

A Journey of Excellence

Barnesville Exempted Village Schools



Ohio School Boards Association

2015 Capital Conference and Trade Show

November 10, 2015
9:00 a.m. – 10:15 a.m.
C 216

Powered by:



Ohio Appalachian Collaborative
Accelerating College/Career-Readiness

STRAIGHT  FUND

Rural Education Data: Creating the Demand for Change

“It would be impossible to consider strategies for improving rural education without examining the pressing challenges of rural life.”

Fishman, Dan. (2015). School Reform for Rural America. *EducationNext*. Vol. 15, No. 3.

Rural Education Data: Creating the Demand for Change

- Of the 50 United States counties with the highest child-poverty rates, 48 are rural.
- Overall, 1 in 4 rural children live in poverty in the United States.
- Rural 8th graders are 59 percent more likely than peers in large cities to use methamphetamines and 104 percent more likely to use any type of amphetamines.

Fishman, Dan. (2015). School Reform for Rural America. *EducationNext*. Vol. 15, No. 3.

Rural Education Data: Creating the Demand for Change

- Individuals between 10–24 years of age living in rural areas are three times more likely to commit suicide as their urban peers.
- Symptomatic persistence of serious depression in rural areas is 20 times higher than in urban areas.

Fishman, Dan. (2015). School Reform for Rural America. *EducationNext*. Vol. 15, No. 3.

Rural Education Data: Creating the Demand for Change

- The median income for Appalachian households is approximately \$17,000 less than that of suburban counties and the lowest of four Ohio regions (Appalachian, Metropolitan, Rural, Suburban).
- The Appalachian region in Ohio has the highest unemployment in the state, exceeding the state average by four percent in many regions.
- Nearly half of Ohio's children participate in the National School Lunch Program. Ohio Appalachia has the highest percentage of children participating in the program.

Children's Defense Fund – Ohio 2014.

Creating the Demand for Change

- One educational response to leveling the playing field is personalizing learning, personalizing practices, and providing adequate resources to assist in creating improvement.
- The OAC Straight A grant provides an opportunity to level the playing field for 27 rural, Appalachian districts in Ohio.

Ohio Appalachian Collaborative Straight A Grant



OAC Straight A Project Description

- 27 Rural Districts
- 48,000 Students
 - 52 percent live in poverty



OAC Straight A Project Description

- Accelerate student access to advanced learning and effective instruction through a networked 6–12 grade personalized learning pathways system to:
 1. Overcome the rural opportunity gap by increasing student post-secondary aspiration and preparedness and decreasing post-secondary costs through college credit earned in high school
 2. Amplify the local talent pipeline to help fuel the resurgence of the local economy
 3. Establish a sustainable collaborative that can steadily grow to include other rural districts in the advancement of Straight A aims for:
 - Increased student achievement
 - Reduced costs
 - More resources focused on personalized learning

OAC Straight A Milestones

1. Design and share a 6–12 grade **personalized learning pathways system** culminating in **dual enrollment credit attainment**
 - By 2018, all 27 school districts will create four **Personalized Learning Pathways**
 - OAC is focusing on developing pathways in the business sectors that have a **direct link** to four industries with most relevance to the students in the region, which are:
 - Arts & Communications
 - Business & Entrepreneurship
 - Health & Human Services
 - Science, Technology, Engineering, and Math (STEM)
2. Credential a minimum of 2–3 newly **credentialed teachers** per district
 - Project goal is to credential **2–3 teachers** to teach dual enrollment courses per district (**54-81 teachers across the collaborative**)
 - These teachers then support the Personalized Learning Pathways and offer students an opportunity to reduce overall tuition costs
 - Cost savings analysis to date indicates over **\$2.4 Million** in avoided tuition costs across the collaborative

OAC Straight A Milestones

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 learning; and new learning technologies.
 - The OAC Professional Learning Community powered by Schoology includes professional development courses (university credit), modules, resources, groups, blog/chat, and badging.
4. Find ways to continuously **save costs** through shared services and collaborative arrangement and **sustaining** personalized learning innovations through the recovery of resources devoted to virtual schools, PSEO, remediation, energy, group purchasing, and/or other similar initiatives
 - The OAC Fiscal Implementation Group is responsible for developing and implementing cost savings planning. Fiscal Implementation Tables are being used to demonstrate the off-setting savings that each district has committed to thus making the project cost-neutral.

