The Learning Accelerator

Ohio Blended Learning Survey

April 2015 / Preliminary Data

CLAYTON CHRISTENSEN INSTITUTE for DISRUPTIVE INNOVATION

Sponsors

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- Ohio Blended Learning Network
- The Learning Accelerator
- Clayton Christensen Institute

Purpose

Determine scope and depth of blended learning in Ohio schools

Learn how blended learning is being implemented

Assess challenges and assistance needed

Approach

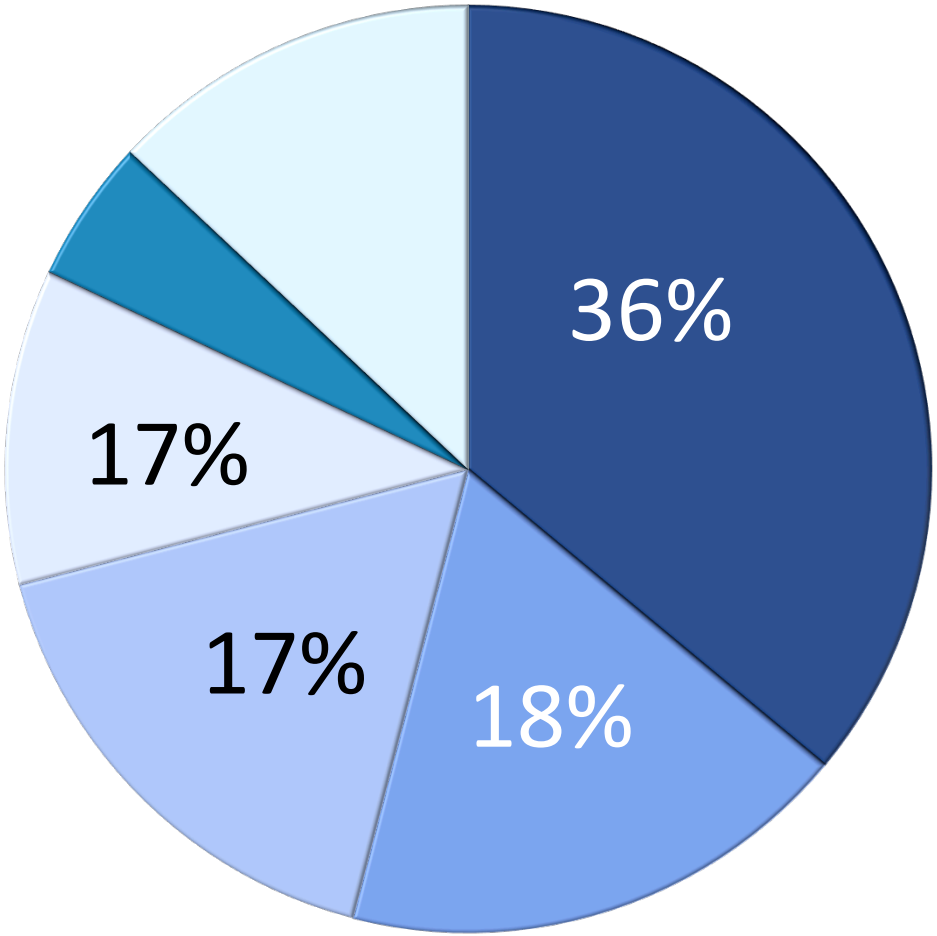
Harvesting ‘quick’ data to provide valuable information in fast-moving world

Survey not intended to support generalizations

2015 Responses

- February 1 – March 20, 2015
- Written survey
  - On-line portal
  - PDF
- 211 responses
  - 21% of 994 school districts and charter schools
- Follow-up survey

Who Participated?



- Superintendent
- Principal
- Asst. Sup/Director
- Director of Curriculum & Instruction
- CTO/Technology Director
- Other

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How many Ohio schools and districts are using blended learning?

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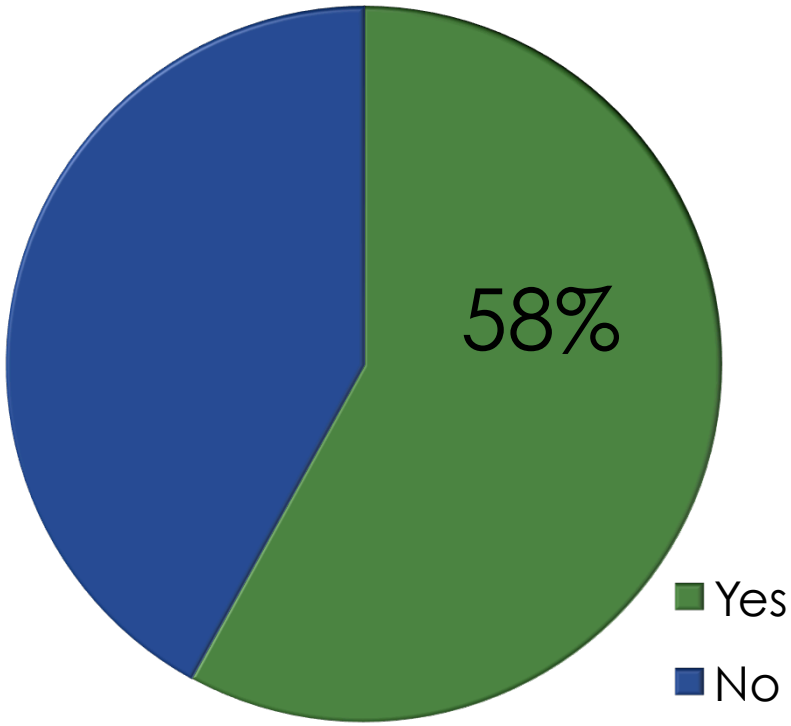
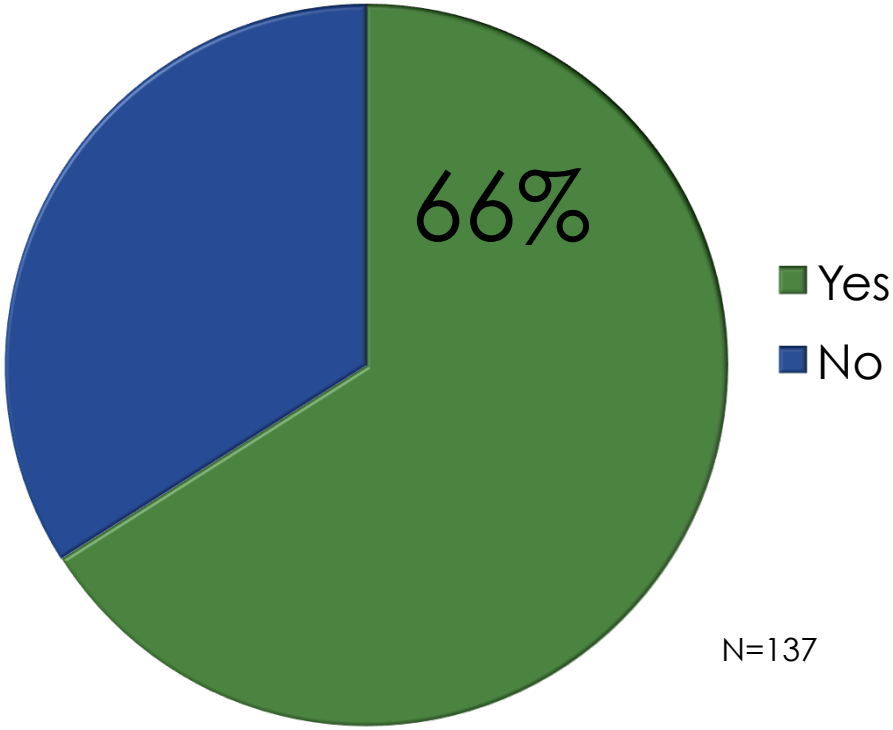
How Many Are Blending?



211districts & charters

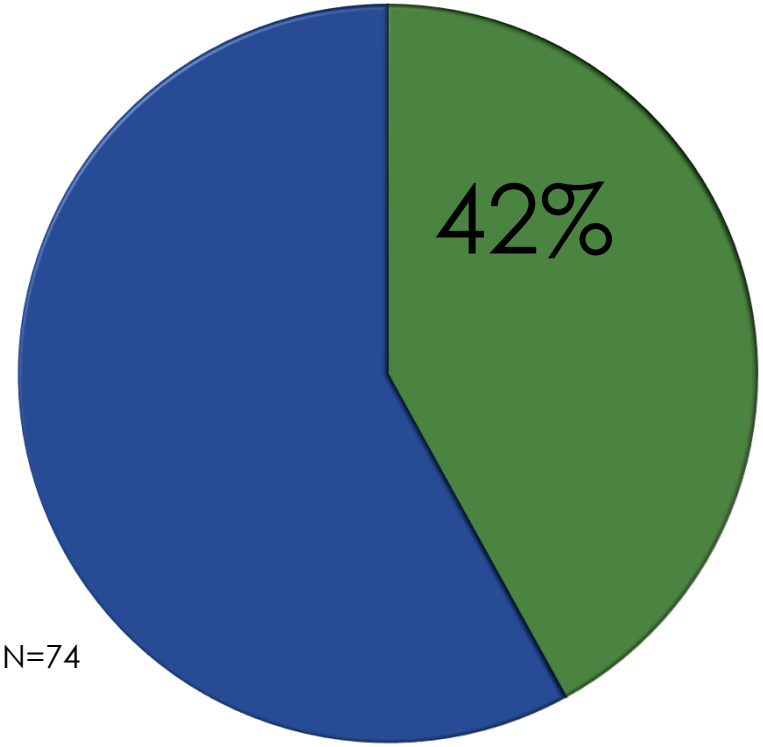
Districts Blend More v. Charters

Districts



N=137

Charters



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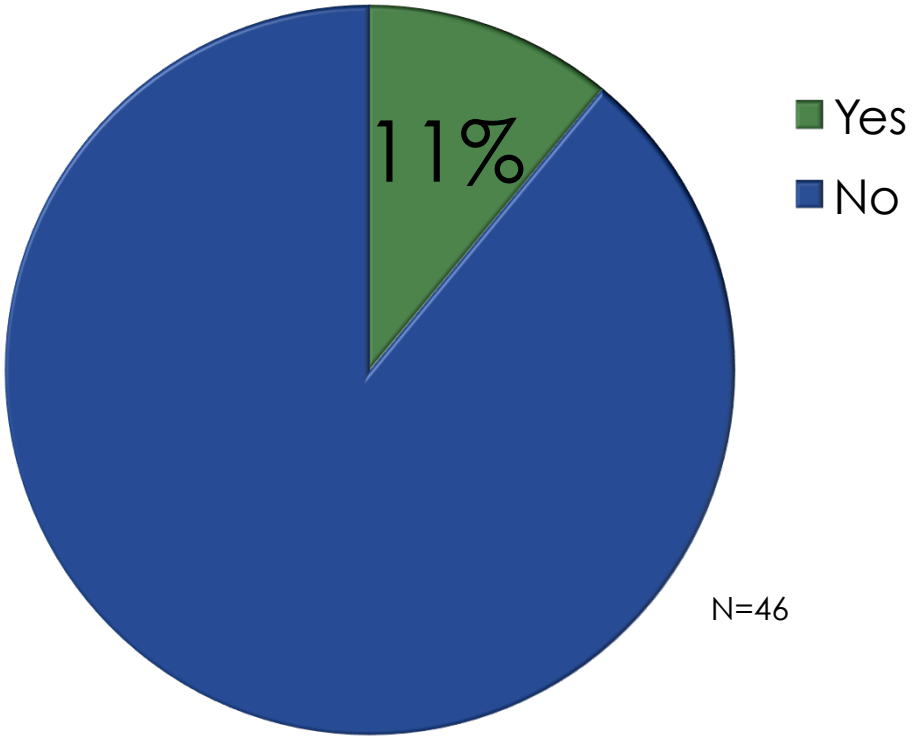
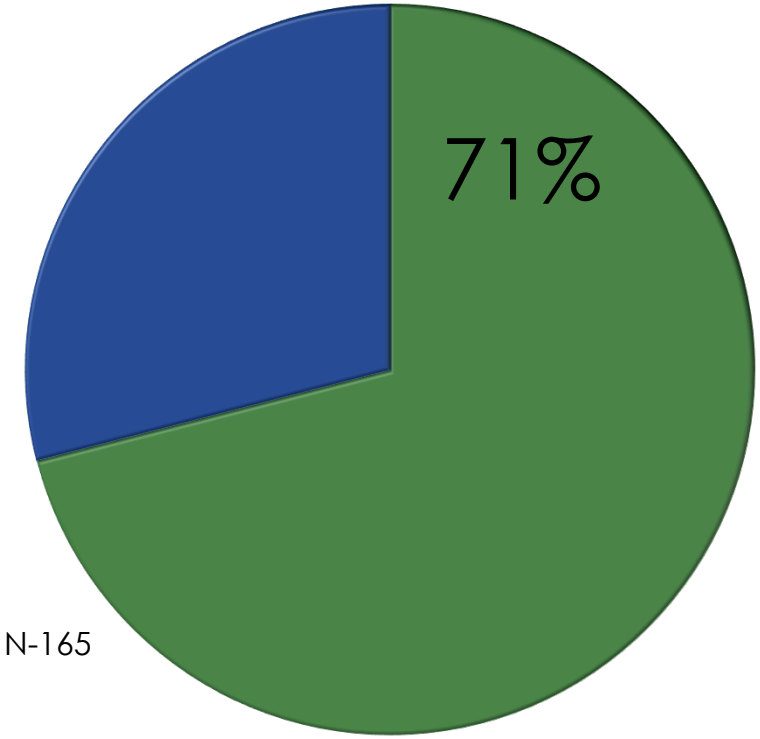
More Blending in Higher Grades

