot better				
44%	53%	42%	28%	46%

Politics of reform: Even suburban, affluent districts could be doing a lot better

If you absolutely had to choose between these two statements, which would you say is CLOSEST to your view?

Public education is stuck in old ways of doing things. It must transform to stay relevant – changes in technology, the economy and student choice require it.



Public education is doing a good job of keeping up with a changing world. It has given most students a good education and will continue to do so.

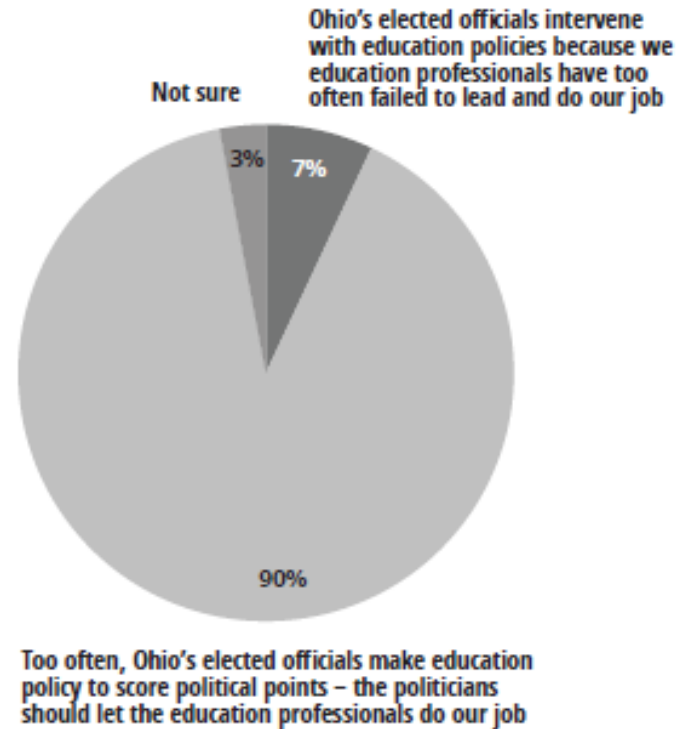
Politics of reform: Stuck in old ways vs. keeping up with changing world

Nine specific reforms that will fundamentally change K-12 education in Ohio (% rating item a 4 or 5 on a 5-point scale):

	Contrarian (30)	Non-Contrarian (132)
Implementation of CCSS	70%	67%
Blended Learning	70%	51%
Teacher evaluation value added	63%	34%
Credit Flexibility	60%	44%
Third Grade Reading Guarantee	50%	10%
Open enrollment	27%	19%
Publicized A to F ratings	20%	5%
Vouchers	17%	-
Charter Schools	10%	2%

The Contrarians: More hopeful

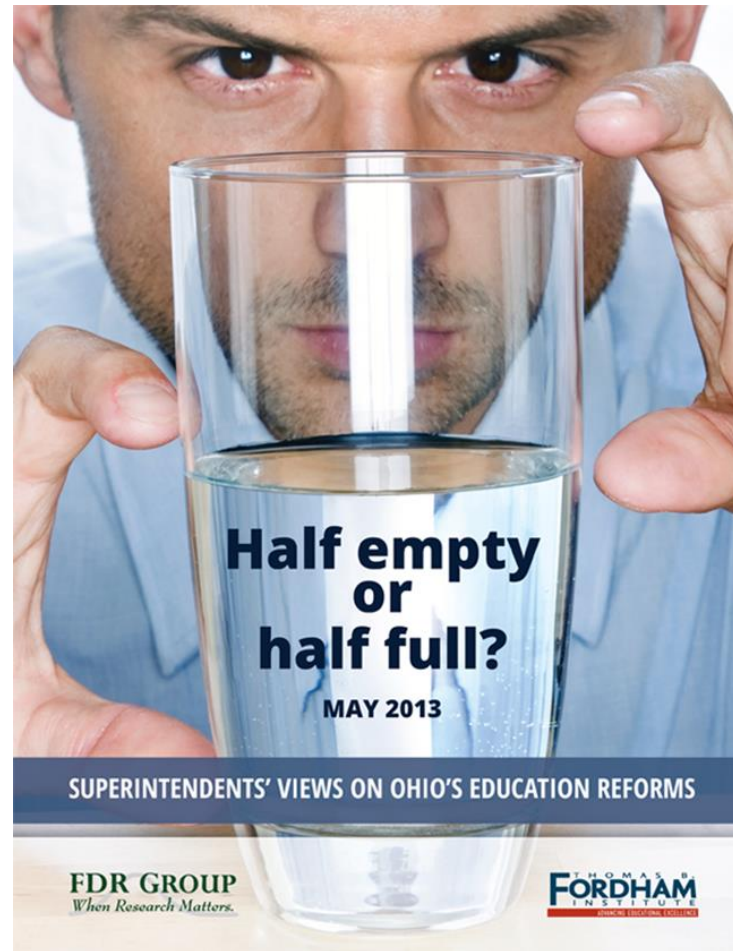
If you absolutely had to choose between these two statements, which would you say is closest to your view?



Conclusion: Time to talk

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