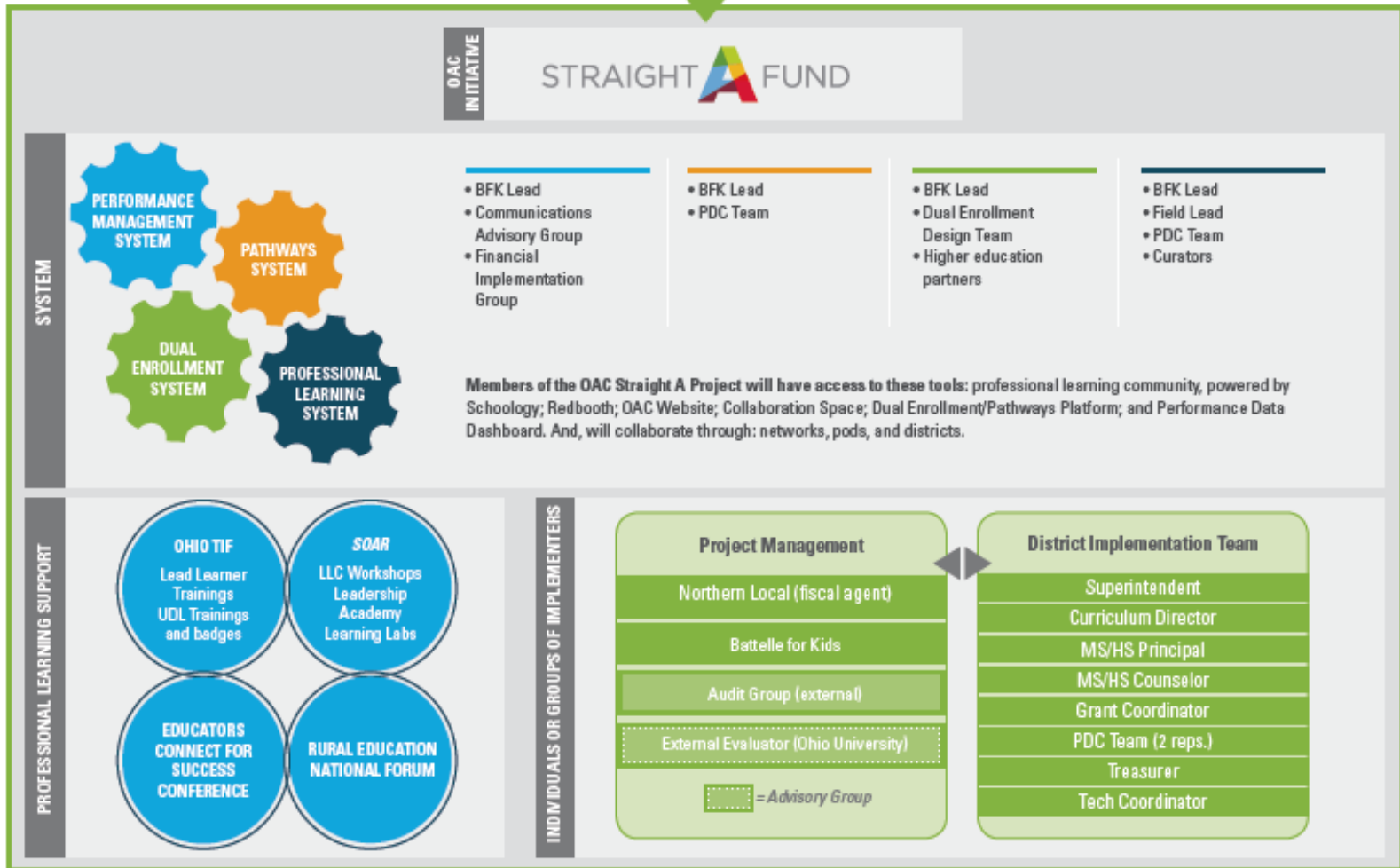
Five Year Performance Goals

- Raise the OAC average four year graduation rates by one percent per year
- Increase the number and percentage of students participating in dual enrollment courses
- Increase the number and percentage of students achieving ACT college-ready scores
- Increase the number of students who earn an industry credential upon graduation
- Raise the percentage of students enrolling in post-secondary education by one percent per year
- Reduce the annual per-student college-cost burden through avoided tuition costs

OAC Straight A System of Support

Steering Committee
(One superintendent per pod, BFK/OAC Lead, BFK/OAC Project Manger, and Fiscal Agent Superintendent)

Stewardship Group
(All member-district superintendents, BFK/OAC Lead, BFK/OAC Project Manager)





The Journey of Barnesville Schools



Barnesville EVSD: Demographics

- 11th year as superintendent
- Disclaimer
- Located in Belmont County in Southeastern, OH
- Heart of oil & gas activity (Marcellus and Utica Shale)
- Three buildings (elementary, middle, and high)
- 1,400 Students with Increasing Enrollment
- 40 percent Free & Reduced Lunch Rate
- [Small rural district in Appalachia](#)



Why Barnesville EVSD Participated in OAC Straight A

What would you do if you weren't afraid?