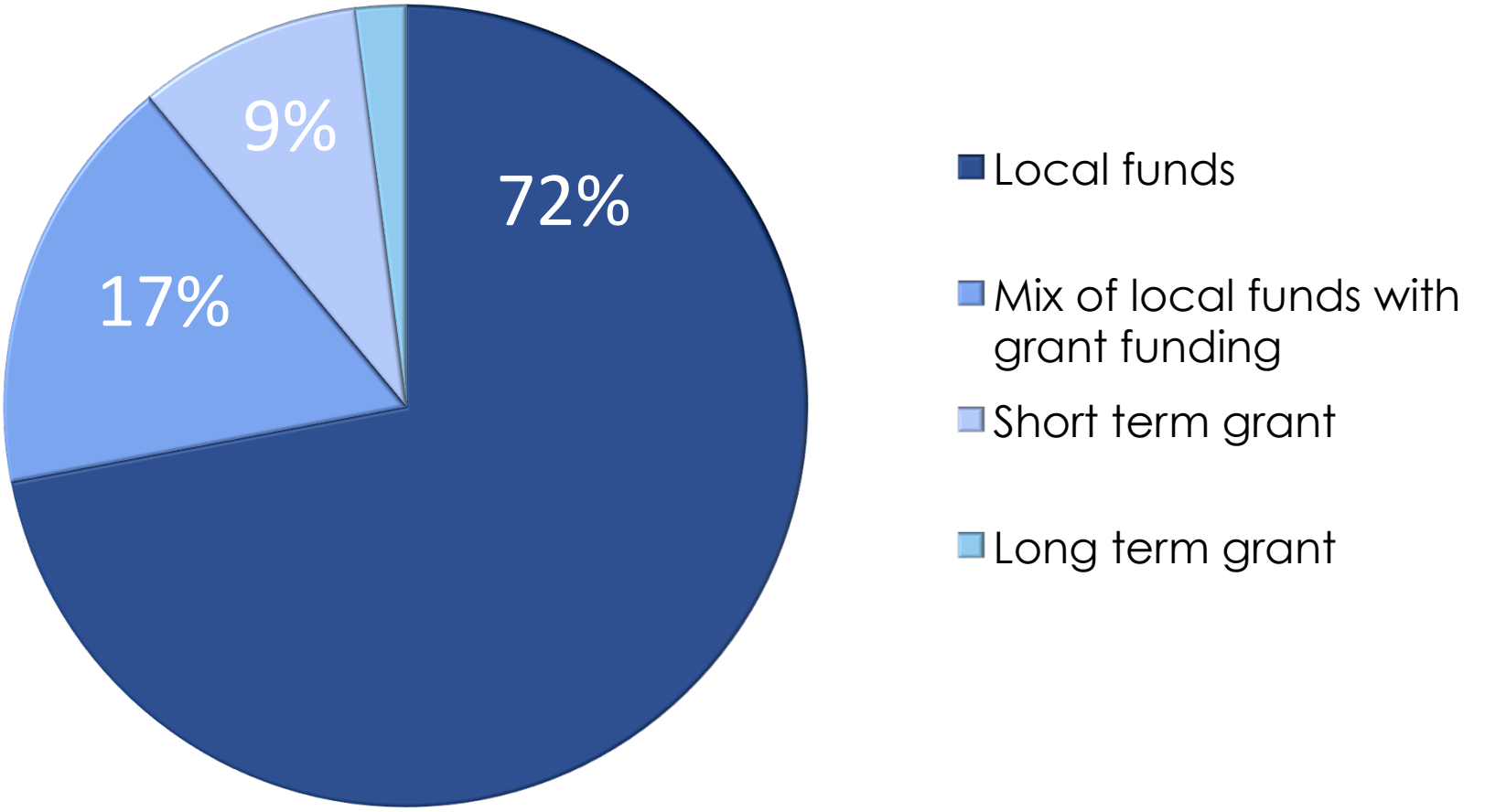
K-5/K-8



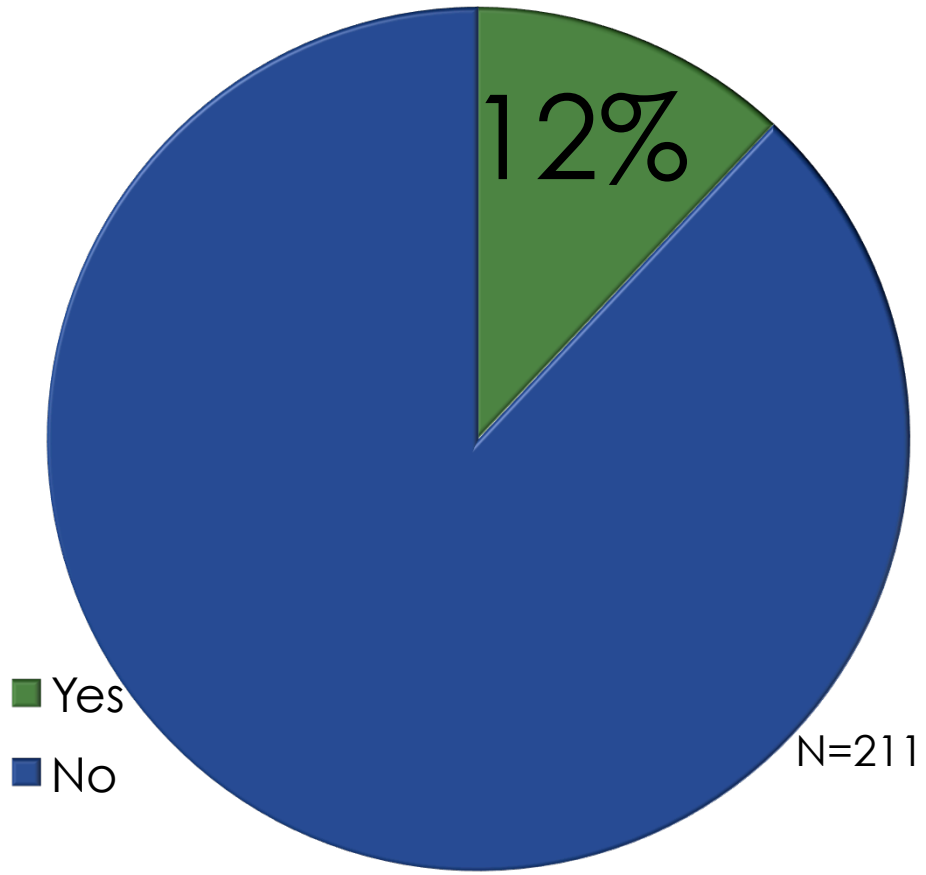
K-12/9-12



Most Use Local Funds

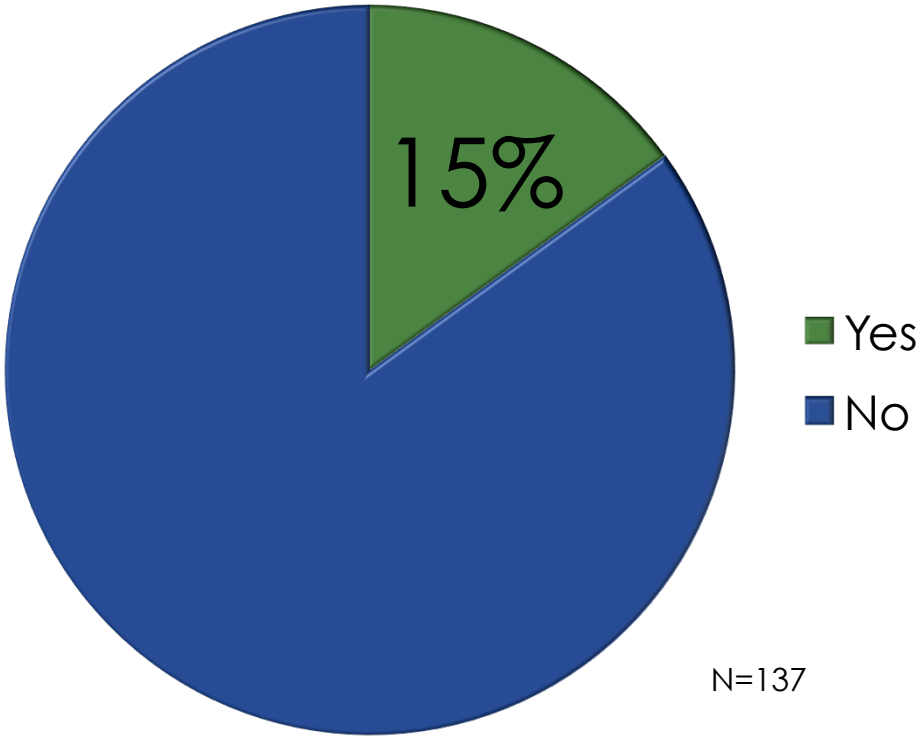


Schools in Planning Stages to Blend



More Districts Than Charters Planning To Blend

Districts



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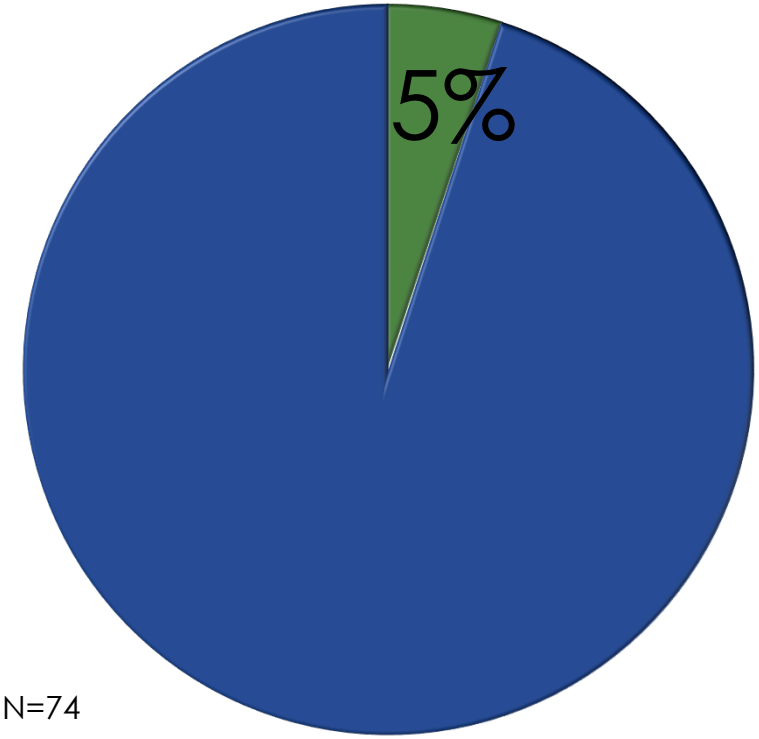
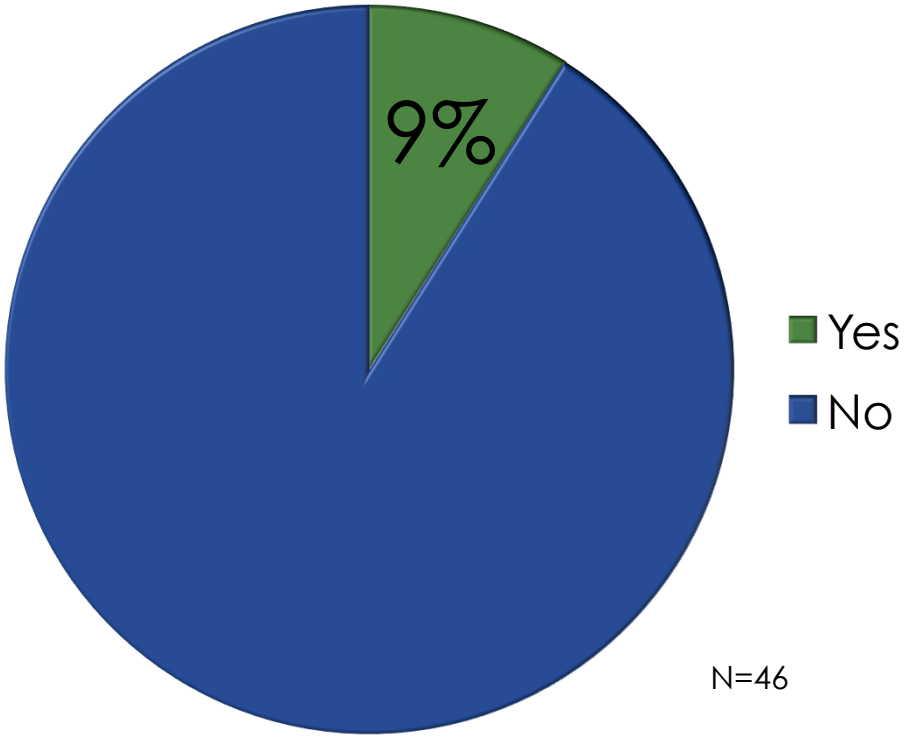
Charters



N=74

More HS Than Elementary Planning To Blend

Elementary



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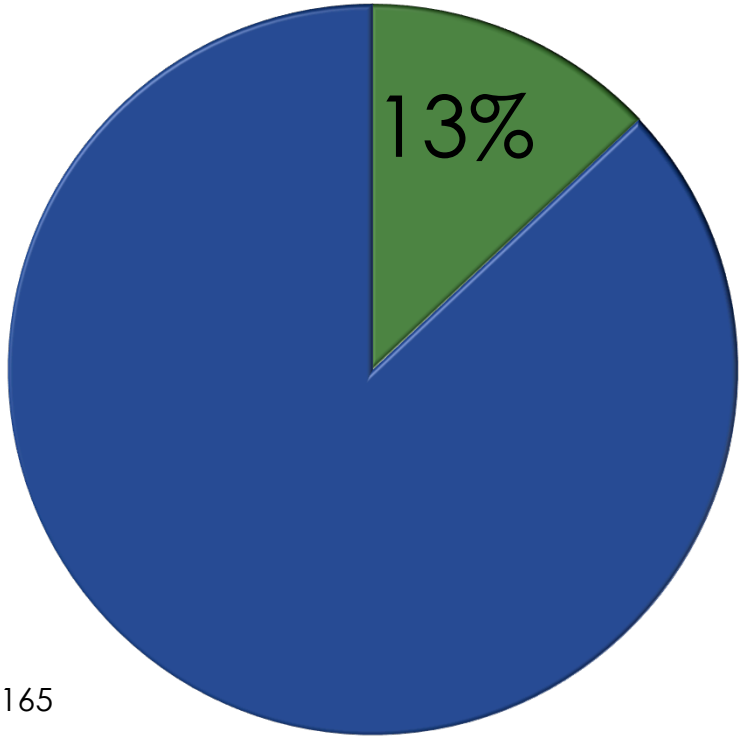
K-12 / HS



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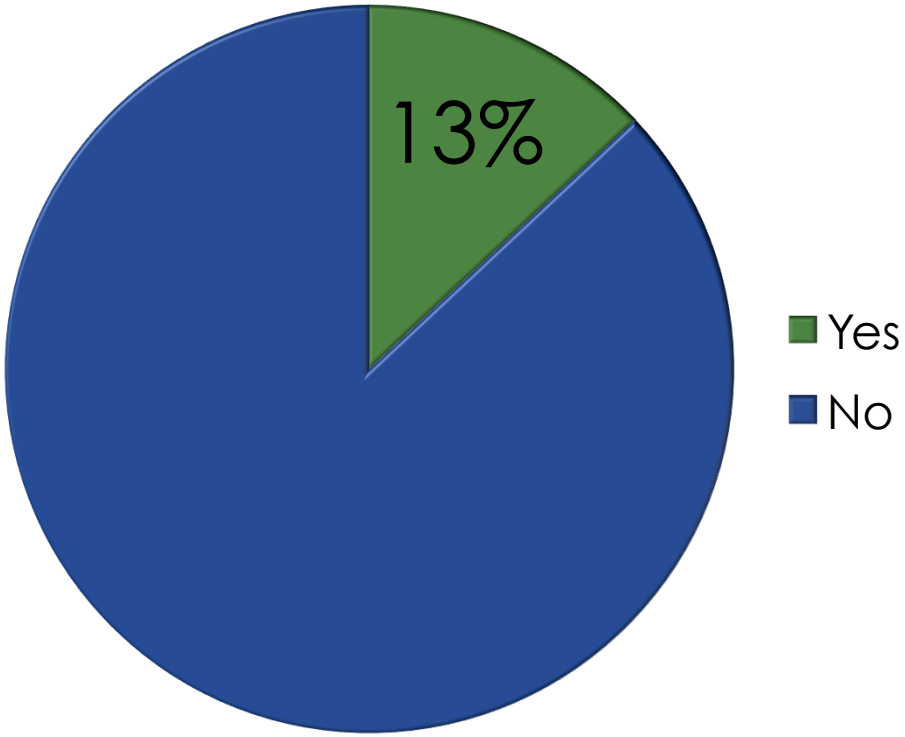
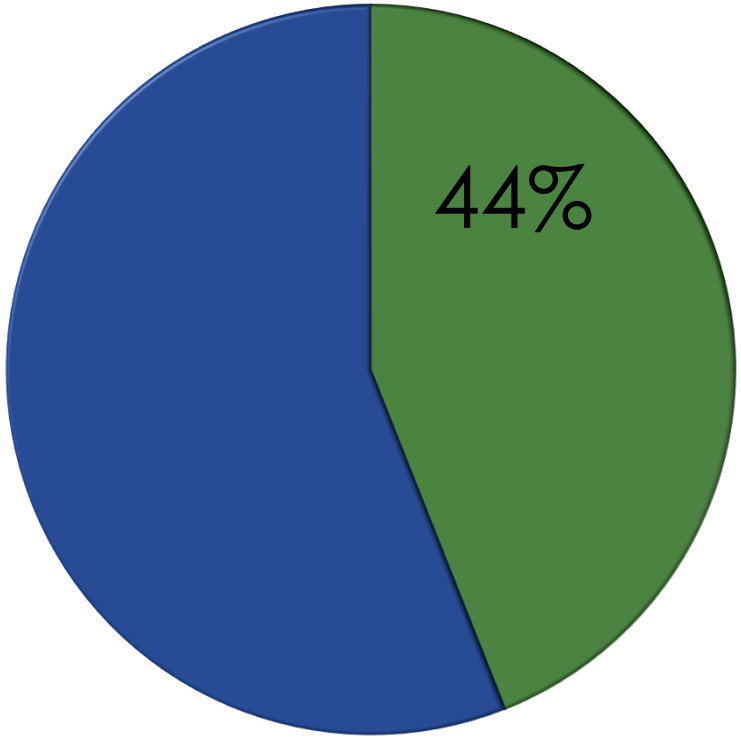
California: Larger Planning Pipeline than Ohio

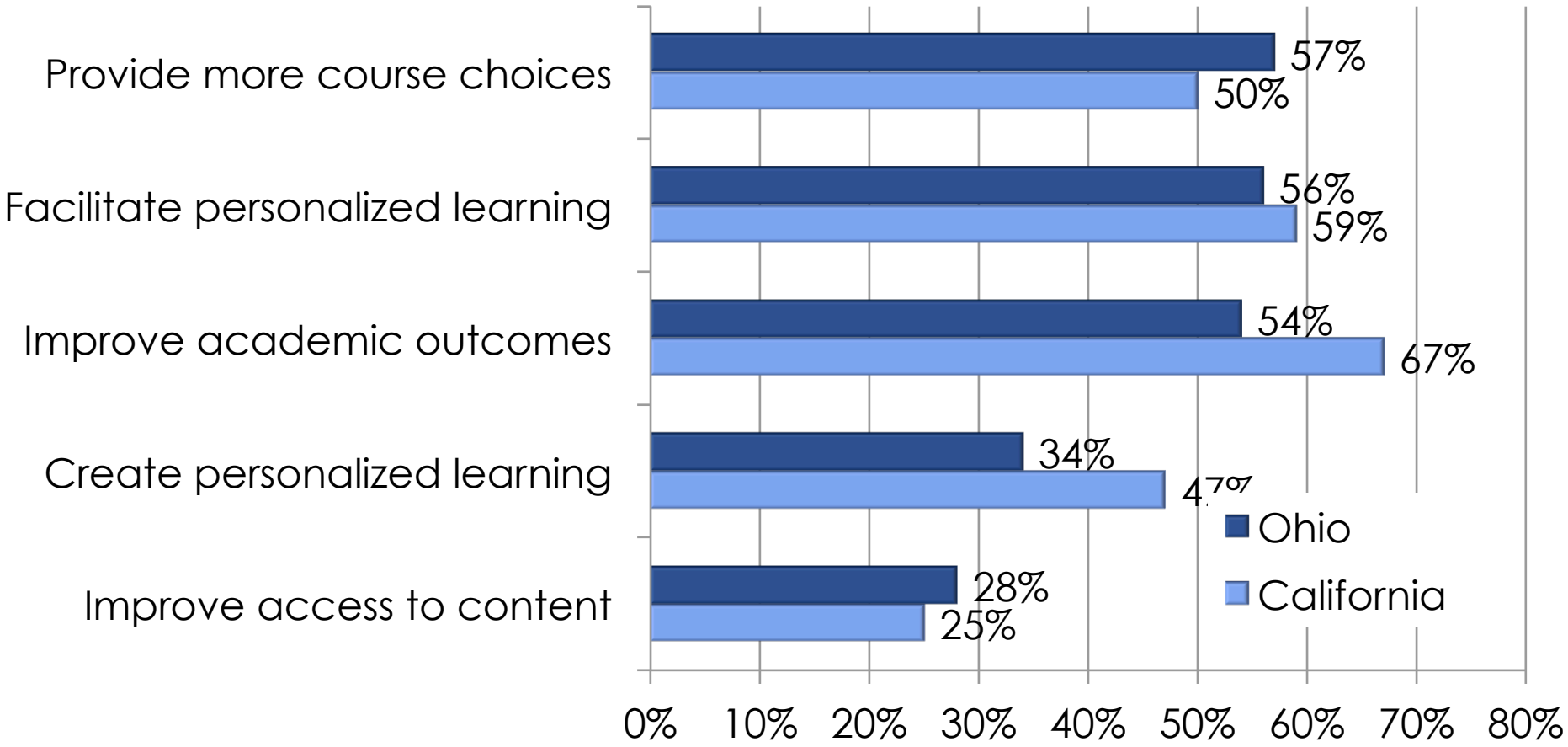
Elementary



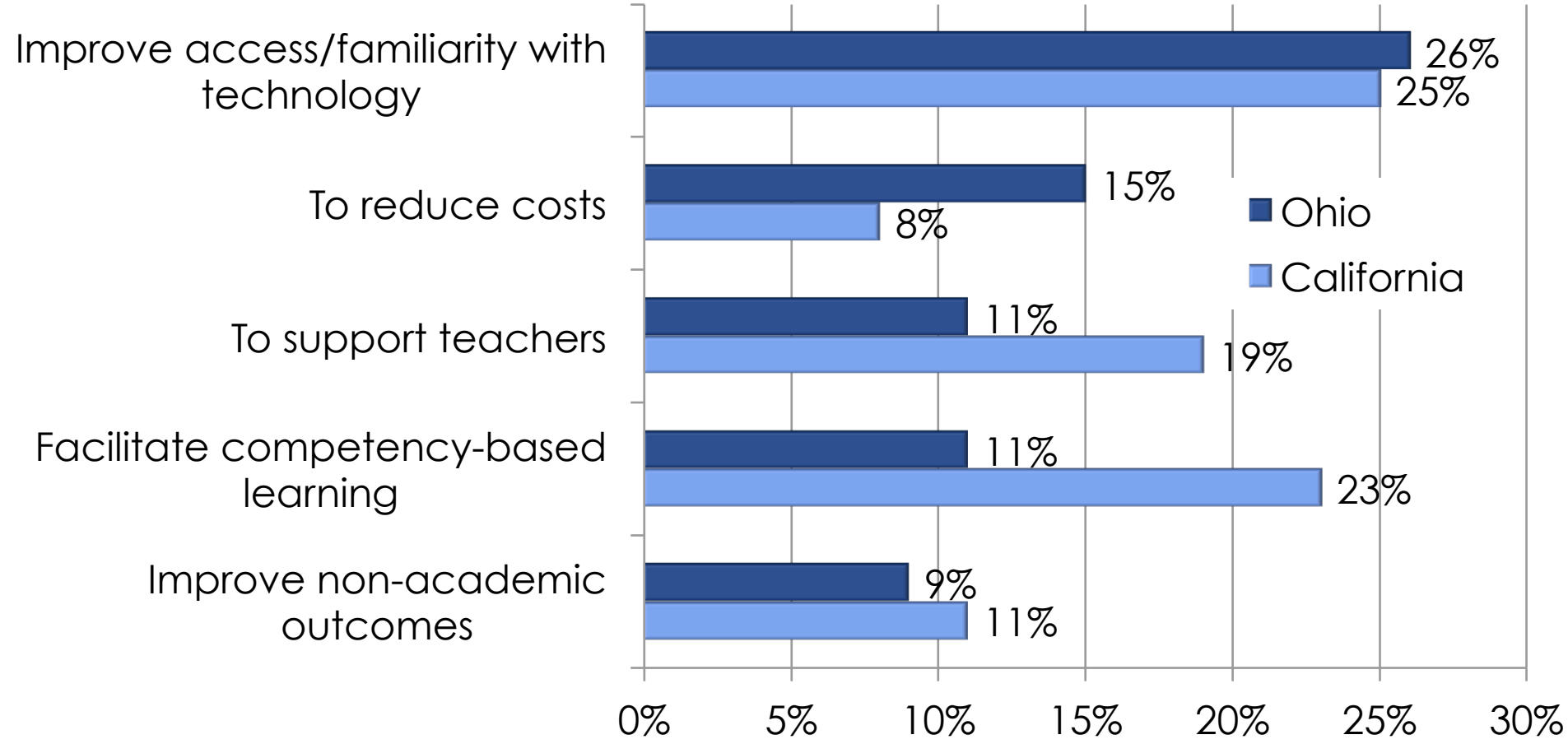
K-12 / HS



Reasons for Implementing Ohio vs. California



Reasons for Implementing Ohio vs. California



Ohio: Other Reasons

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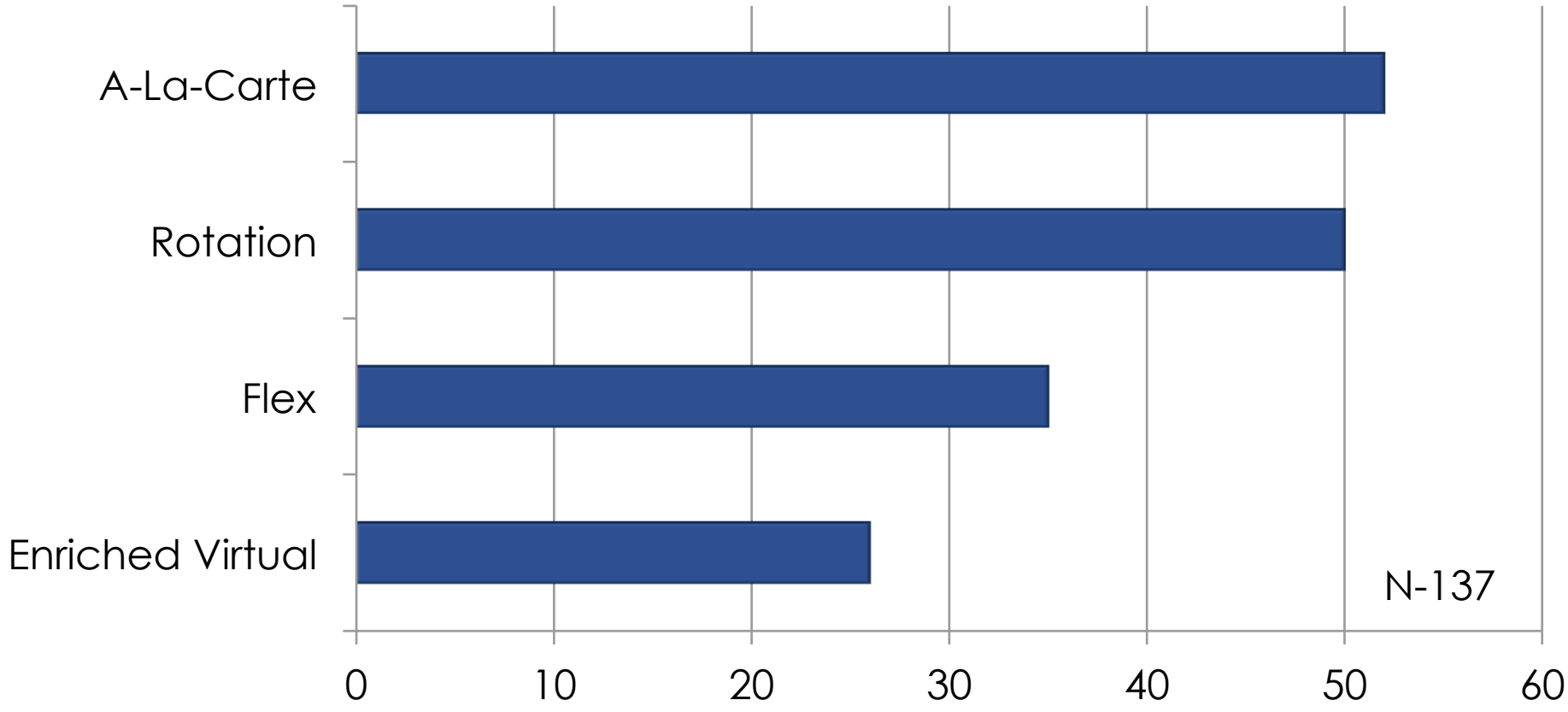
- To increase student options for career related elective choices
- Credit recovery (4)
- Blended learning allows us to extend the school day
- To create 21st Century Classrooms
- To increase student options for career related elective choices
- Provide an option for students/families who want electronic schooling

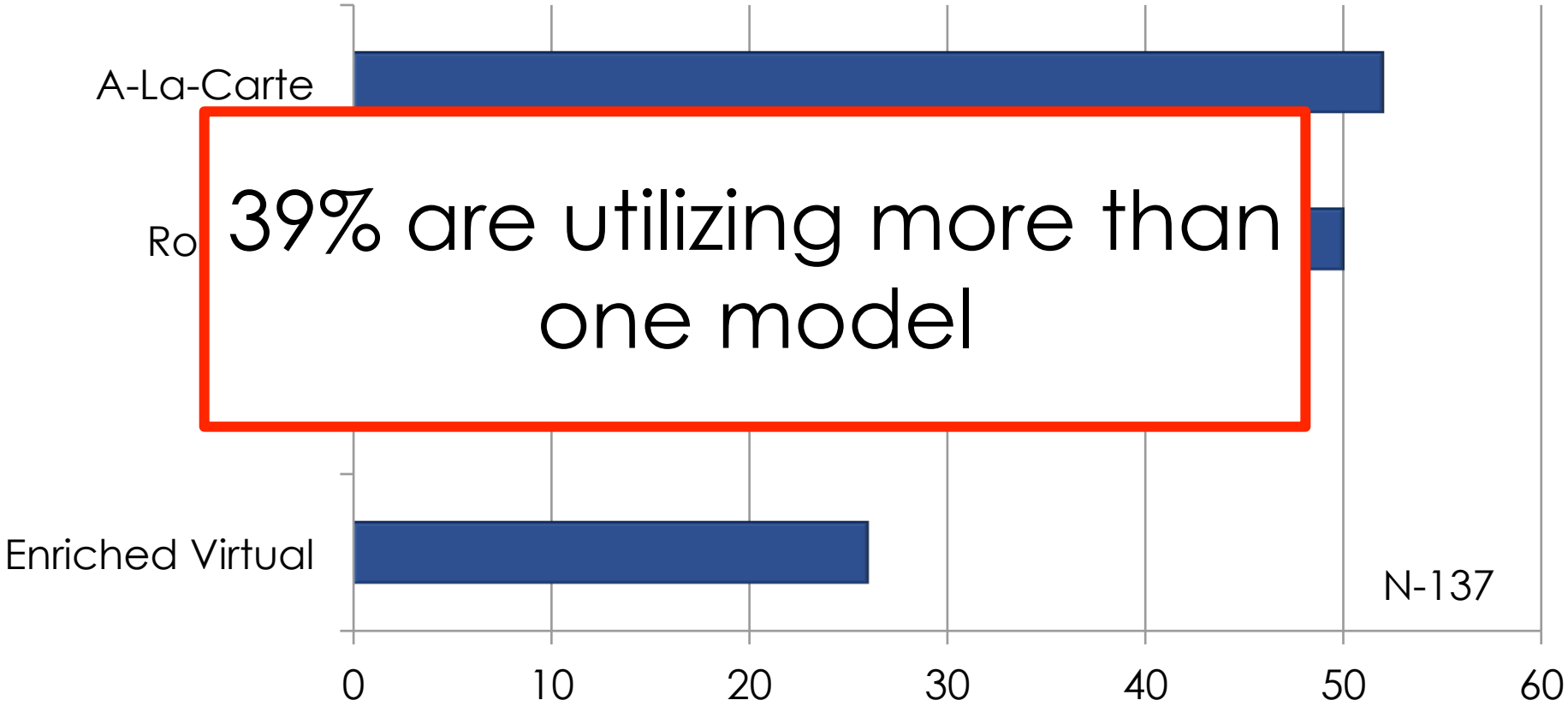
Ohio: Other Reasons

- Provide flexibility for students who have barriers to daily in-school attendance
- Drop-out prevention
- To provide students alternative ed opportunity rather than traditional classroom
- To provide more engaging content
- To assist at-risk students in a self paced, personalized environment

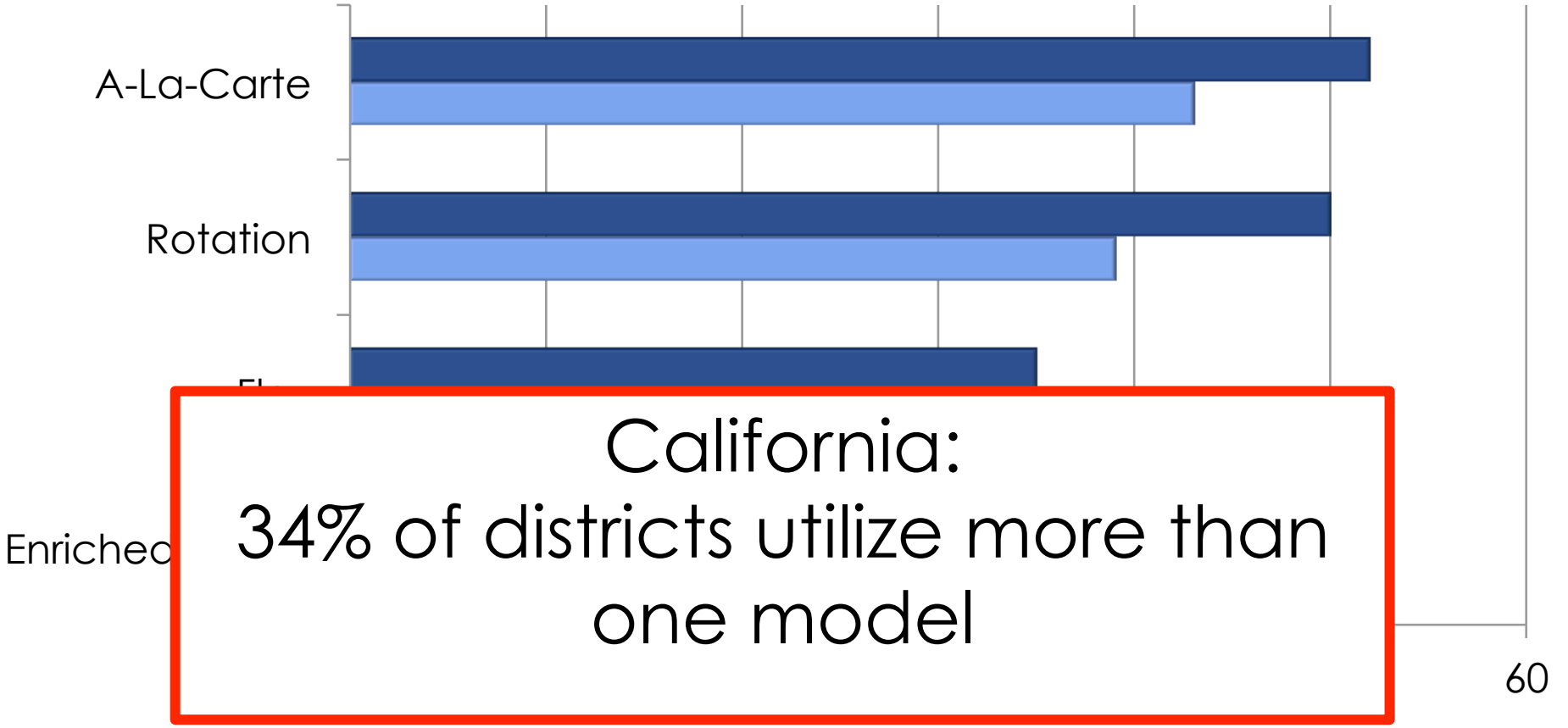
Most Offered A la Carte & Rotation Blended Models