- Aggressive philosophy regarding grants:
 - Early childhood
 - Technology
 - Special education
 - Archery
 - Literacy
 - Character education
 - Bullying/drug prevention
 - Safety
 - 21st century after school programs
 - Straight A transportation
 - Bleacher replacements
 - Etc.
- Limited opportunities for kids in small rural districts
 - (No A.P. courses, one foreign language, limited electives, etc.)
- Prior work of the Ohio Appalachian Collaborative (OAC)

Barnesville EVSD & OAC Straight A

Challenges

- Time (major commitment!)
- Staff “buy in”
- Logistics
 - Size: alignment of courses, schedules, times, etc.
 - OTES
 - Organized into Pods
- Purchasing prior to implementing
- Technology support
- Lack of interest to become credentialed
- IHE requirements
- Bargaining agreements
 - No subcontracting
 - Compensation
 - Tuition reimbursement
- Fear
- Sustainability

Benefits

- Resources:
 - iPads, Chromebooks, credentialing funds, professional development, distance learning equipment, etc.
- Networking/collaboration
- Better prepared for College Credit Plus
- College savings for parents/families
- Leverage
- PR/community support
- Increased opportunities for kids!
- Transformational



Barnesville EVSD: Technology

Prior to OAC Straight A

Computer Applications Lab

- 25 computers

Library Media Center

- 12 computers
- 12 laptops

Vocational Agriculture

- 10 iPads

Now

One to One iPad initiative: 360 iPads

- Both Students and Staff

30 Chromebooks

73 Computers

25 laptops

Distance Learning Equipment

- Two Aver systems
- 1 Polycom system

6 iPad charging carts

1 Chromebook charging cart



Barnesville EVSD: Curricular Offerings

Prior to OAC Straight A

General Courses

- English 9-12
- Algebra I,II and III, Geometry,
- Physical Science, Biology, Earth Science
- American History, World History, Civics, Economics, Political Science, Psychology, Sociology, Contemporary Issues
- Vocational Agriculture, Computer Applications, Art, Photoshop
- Culinary Arts

Advanced Courses

- Advanced English 9–12
- Advanced Physical Science, Advanced Biology, Anatomy, Chemistry, Physics, Bio-Chemistry
- Constitutional Law
- CP Algebra I and II, CP Geometry, Pre-Calculus, Calculus

Now: Additional Courses

Pod 5

- (Barnesville, Coshocton, Crooksville, Indian Valley, Riverview)
- Collaboratively created a schedule of 20 college level courses to share within Pod 5

Additional courses offered at Barnesville High School

- Western Civilization I and II
- Photoshop I and II
- Statistics, Liberal Arts Math
- Computer Applications, Introduction to Business, College Accounting

Project Lead The Way (PLTW)

- Introduction to Engineering and Design

Utica Shale Academy - Belmont (USA-B)

- Three oil and gas certifications
- Collaboration with oil and gas industry



Utica Shale Academy–Belmont

- Barnesville EVSD–Sponsor
- Jefferson County ESC–Developer
- USA-B–Community School
 - Blended learning format
 - High school curriculum via Virtual Learning Academy (VLA)
 - Oil & gas curriculum via Petro Ed
 - IADC (International Association of Drilling Contractors) Rig Pass
 - Introduction to Petroleum Industry DIT Drilling Focus
 - Introduction to Well Control (IADC)
 - Field Experiences in the Oil Gas Industry
 - Guest speakers
 - Field trips
 - Potential simulator

Modernized Facilities

- Renovated Library/Media Center
 - Two distance learning classrooms
 - Computer room
 - New shelving, furniture, books, 30 Chromebooks, 12 computers
- Built a Business and Accounting Lab
 - New Smartboard, 36 computers with upgraded software
 - Upgraded electrical capacity
 - Additional networking capability

Modernized Facilities

- Created a Project Lead The Way Lab
 - 3D printing
 - 25 computers
 - Additional networking
- Created Utica Shale Academy-Belmont Lab
 - 25 laptops