Most Offered A la Carte & Rotation Blended Models

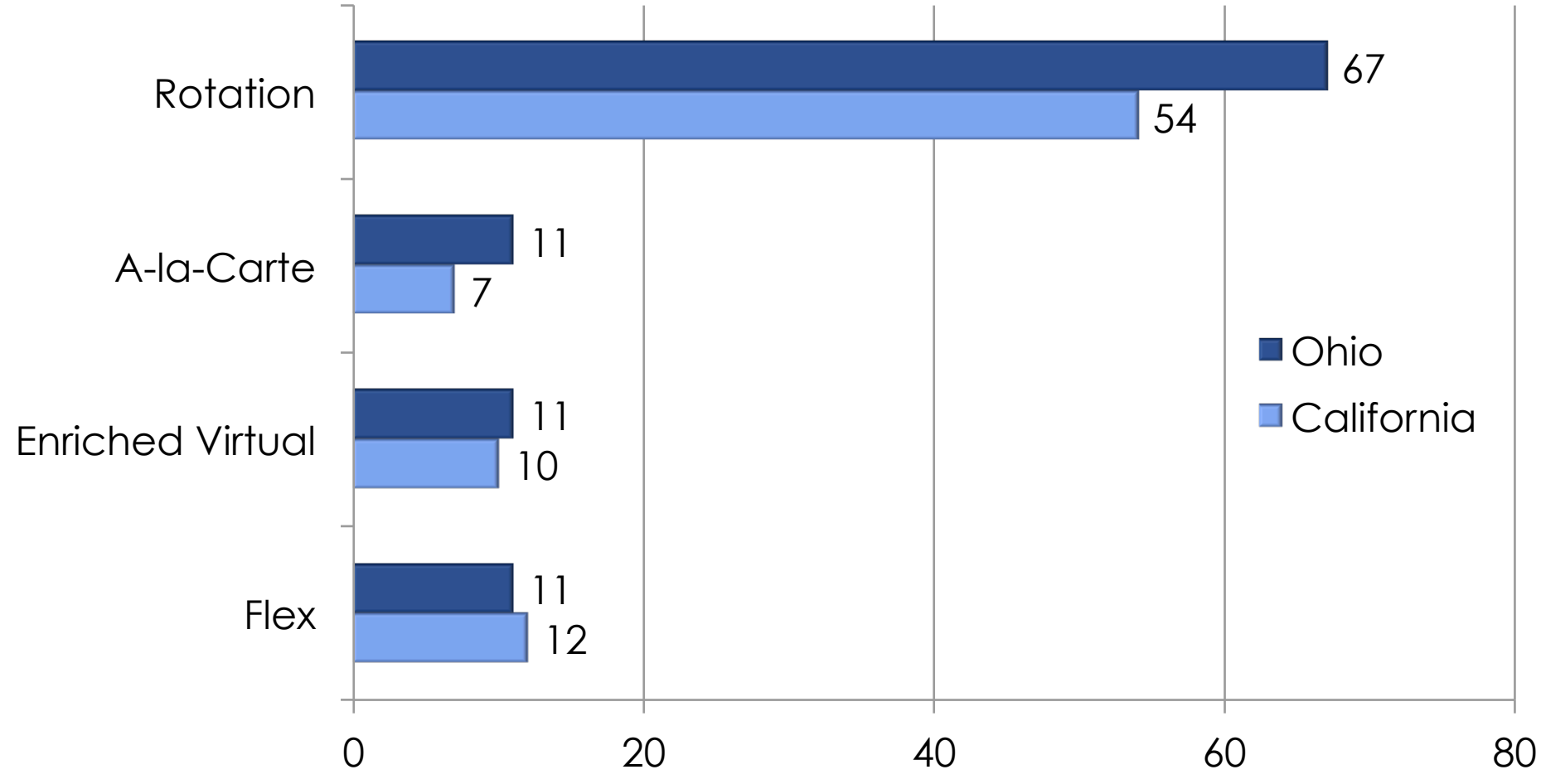


Blended Models
Comparison with California

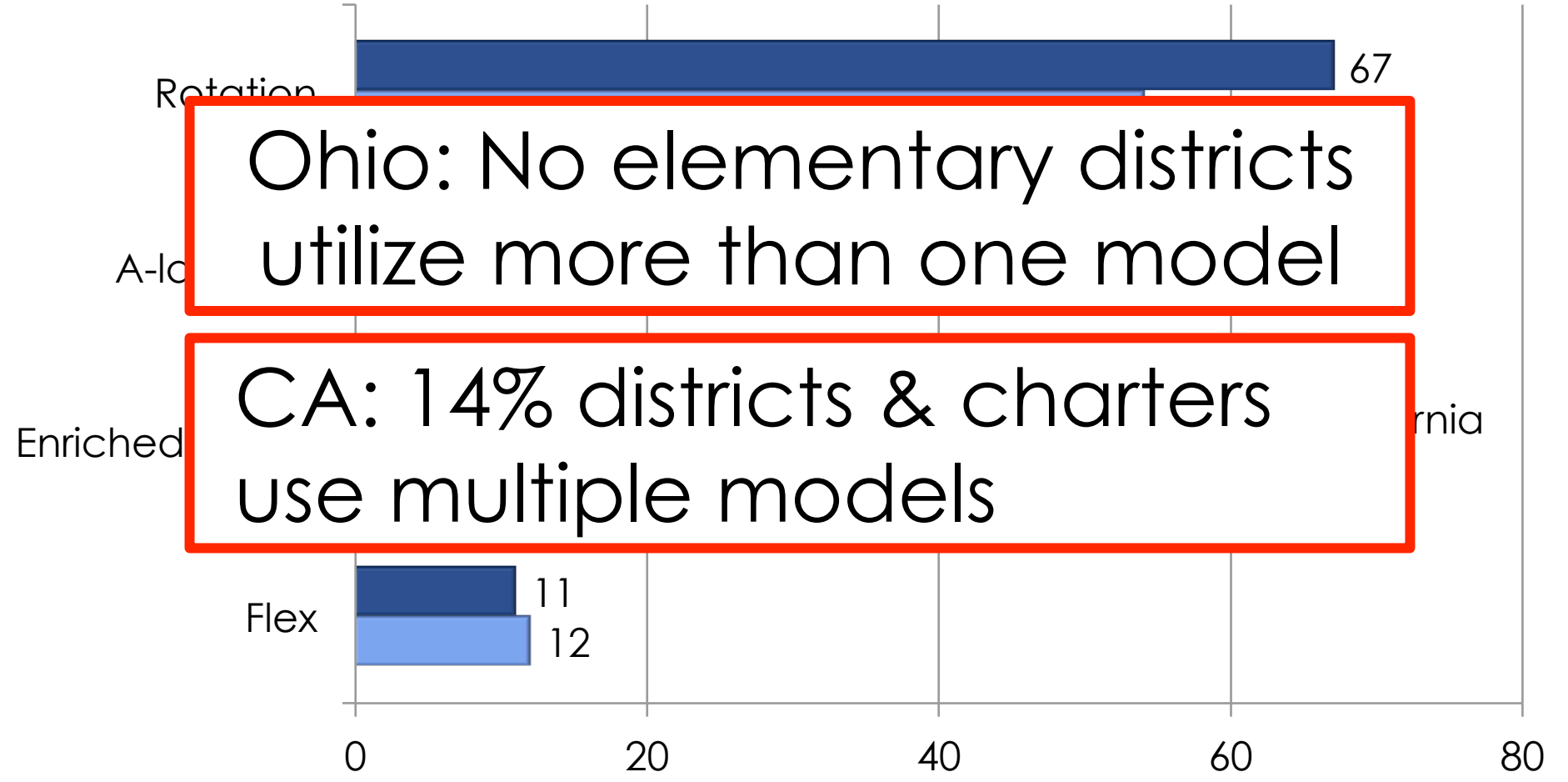


California:
34% of districts utilize more than one model

Most K-5/K-8 Use Rotation Blended earning Model



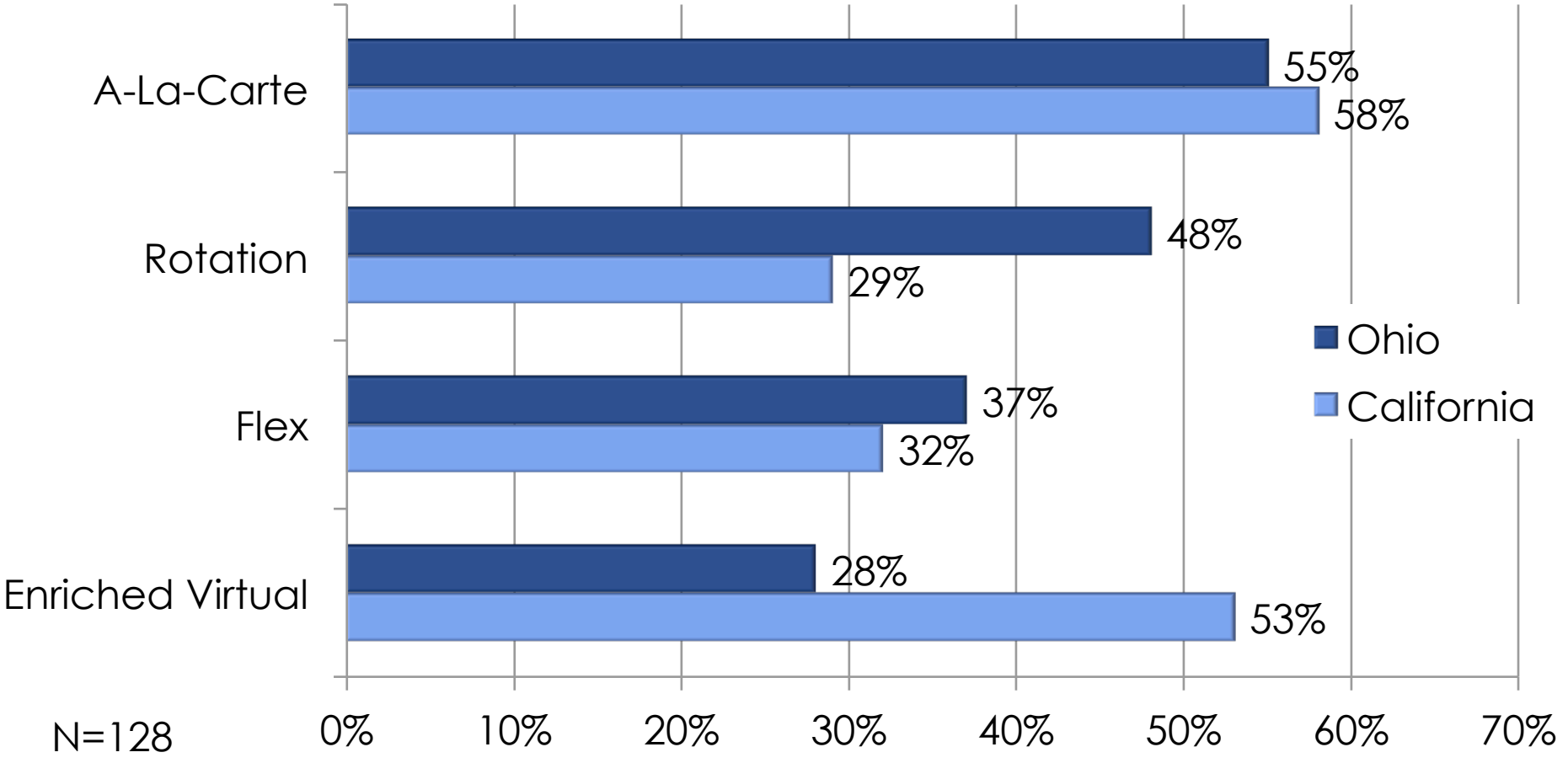
Most K-5/K-8 Use Rotation Blended Learning Model



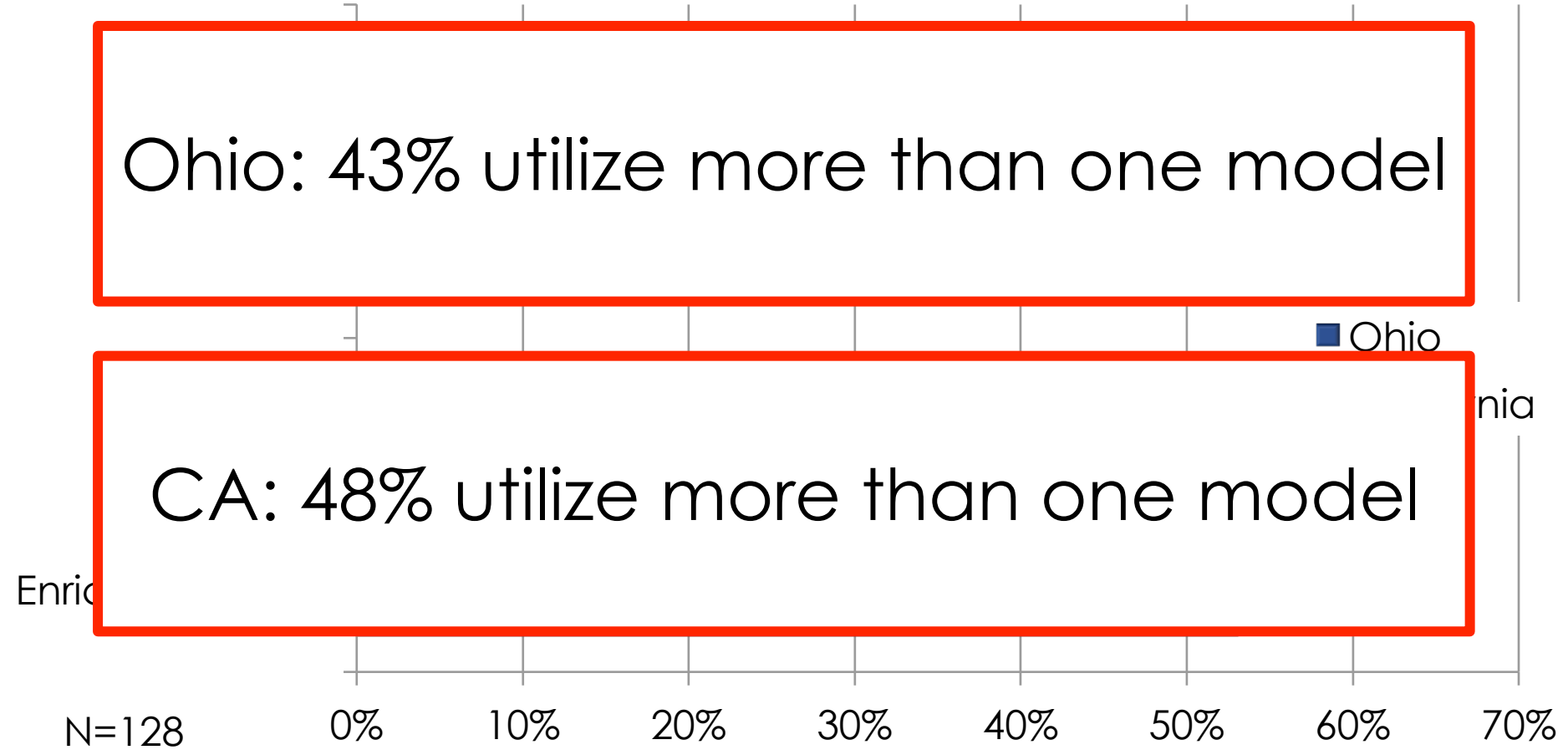
Ohio: No elementary districts utilize more than one model

CA: 14% districts & charters use multiple models

Most K-12/9-12 Use A la Carte Blended Learning Model



Most K-12/9-12 Use A la Carte Blended Learning Model



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How did Ohio schools and districts implement blended learning?

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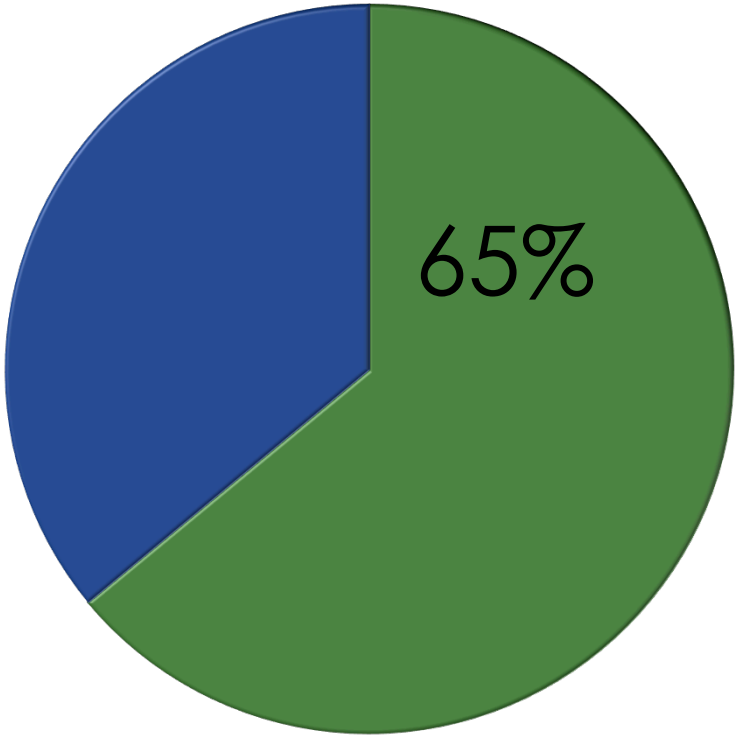
Most Planned Ahead

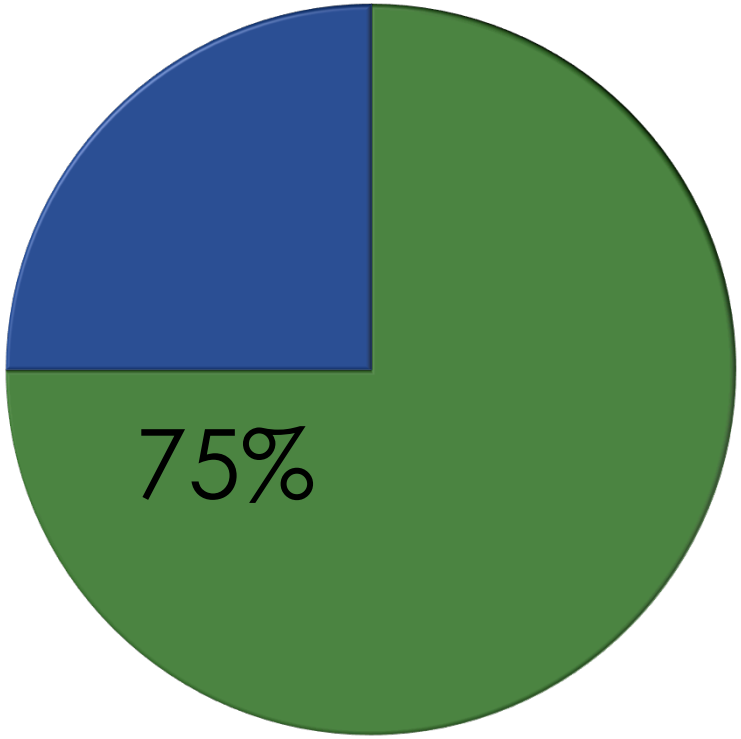
Ohio



Yes

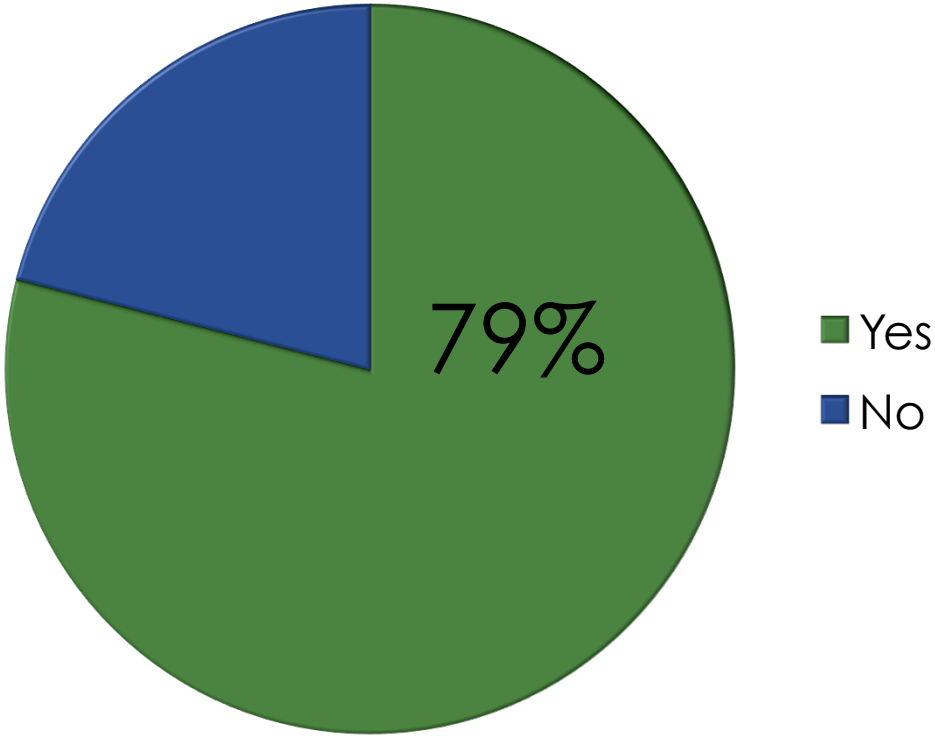
No

California

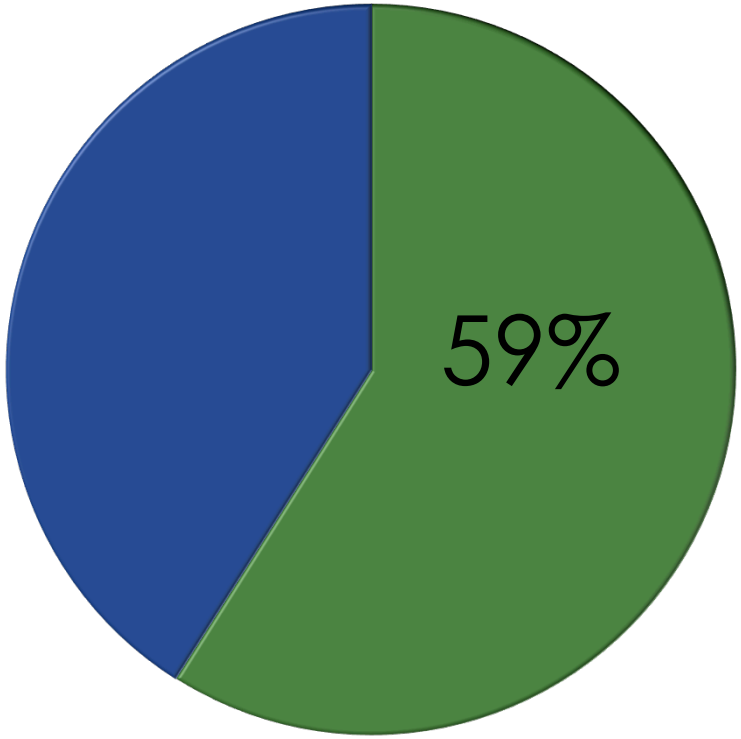


More OBLN Members Planned

OBLN



Non-OBLN



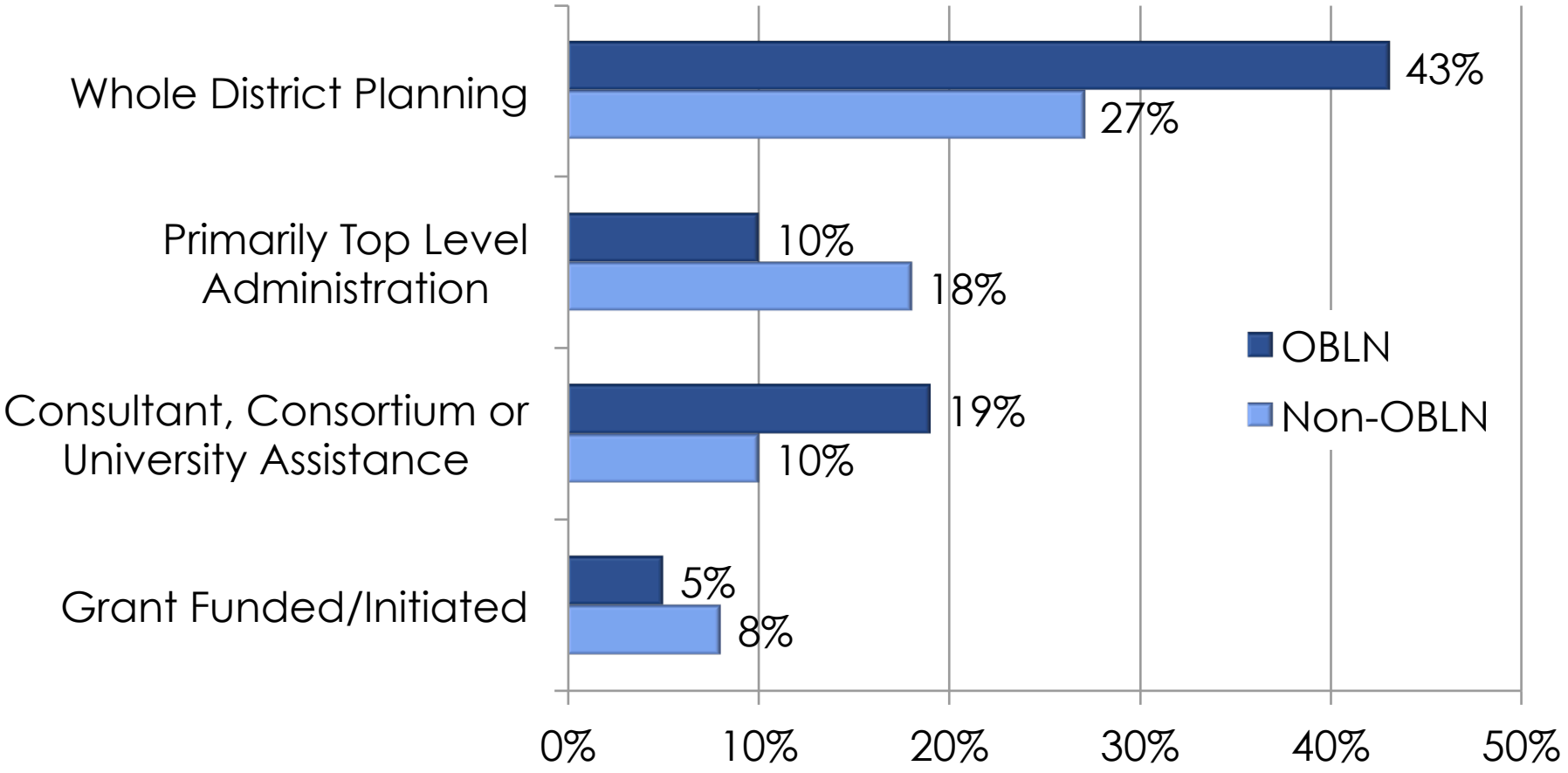
Planning Comments

- Administration met with staff in several meetings to discuss how to implement blended learning.
- We compared blended learning providers by interviewing them by phone and emails.
- Shopped around to see who gave the best program for the least dollars.

Planning Comments

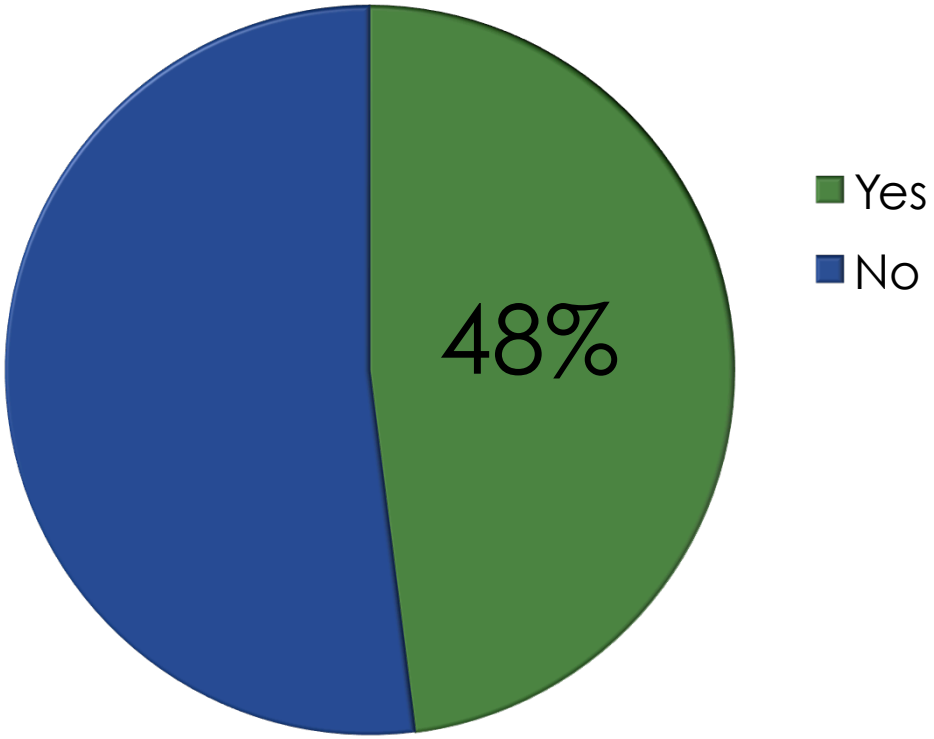
- We created a team to investigate other districts, attended national conferences and developed an implementation plan.
- We began with a group of stakeholders representing teachers, administrators, and parents.

Planning Process?

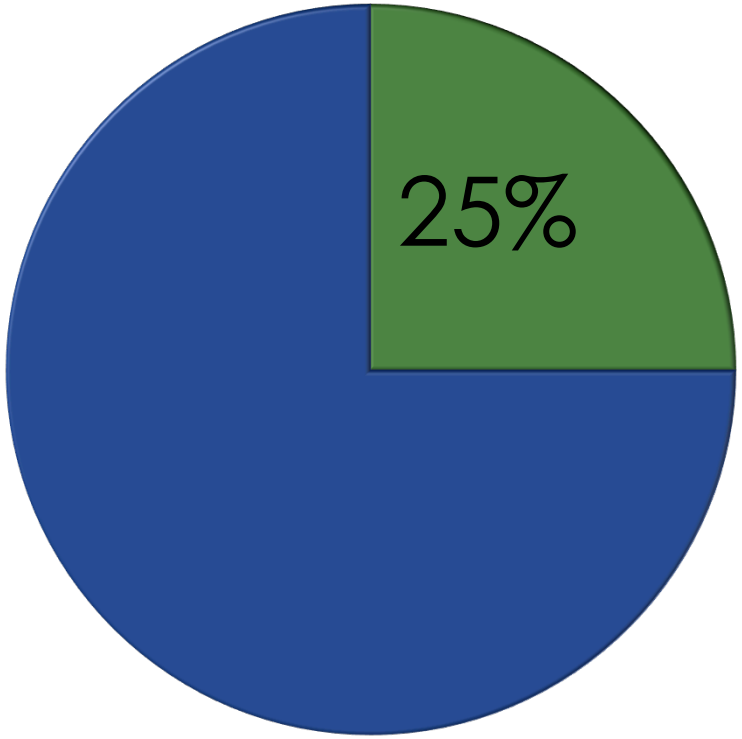


Ohio Used External Partners / Consultants

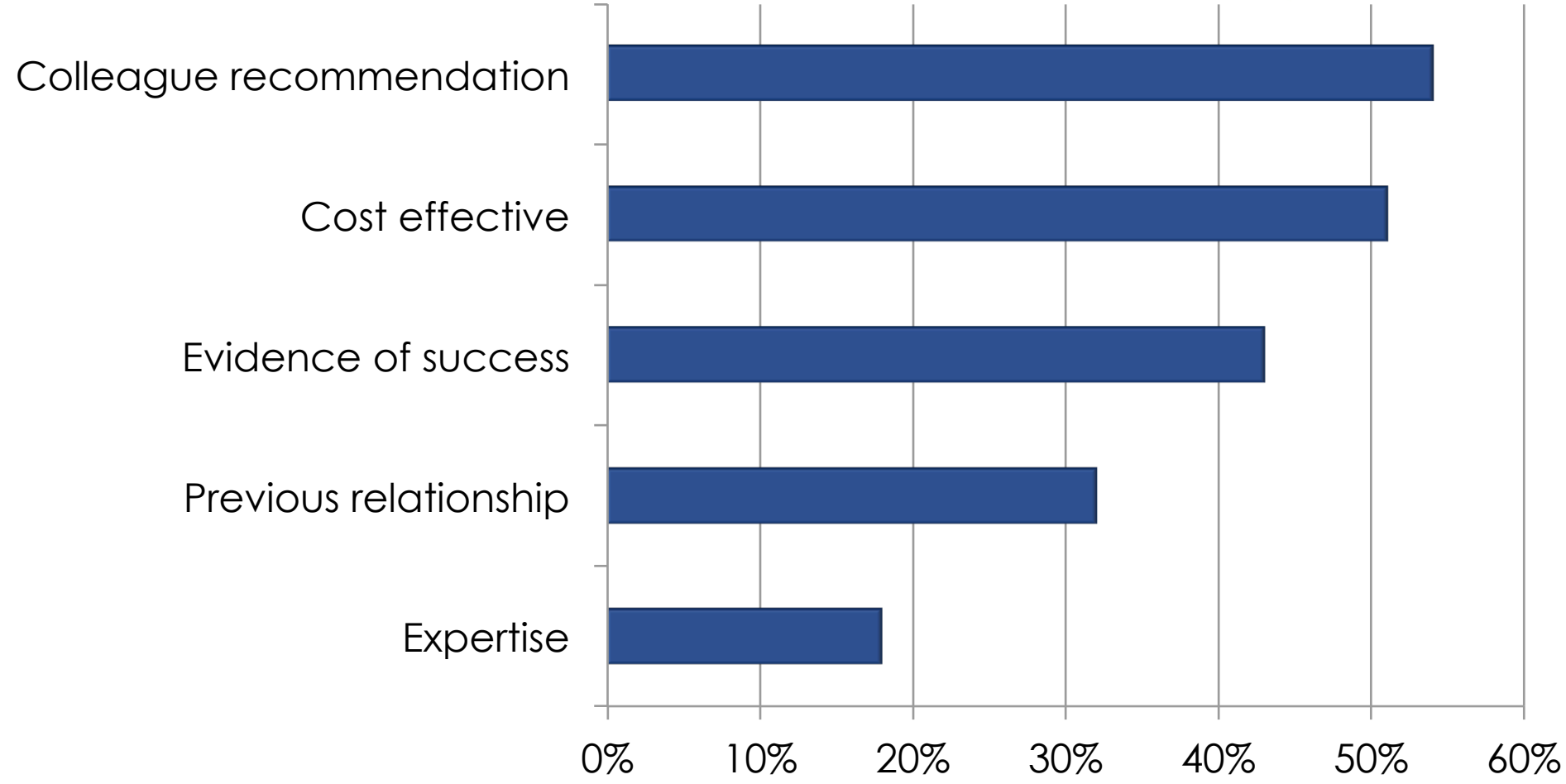
Ohio



California



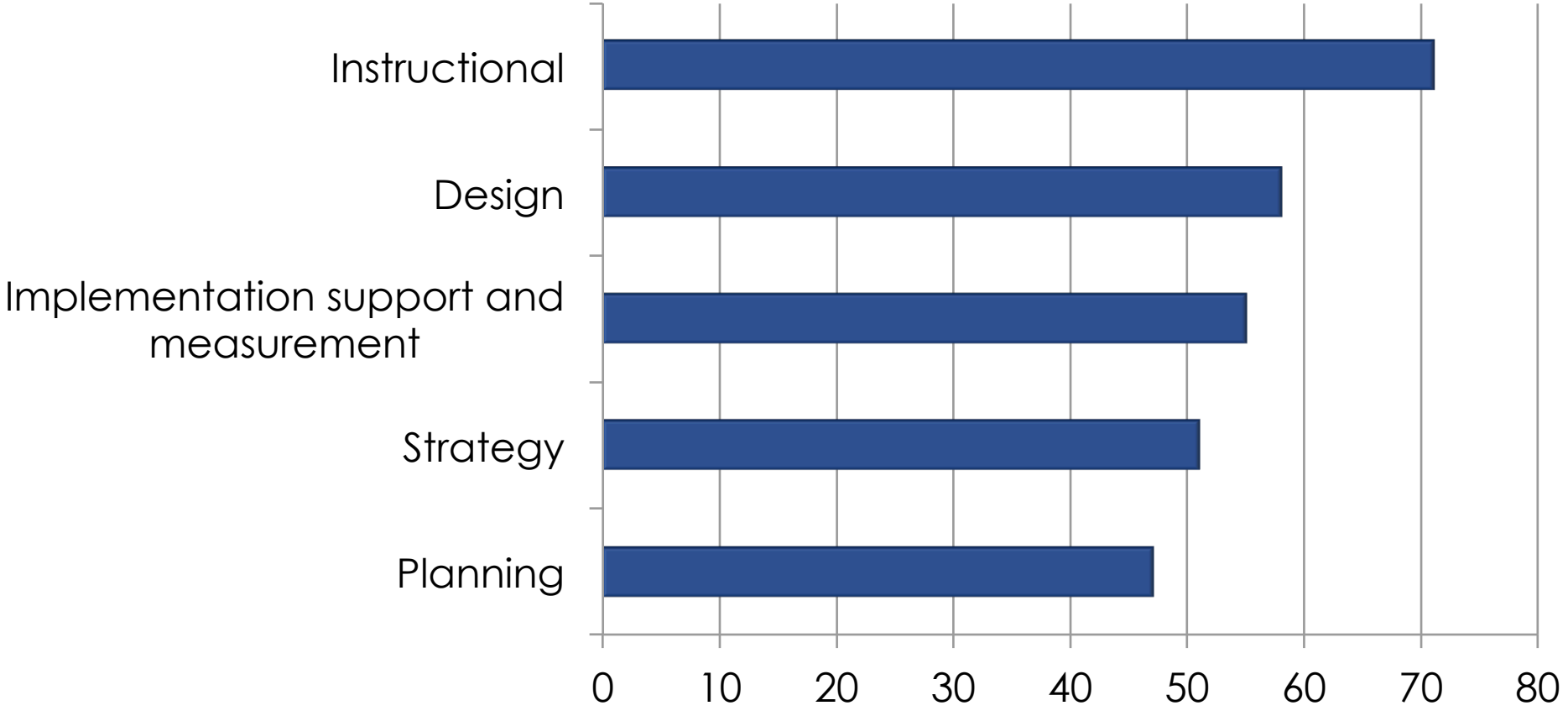
Criteria for Selecting Partner



Why No Consultant? Confidence In Ability (50%)

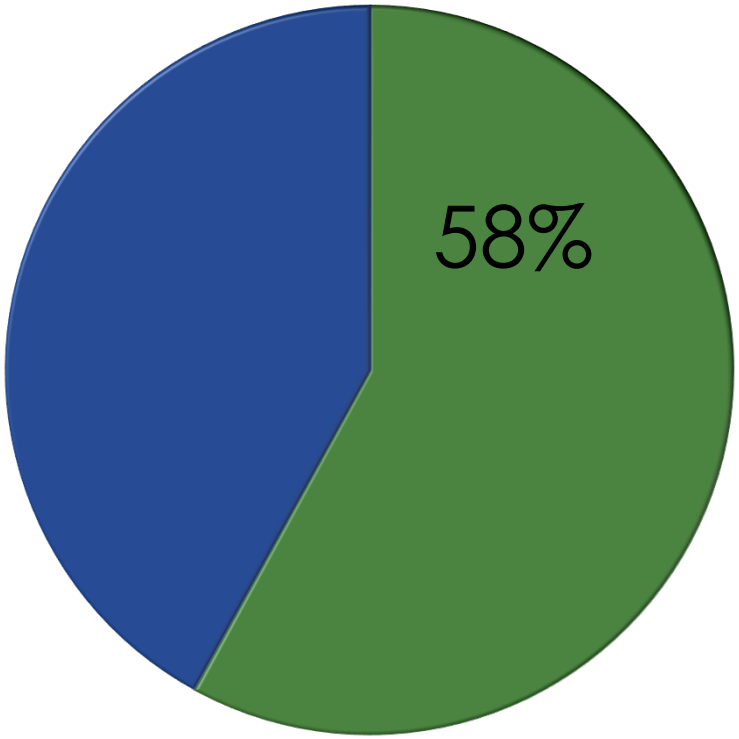
- Our district received a "blended learning" grant that initially was used to start the program. While some resources and networking were provided, the program appeared to fall apart toward the end of the grant.
- Shopped around to see who gave the best program for the least dollars.
- We have enough technical savvy in the district.