Student Participation

- **Project Lead The Way**
 - 30 students in grades 9–12
- **Utica Shale Academy**
 - 28 students in grades 9–12
- **Dual Enrollment**
 - 68 students in grades 9–12
- **College Participation after High School**
 - 4-year institutions: 45%
 - 2-year institutions: 29%
 - Additional career training: 4%

Barnesville Culture

- Innovation
- Collaboration
- 21st Century Skills
- College and Career Readiness
- Blended Learning
- “All Roads Lead to a J-O-B”
 - Gulfport High School, Gulfport Mississippi

OAC Straight A Deliverables

- Pathways
- Credentialed Dual Enrollment Teachers

Pathways

- Arts and Communication
- Business/Entrepreneurship
- Health and Human Services
- STEM

Pathway Template

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Grade 14
Math									
ELA									
Science									
Social Studies									
Electives and Technical Courses									

Barnesville's STEM Pathway

Dual Enrollment weighted courses are in red. Dual Enrollment non-weighted courses are in green. Belmont College will issue college credit, and all Belmont College courses in red are TAG/OTM courses. (3 semester hours of college credit = 1 high school credit.)

District: Barnesville Exempted Village School District (2015-16)

Pathway: STEM

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math	Math 6	Adv. Math 7	Alg I	Geometry	Alg II	College Algebra (MAT1130) – 4 crs. Trigonometry (MAT1140) – 3 crs.	Statistics (MAT1120) – 4 crs. Calculus I (MAT2120) – 4 crs.
ELA	Eng 6	Eng 7	Eng 8	Adv. Eng 9	Adv. Eng 10	Eng Comp. I (ENG1110) – 3 crs. Survey of Am. Lit. I (ENG2120) – 3crs.	Eng Comp. II (ENG1120) – 3 crs. Survey of British Lit. I (ENG2110) – 3 crs.
Science	Science 6	Science 7	Science 8	Phys. Sci.	College Prep. Bio.	Chemistry Principles I (CHM1110) – 4 crs.	Physics I (PHY1110) – 5 crs.

Barnesville's STEM Pathway

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District: Barnesville Exempted Village School District (2015-16)

Pathway: STEM

Social Studies	SS 6	SS 7	SS 8	World History Civics	Am. Hist. I (HIS2110) – 3 crs. Am. Hist. II (HIS2112) – 3 crs.	Western Civ I (HIS1110) – 3 crs. Western Civ II (HIS1112) – 3 crs. General Psychology (PSY1120) – 3 crs. Sociology (SOC1110) – 3 crs.	American National Government (POL2110) – 3 crs. State and Local Government (POL2120) – 3 crs.
Electives and Technical Courses	PLTW Design & Modeling Art Music Band PE	PLTW Automation & Robotics Art Music Band PE	PLTW Magic of Electrons Art Music Band PE Student Learning & Success (FYE1110) – 1cr.	PLTW IED Art Music Band PE Intro. To Computers & OS (CPT1100) 4 crs.	PLTW POE (coming 2016-17) Art Music Band PE Health	PLTW DE (coming 2017-18) Art Music Band	PLTW EDD (coming 2018-19) Successful completion of all PLTW course requirements will earn students 11 crs. from OU. Art Music Band Liberal Arts Math (MAT1128) – 3 crs.
Language other than English	N/A	N/A	N/A	Spanish I	Spanish II	Spanish III	Spanish IV

Barnesville's Business/Entrepreneurship Pathway

Dual Enrollment weighted courses are in red. Dual Enrollment non-weighted courses are in green. Belmont College will issue college credit, and all Belmont College courses in red are TAG/OTM courses. (3 semester hours of college credit = 1 high school credit.)

District: Barnesville Exempted Village School District (2015-16)

Pathway: STEM

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math	Math 6	Adv. Math 7	Alg I	Geometry	Alg II	College Algebra (MAT1130) – 4 crs. Trigonometry (MAT1140) – 3 crs.	Statistics (MAT1120) – 4 crs. Calculus I (MAT2120) – 4 crs.
ELA	Eng 6	Eng 7	Eng 8	Adv. Eng 9	Adv. Eng 10	Eng Comp. I (ENG1110) – 3 crs. Survey of Am. Lit. I (ENG2120) – 3crs.	Eng Comp. II (ENG1120) – 3 crs. Survey of British Lit. I (ENG2110) – 3 crs.
Science	Science 6	Science 7	Science 8	Phys. Sci.	College Prep. Bio.	Chemistry Principles I (CHM1110) – 4 crs.	Physics I (PHY1110) – 5 crs.