Most Consultants Offered Instructional Support

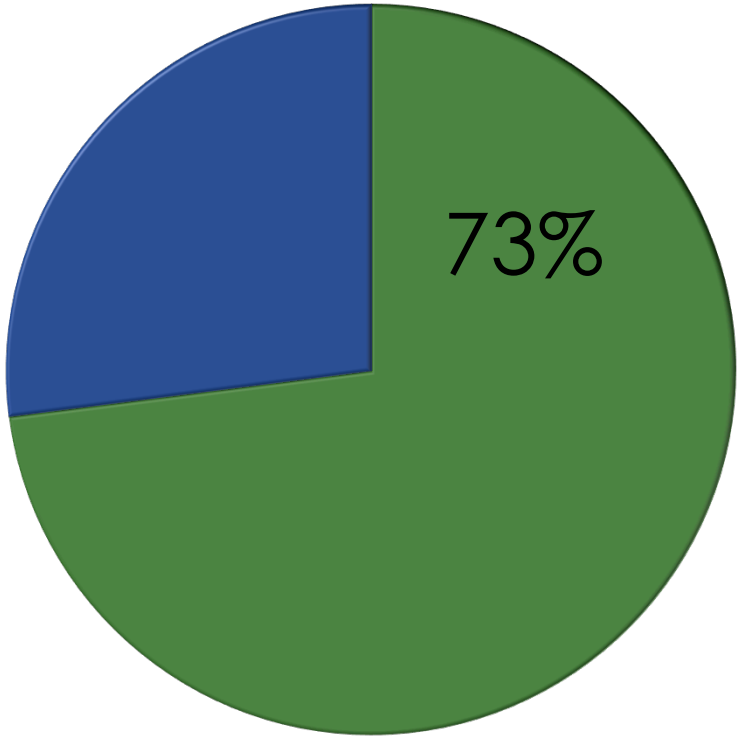


Nearly Half of Blended Instructors Received No PD

Ohio



California

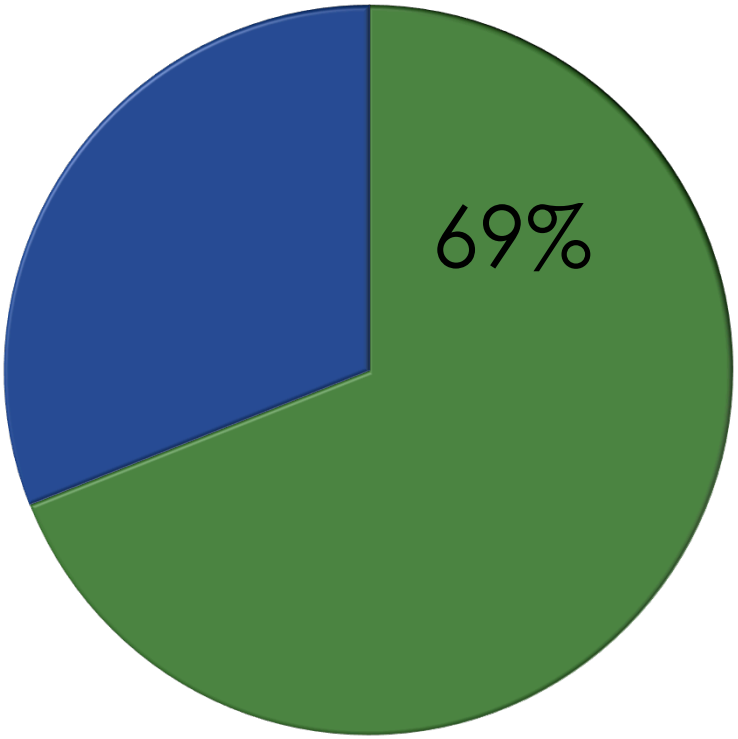


Yes

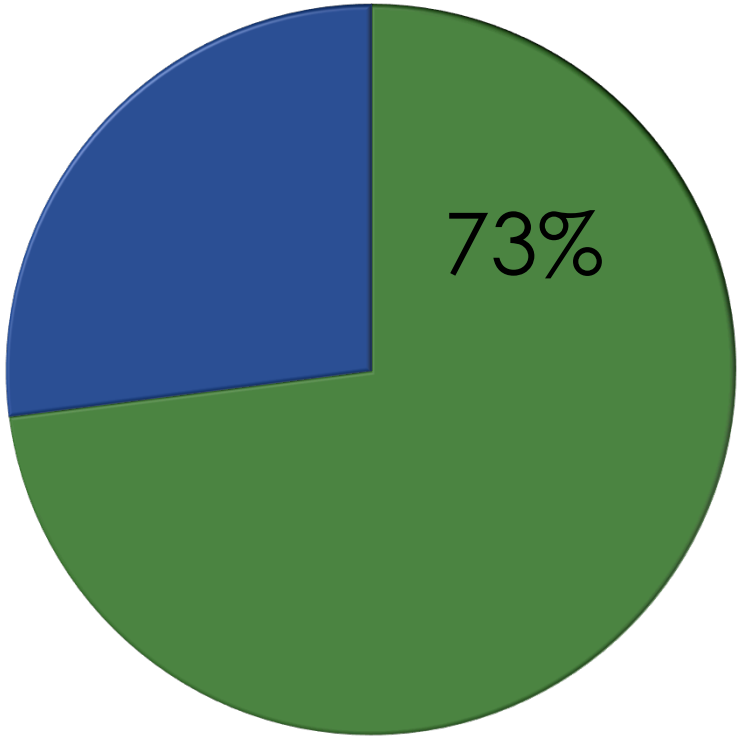
No

Most OBLN Blended Instructors Received PD

OBLN Districts



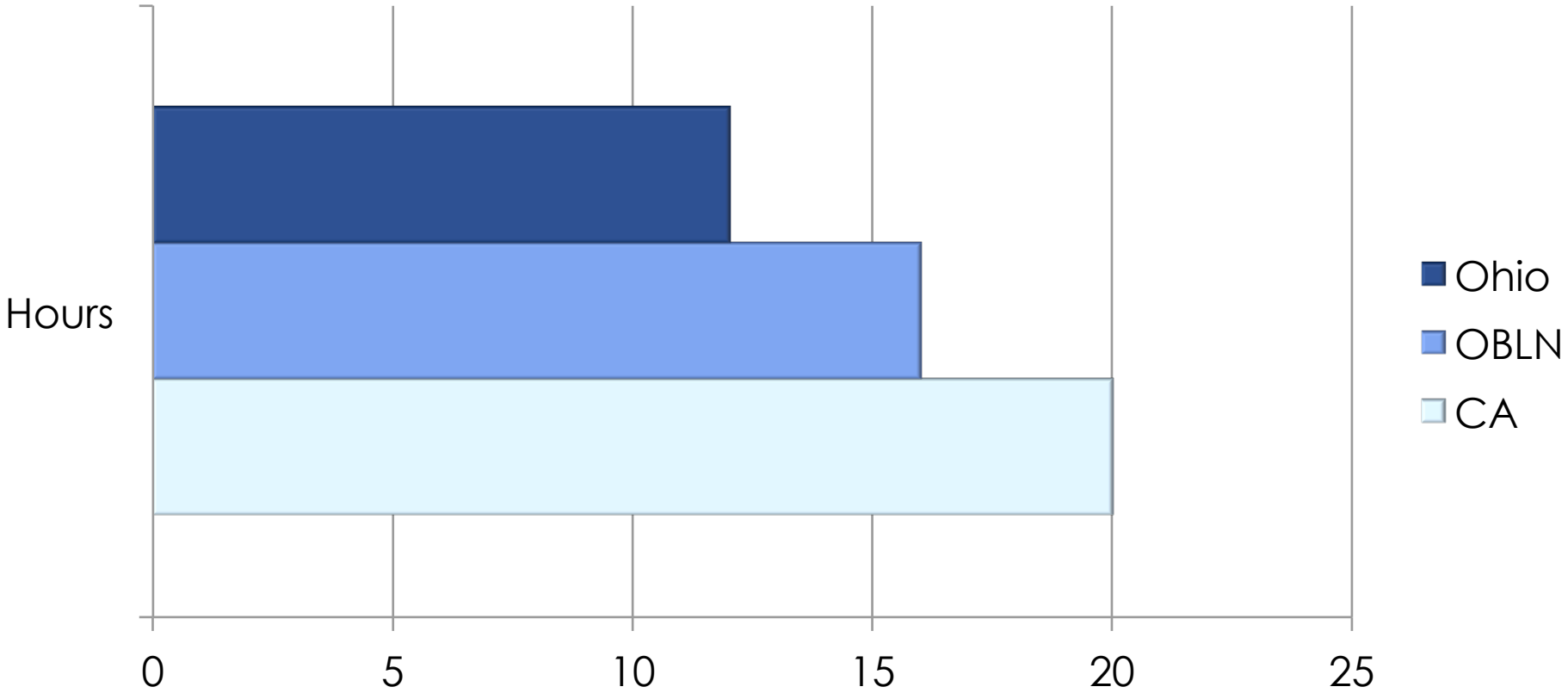
California



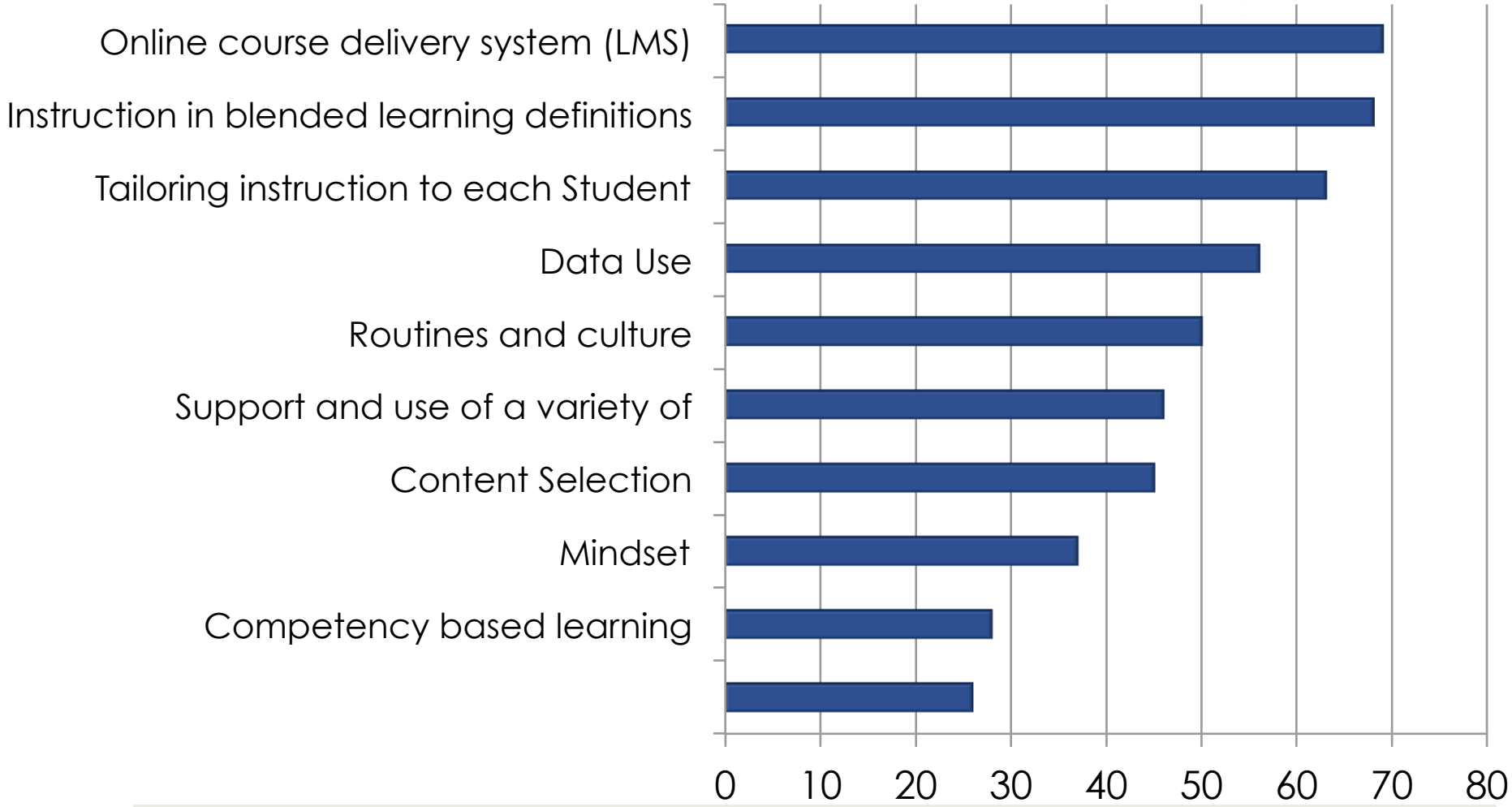
Yes

No

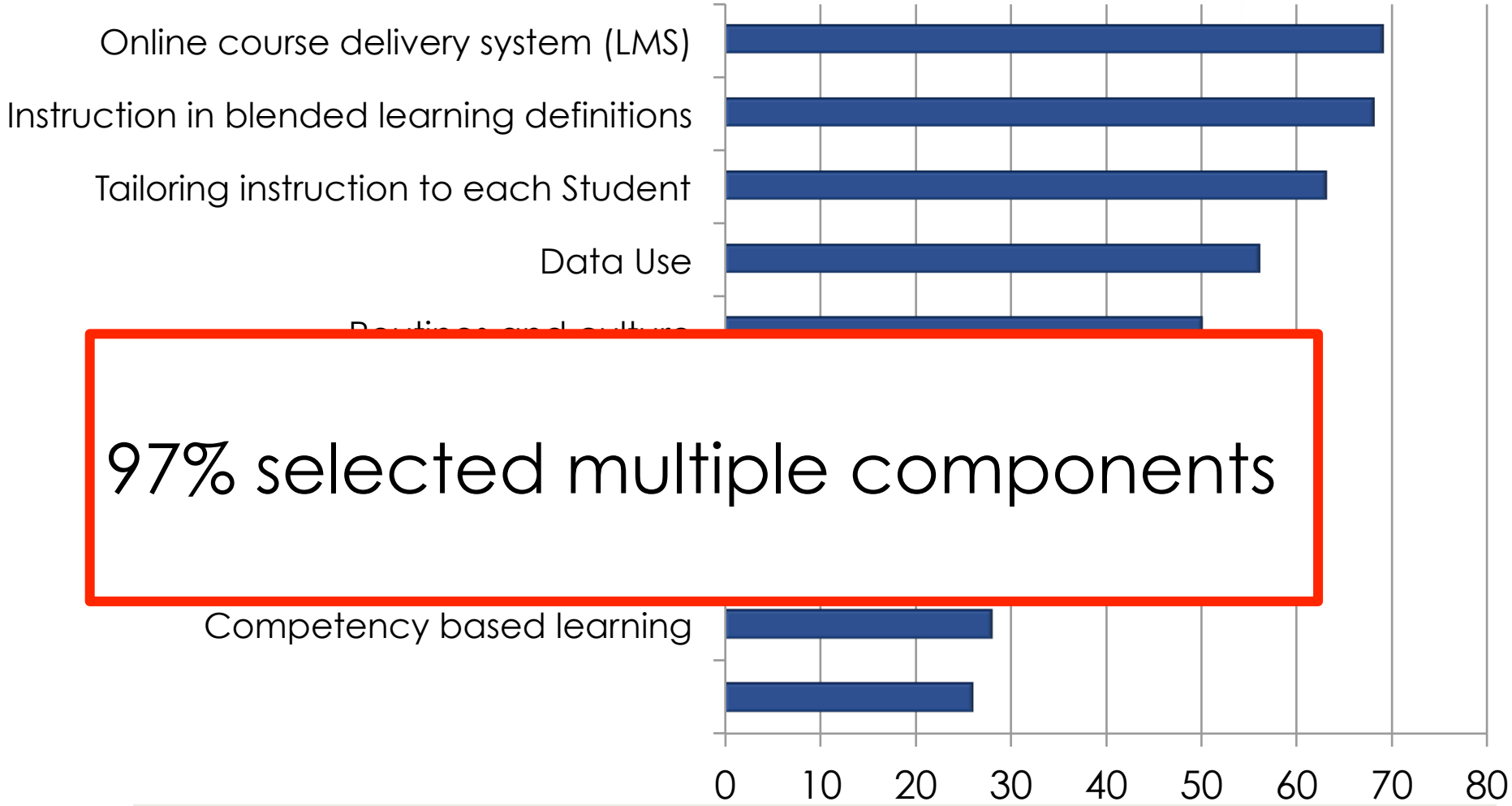
California Offered More PD Contact Hours



Professional Development Components

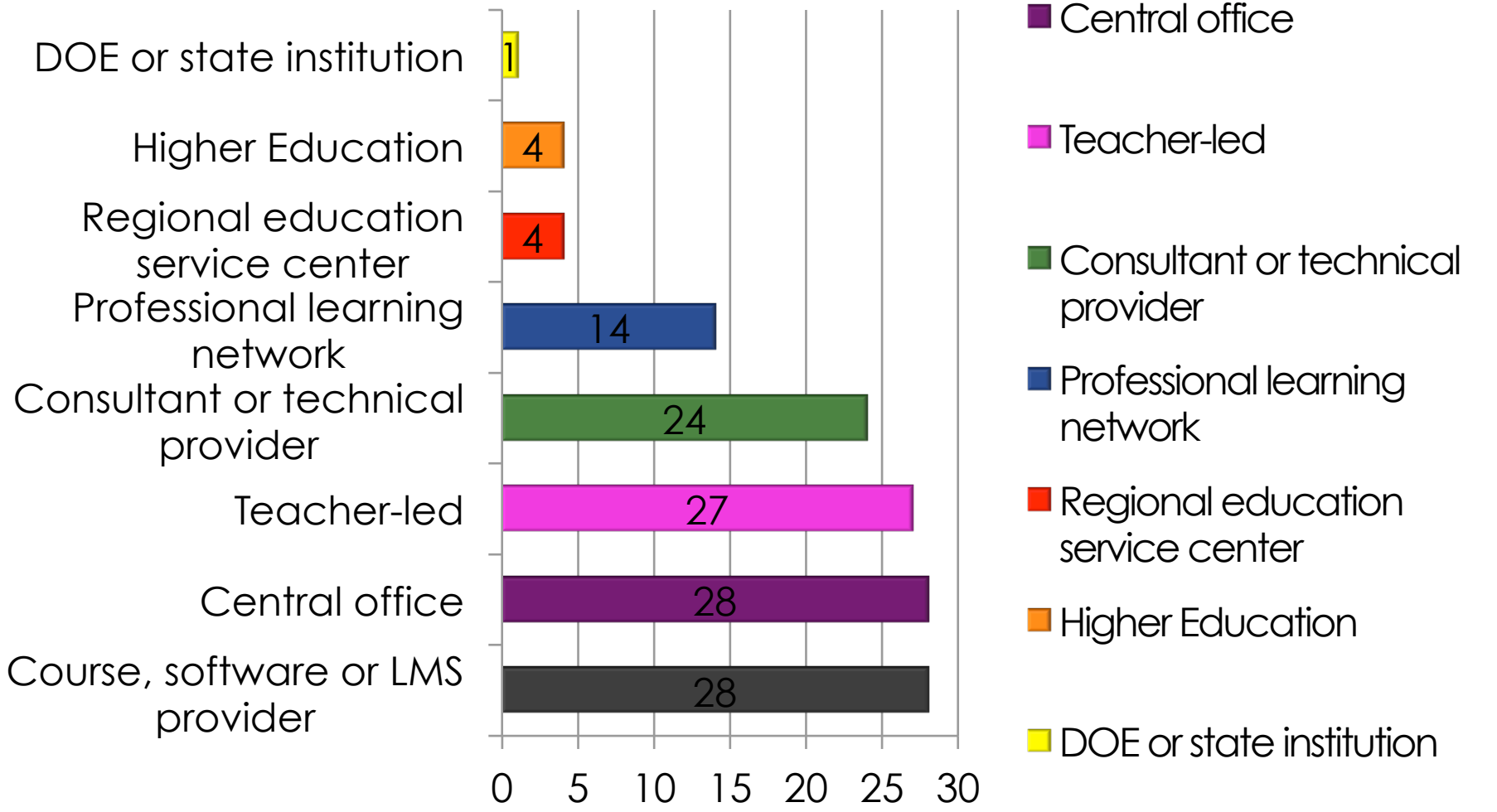


Professional Development Components

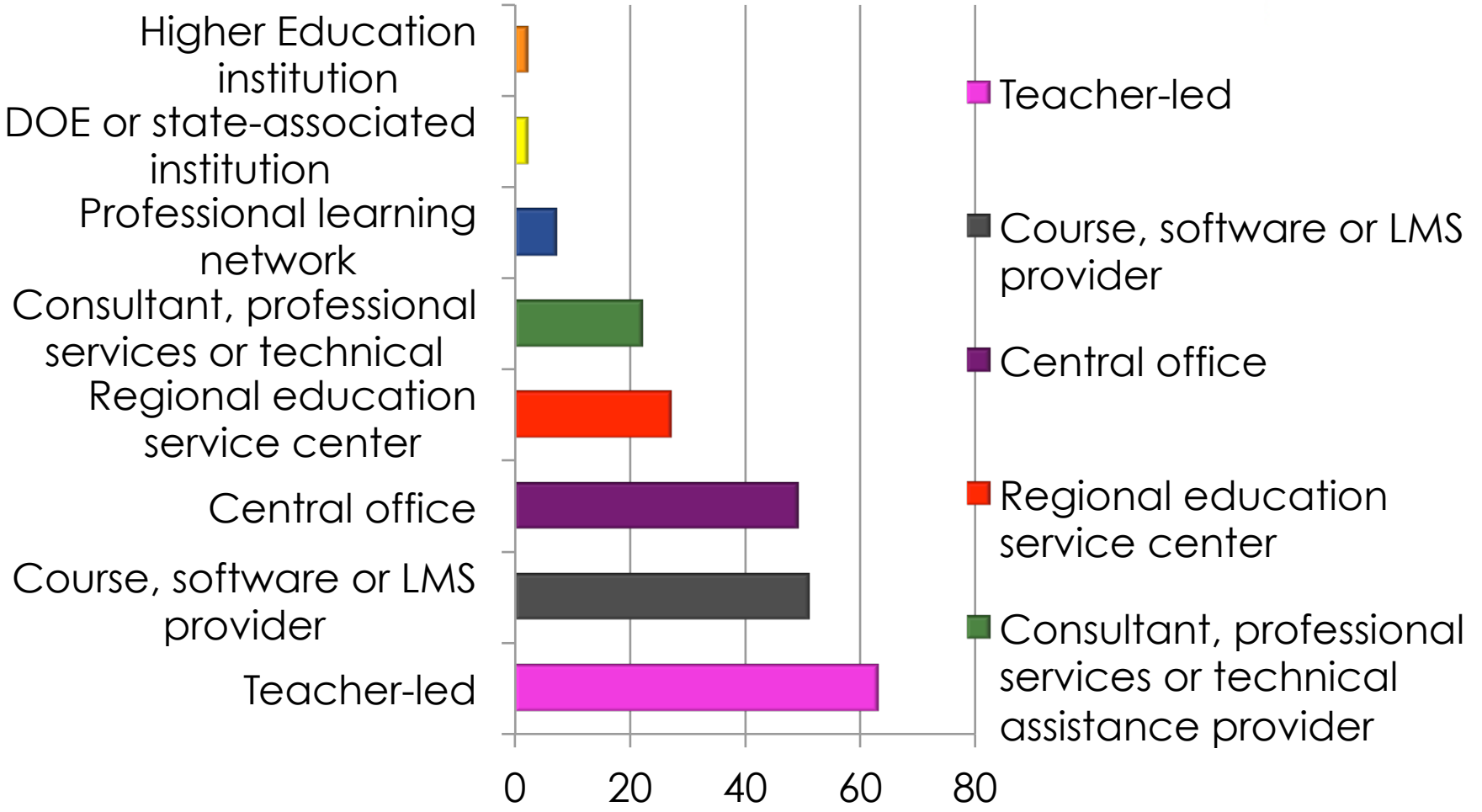


97% selected multiple components

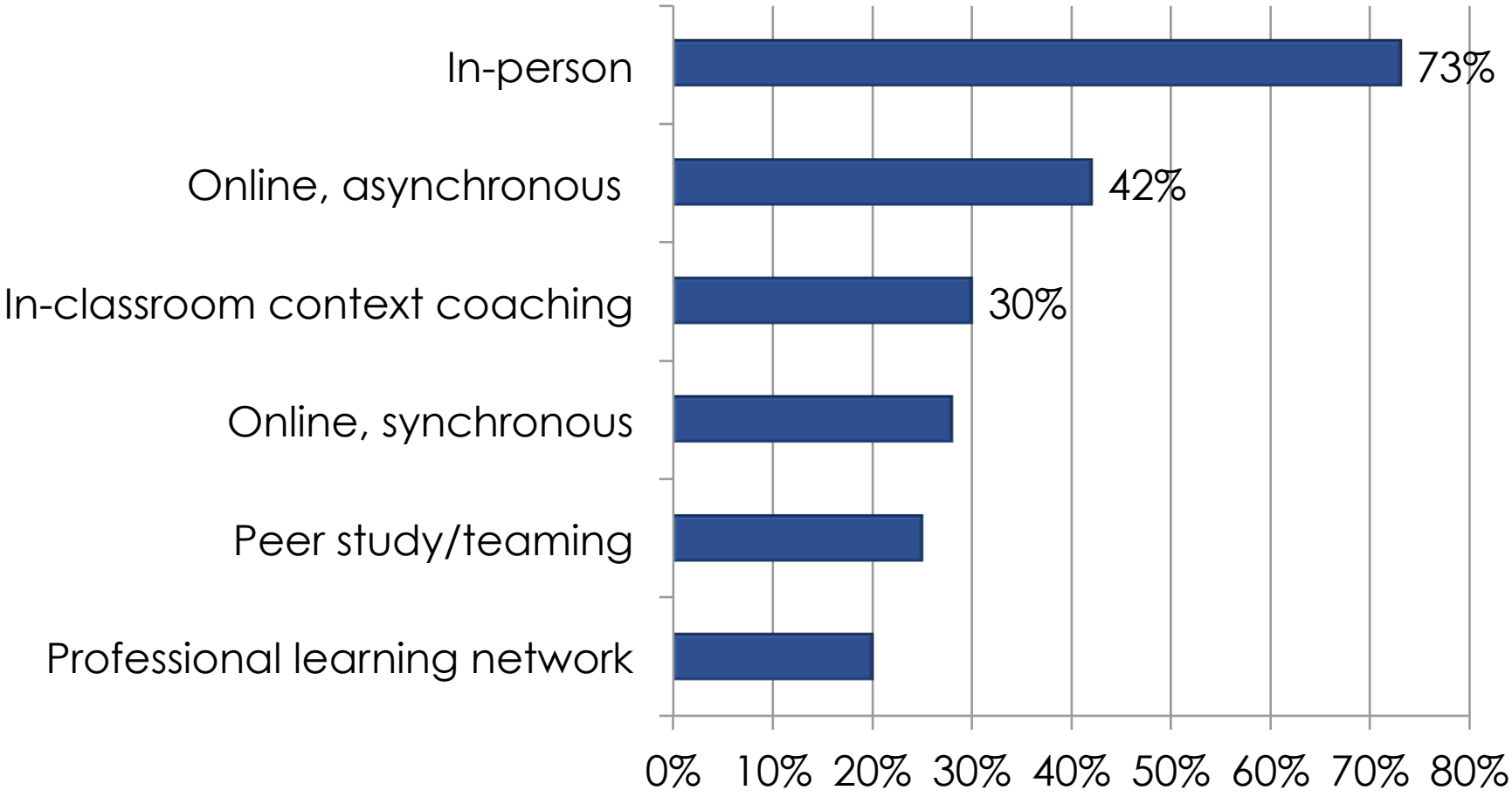
Professional Development Providers



California Professional Development Providers



Delivery Methods



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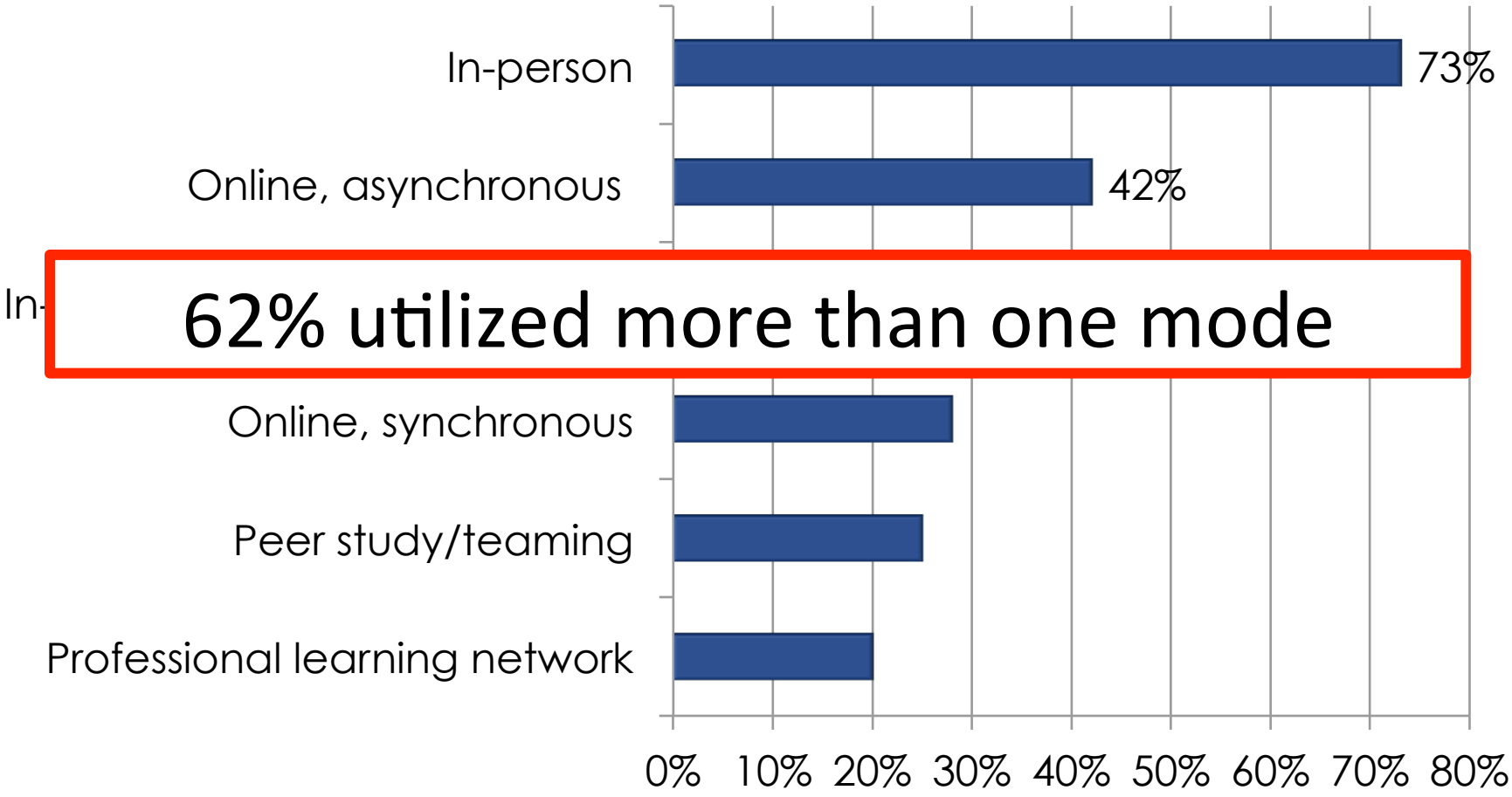

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What challenged Ohio schools and districts implementing blended learning, and what did they learn?

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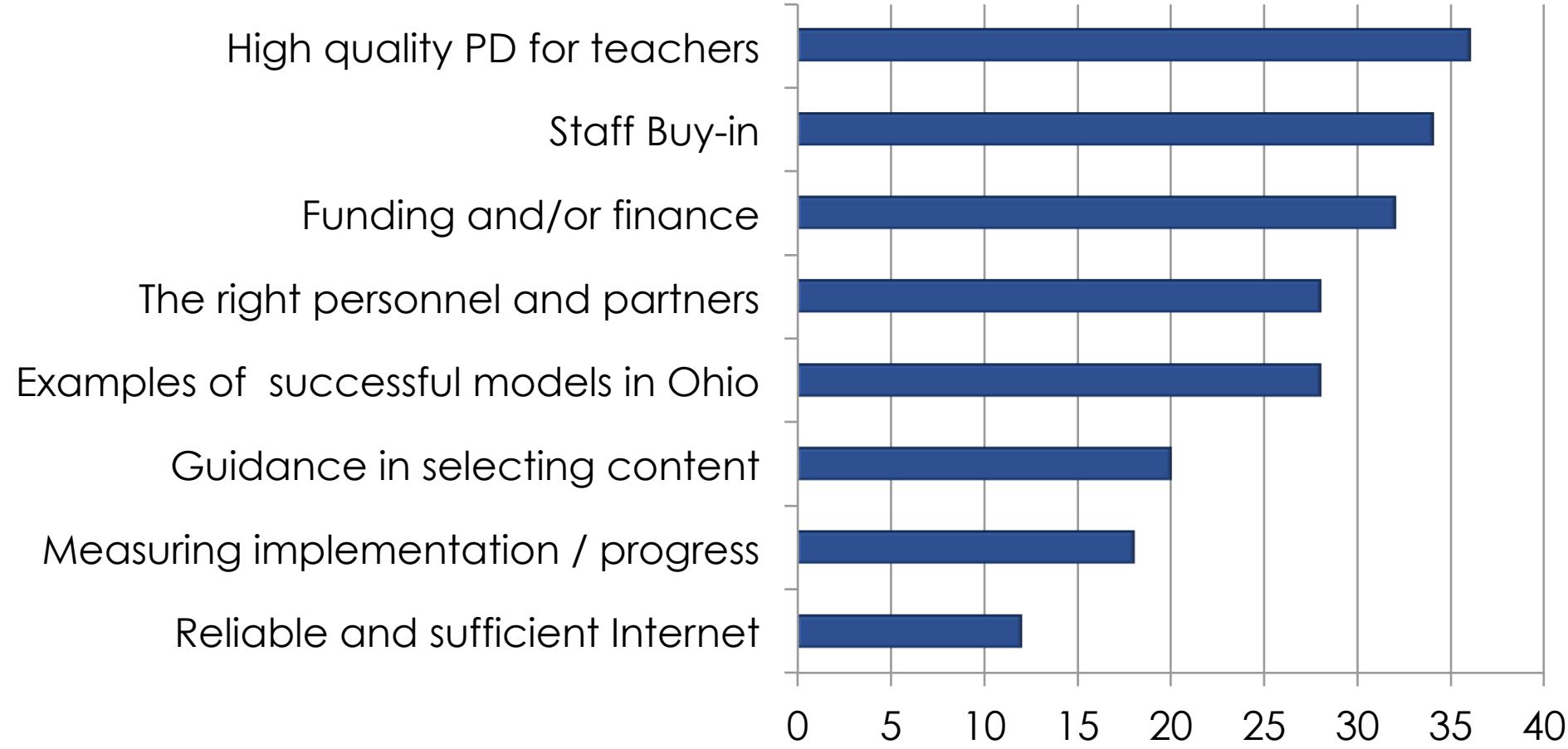
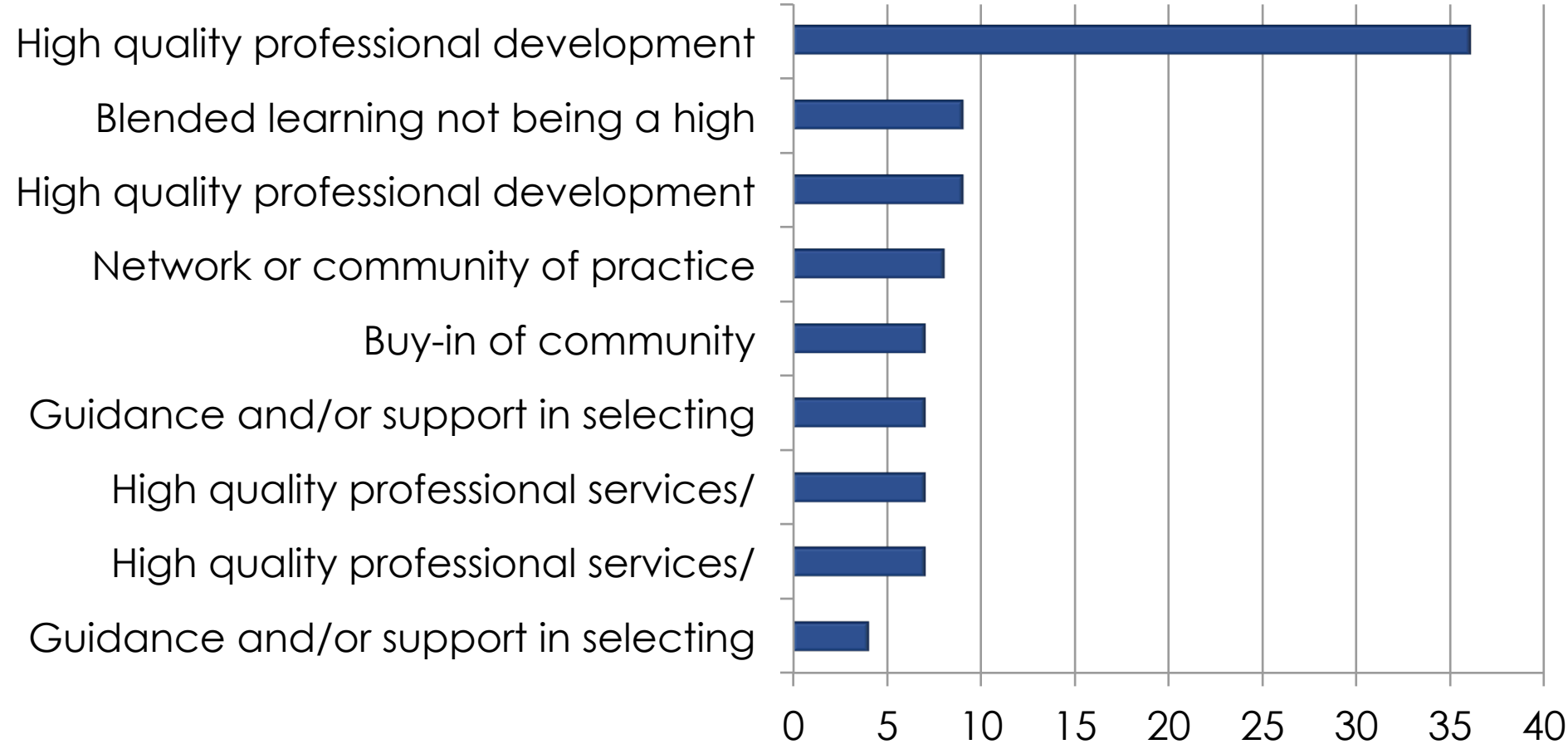
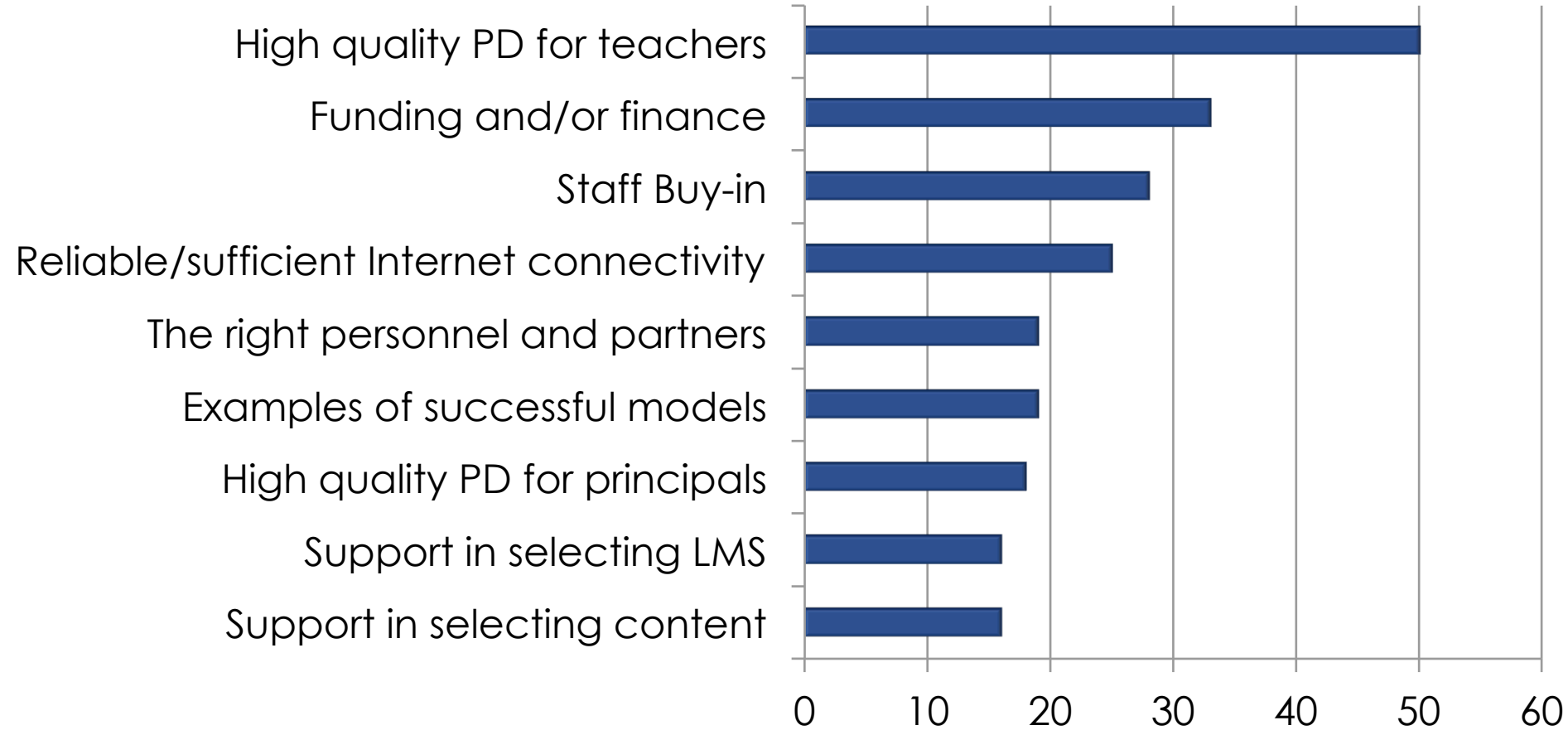
Highest Priority Challenges