Barnesville's Business/Entrepreneurship Pathway

Dual Enrollment weighted courses are in red. Dual Enrollment non-weighted courses are in green. Belmont College will issue college credit, and all Belmont College courses in red are TAG/OTM courses. (3 semester hours of college credit = 1 high school credit.)

District: Barnesville Exempted Village School District (2015-16)

Pathway: STEM

Social Studies	SS 6	SS 7	SS 8	World History Civics	Am. Hist. I (HIS2110) – 3 crs.	Western Civ I (HIS1110) – 3 crs Western Civ II (HIS1112) – 3 crs. General Psy (PSY1120) – 3 crs. Sociology (SOC1110) – 3 crs.	American National Government (POL2110) – 3 crs. State and Local Government (POL2120) – 3 crs.
Electives and Technical Courses	Art Music Band PE	Art Music Band PE	Art Music Band PE Student Learning & Success (FYE1110) – 1 cr.	Art Music Band PE Personal Finance Intro. to Computers & OS (CPT1100) – 4 crs.	Art Music Band PE Intro. to Business (BUS1111) – 3 crs.	Art Music Band PE Financial Acct. (ACC1120) – 4 crs.	Art Music Band PE Liberal Arts Math (MAT1128) – 3 crs.
Language other than English	N/A	N/A	N/A	Spanish I	Spanish II	Spanish III	Spanish IV

Teacher Credentialing

- Four credentialed teachers (history, mathematics, Photoshop, PLTW)
- One teacher in process of receiving teacher credentials (business)

Higher Education Partner–MOU Belmont College

- MOU
- Course Listing

Teachers' Union–MOU

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (hereinafter referred to as “Memorandum”) is entered in by and between the Barnesville Exempted Village School District Board of Education (hereinafter referred to as “Board”) and the Barnesville Education Association (hereinafter referred to as “BEA”) for the purpose of modifying the Negotiated Agreement between the parties as follows:

1. Those teachers who are obtaining a dual enrollment credential at the request and approval of the District shall receive paid coursework or reimbursement for up to eighteen (18) semester hours of tuition for the required coursework needed to teach dual enrollment courses. Tuition will only be reimbursed if said teacher actually teaches dual enrollment courses for the district. **For any teacher that has dual enrollment coursework reimbursed or paid by the District said teacher cannot refuse to teach dual enrollment courses.** The District shall pay the College or University directly for coursework and related materials without requiring said teacher to go through the reimbursement process until OAC Straight A Grant funds are exhausted. After OAC Straight A Grant funds are exhausted, the Board shall reimburse the teacher from tuition reimbursement set forth in Article XXXV – Tuition Reimbursement. If the amount made available for tuition reimbursement is exhausted then reimbursement will be made from funds provided by other grants and/or District funds.
2. Said teachers teaching dual enrollment courses for the District shall receive a \$2,000 annual stipend to be paid no later than June 30th. For purposes of this MOU, Project Lead The Way (PLTW) courses taught by a PLTW certified teacher at the high school shall be considered as dual enrollment courses. The stipend for PLTW courses taught at the middle school by a PLTW credentialed teacher shall be \$1,000 annually. This payment shall also apply retroactively to teachers teaching dual enrollment courses during the 2014-2015 school year.
3. **The District has the final authority in selecting teachers who will be trained and paid to teach dual enrollment and/or PLTW courses and teachers shall have no right to challenge said selections through the negotiated grievance procedure or other tribunal.**

It is the intention of the parties that all other provisions set forth in the Agreement shall remain unchanged and that the above provisions shall expire on June 30, 2018.
FOR THE BOARD: FOR THE BEA:

Board President

BEA President

Superintendent

Project Lead the Way (PLTW)

- Three teachers credentialed (two at middle school, one at high school)
- PLTW Gateway Program at middle school
- PLTW Engineering Program at high school
- Advisory Team
- Dual Enrollment Articulation Agreement



Why Barnesville EVSD Participated in OAC Straight A





QUESTIONS?

Contact or Connect with us

- **Randy Lucas**



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- **Superintendent, Barnesville Exempted Village Schools**

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- **Curriculum Director, Barnesville Exempted Village Schools**



Contact or Connect with us

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Contact or Connect with us

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- **Senior Director, Battelle for Kids**