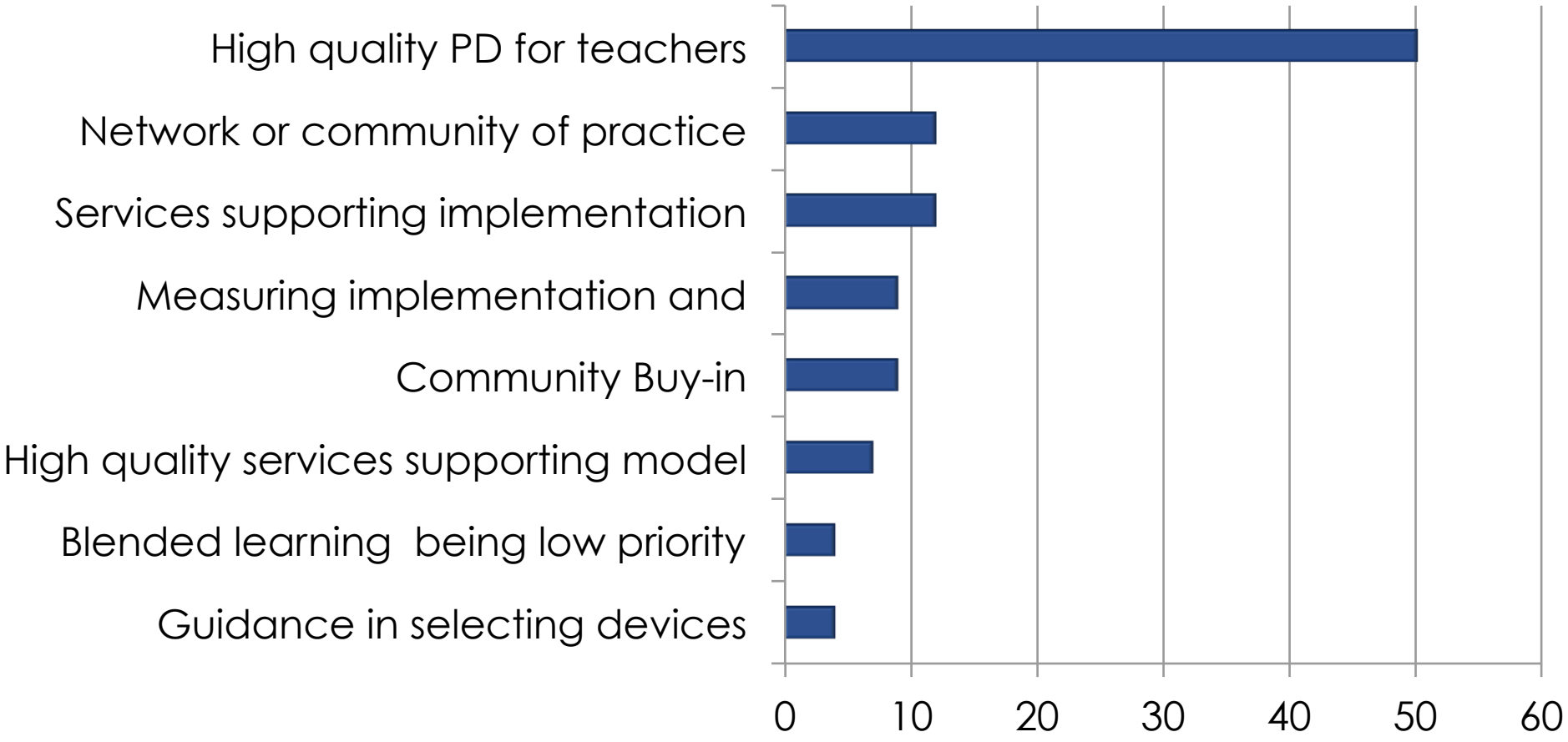
Highest Priority Challenges



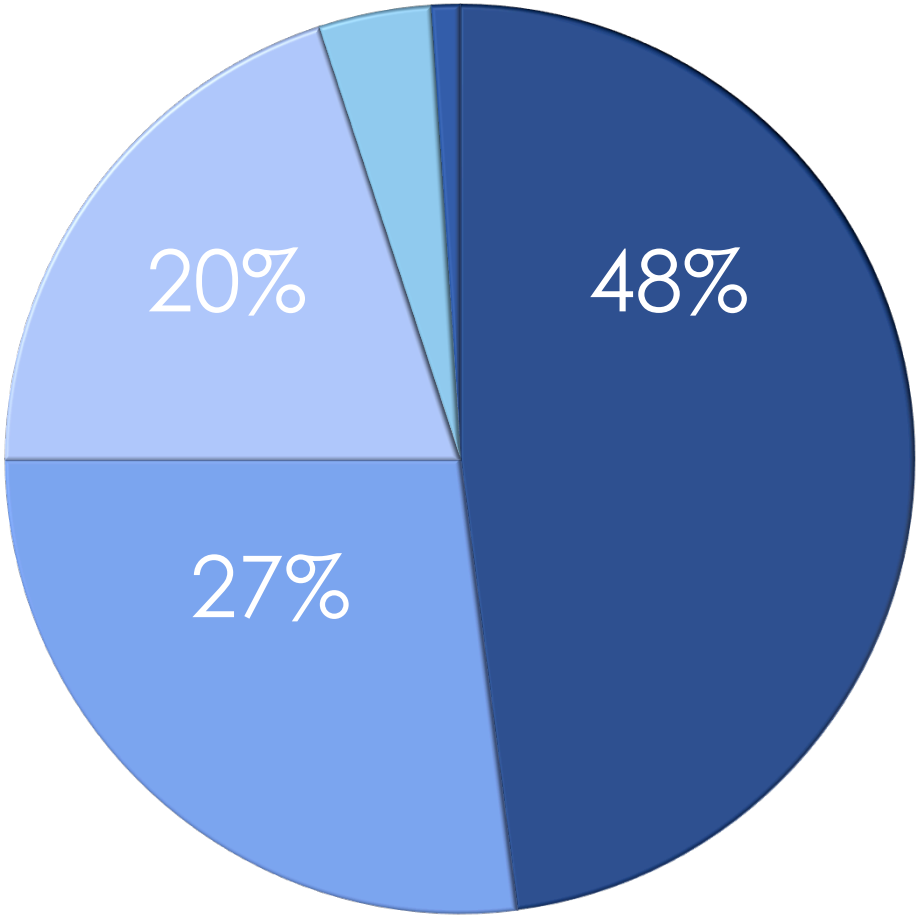
California:
Highest Priority Challenges



California:
Highest Priority Challenges



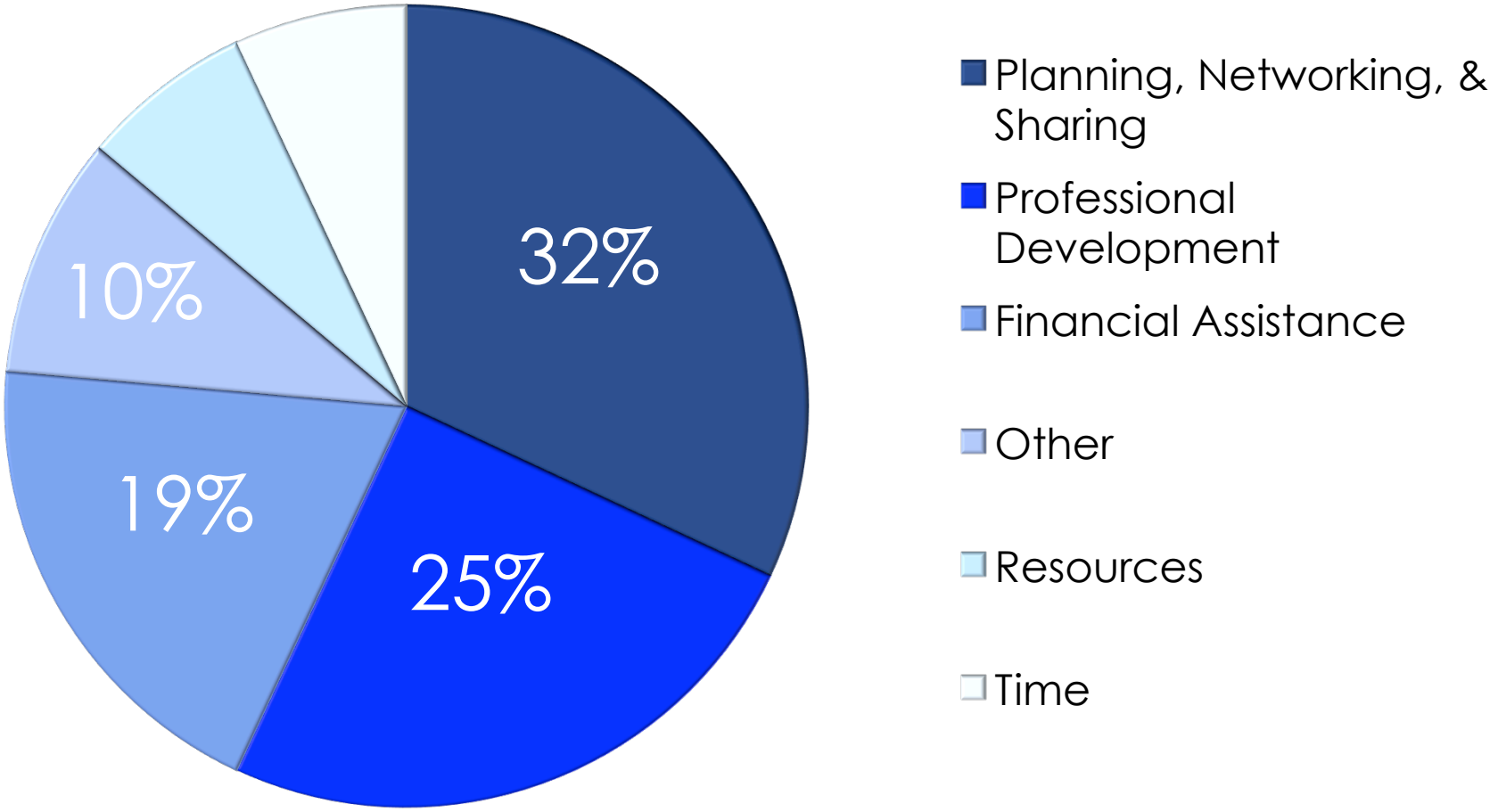
Biggest Problem: Not Enough Time



- Not enough time to shift to blended
- Hard to get staff buy in
- Professional development too expensive
- Can't find technical assistance
- Cost of technology

n-=121

More Want Planning, Network & Sharing Opportunities



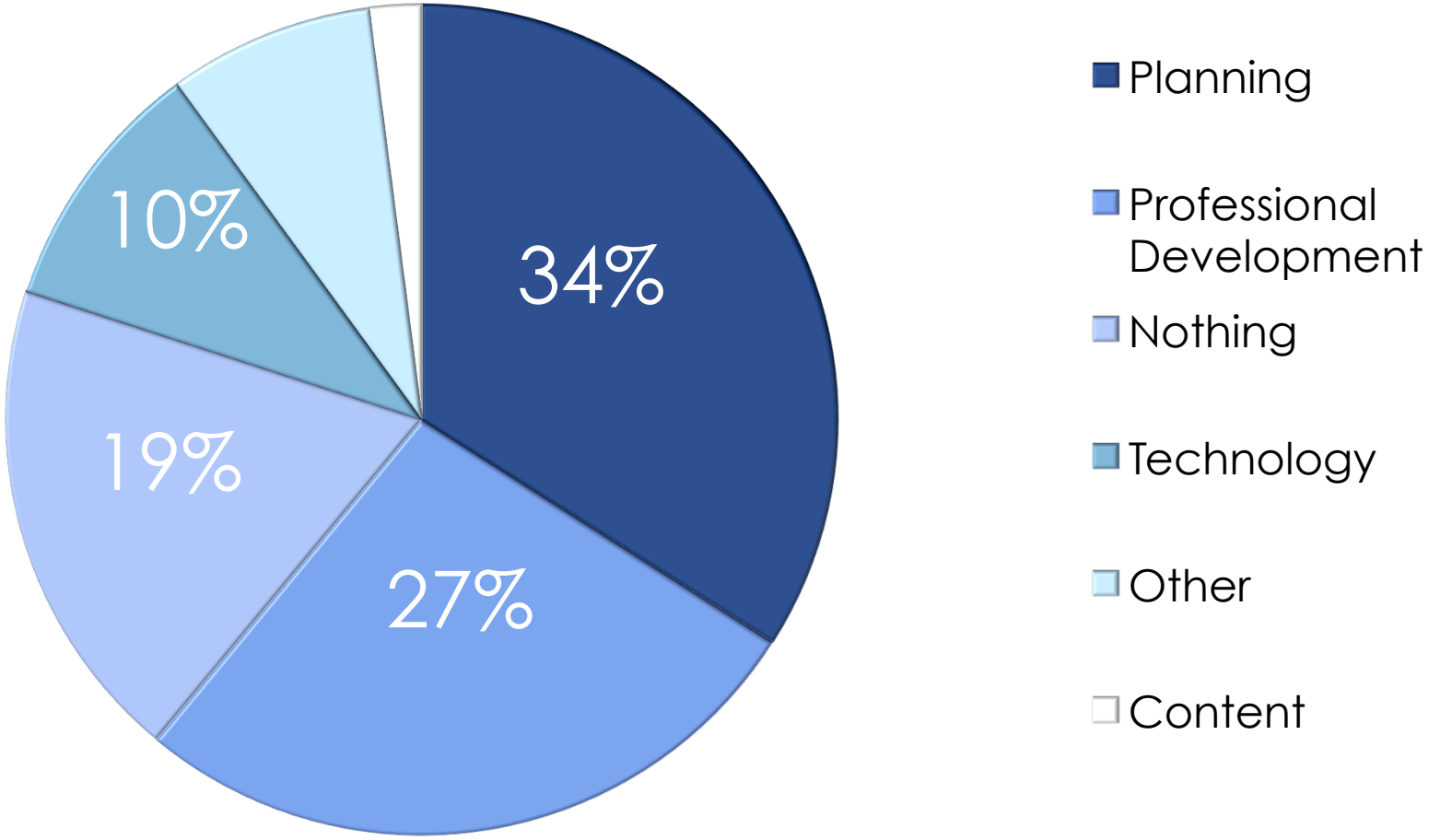
Planning/Networking Comments

- A professional network that meets regularly to share ideas, successes, and challenges.
- I would love examples and models from top performing blended model schools!
- Staff and community support
- More help in transforming an already existing system into a more blended model

Professional Development Comments

- This requires regular, high quality professional development.
- Ongoing professional development provided by ODE and the software provider.

Many Would Plan More Next Time



Do Differently: Planning

- Start with a comprehensive plan and work backwards
- Slow down. Build more internal teacher leadership in blended learning before launching it district wide.
- The consortium concept is an excellent way to begin planning.
- Develop a comprehensive plan before moving forward.

Do Differently: PD

- I would have teachers participate in an online course to learn about the ideas and concepts behind blended learning by do it.
- Plan more professional development for teachers prior to implementation and get assistance in selecting content providers

Do Differently: Technology

- Conduct a comprehensive review of platforms and delivery models.
- Ensure that the infrastructure was adequate to provide a stable environment.
- More planning, more training, more time.

The Learning Accelerator

Ohio Blended Learning Survey

April 2015 / Preliminary Data

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