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<th>Capital Outlay 600</th>
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Adjusted Allocation: 0.00
Remaining: -3,866,413.92
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

1. Project Title: Sparking Innovation: Individualizing Learning with a Customized 21st Century Educational Platform

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

The problem will directly impact student achievement by preparing all K-8 students for college and career readiness by the development and implementation of a rigorous, individualized approach to intervention, remediation, and enrichment, and through the utilization of emerging technologies and proven teaching and learning strategies. Through the use of cutting edge technologies, including iPads and individualized learning plans, students will be immersed in high-level differentiated instruction that will support individualized growth. By utilizing valid and reliable diagnostic assessments and adding individualized learning components to the high-quality, core-aligned Math and English Language Arts resources, this project increases the resources available to our students and enables them to move beyond the traditional limitations of classroom and grade-level course work, and into unique, specialized, and personally defined curriculum.

5013 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   First Name, Last Name of contact for lead applicant: Susan Hayward, Ph.D.
   Organizational name of lead applicant: Beavercreek City Schools
   Unique Identifier (IRN/Fed Tax ID): N/A
   Address of lead applicant: 3040 Kemp Road; Beavercreek, OH 45431
   Phone Number of lead applicant: 937-426-1522
   Email Address of lead applicant: susan.hayward@beavercreek.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:
   First Name, Last Name of contact for secondary applicant: N/A
   Organizational name of secondary applicant: N/A
   Unique Identifier (IRN/Fed Tax ID): N/A
   Address of secondary applicant: N/A
   Phone number of secondary applicant: N/A
   Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

N/A

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The team responsible for the implementation of this project include: Superintendent, Treasurer, Curriculum Director, Special Education Director, Technology Director, Curriculum Department, and K-8 Principals. Each of these individuals possesses unique leadership strengths and communication skills that, when combined, provide a wealth of expertise for the implementation of large-scale, district-wide initiatives. Beavercreek City Schools has received and implemented several grants of various amounts, each of which were implemented with fidelity. Dr. McGothin, Superintendent, Dr. Hayward, the Curriculum Director, and Pat Shannon, the Special Education Director, have implemented large-scale projects. These include: Ohio Schools to Watch, Response to Intervention K-12, ODES Implementation Pre-K-12, Student Growth Measures Development Pre-K-12, Race to the Top, Middle School Model, Second-shift School, Virtual Learning Academy, and After-school learning programs. In addition, Dr. Hayward has served as an E-Tech reviewer for Ohio's Online State Professional Development Plan, e-Read Ohio facilitator, and expert reader for the Ohio Department of Education Reading First grants.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

- New - never before implemented
- Existing and research-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

The Problem: Despite in-class differentiation, interventions, enrichments, and leveled instructional courses, individual student needs are not being fully met within our district. Analysis of our K-3 diagnostic and 4-8 value-added data shows that our students do not make the desired academic growth based on their individual ability levels. The Innovative Solution: Through this project proposal, we seek to put an end to our K-8’s educational practices and implement personalized English Language Arts (ELA) and Math Common Core State Standards (CCSS) aligned curriculum and core instruction. The project utilizes Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and MAP for Primary Grades (MPG) as the primary assessment tool. The assessments, given three times a year, provide a wealth of detailed information for teachers, parents, and administrators, allowing us to accurately target individual student academic needs and measure student achievement in Math and ELA. NWEA assessments test students differently, allowing teachers to see their students as individuals, with their own knowledge base. With flexible delivery options, the assessments scale to fit the needs of each student. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. eSpark, an educational technology corporation, utilizes the data collected from NWEA assessments to develop a rigorous, adaptive, supportive, and personal curriculum for each K-8 student in Math and ELA. Upon analysis of NWEA data, students and teachers collaborate to identify targeted areas of learning to occur within students’ eSpark learning platform. eSpark’s innovative design provides teachers and students access to powerful learning tools, including more than 100,000 educational apps, electronic books, podcasts, and tablet-friendly websites on the iPad platform. eSpark leverages open third-party content by curating it according to quality, CCSS alignment, and evidence of effectiveness and creating individualized plans to guide students through personalized “quests,” which include formative assessments, instructional videos, performance tasks, and educational apps that have been vetted and sequenced. eSpark’s Teacher Dashboard enables teachers to monitor student progress and adjust students’ individual plans/goals. eSpark’s Data Science team uses data to measure the success of each CCSS domain, evaluating its impact on achievement growth and student engagement. This review process allows eSpark to target resources toward activities that demonstrate real and sustainable improvements in student learning. eSpark intelligently evolves, based on newly available content and analytics on what's actually working, to raise student achievement. To prevent student fatigue, NWEA mid-year assessment results will be...
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Draft A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please incorporate the five-year forecasts of each of your district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

D) IMPLEMENTATION - Timeline, implementation and contingency planning

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

For the 1st year of the grant, the cost savings are a result of the implementation of this project proposal in years 2-5 will be limited to the annual costs for the resources allowing us to personalize the learning for each student and the associated technology costs. These are annual recurring costs with our project, no new costs are anticipated. These are: eSpark ($298,767.00), Northwest Evaluation Association assessments (MPA/MPG – $68,175.00), Technology Trainer ($51,000), Casper Mobile Device Management Software ($26,150.00), 1GB network connection ($61,320.00), PoE Switches ($46,384.00), Wireless Service for the 5 years ($10,248.00), Upgrade to 1GB network connections for the 5 year contract ($67,968.00). MVECA fee for 1GB for 5 year contract ($4,062.92). Each of these upgrades is necessary for the dramatic increase in wireless technology devices resulting from each K-8 student actively engaging in iPad technology.

Summative evaluation (MM/DD/YYYY): 8/25/2015 - 9/30/2015

Upon implementation of this project, significant changes in instructional and/or organizational practices will occur. While high-level primary instruction will continue to be delivered by our teachers, eSpark's individualized learning platform on the iPad will be integrated into instructional practices, becoming a method for personalizing primary grades' learning centers and individualizing our approach to intervention, remediation, and enrichment both in and outside the classroom walls. This innovative approach to technology integration will change instruction from being limited to primarily whole-group and small-group experiences to including personalized learning experiences for individual students. With the addition of our mobile device platform, the innovative learning platform, we will be able to eliminate the need for part-time Intervention Tutors who focus on Math and ELA small-group instruction. When combining our teachers' expertise, the rich data from NWEA assessments, and eSpark's learning platform we will be able to create personal learning plans to meet the needs of each student in grades K-8. Additional reductions in K-8 core subject/materials adoption and Math/ELA CCSS support resources/materials will occur as a result of the additional instructional resources of the eSpark learning platform and iPad technology. We will also be streamlining and reducing our existing assessment and remediation tools for K-8, eliminating the redundant and duplicative assessment tools currently being used within the district. The use of NWEA assessments will bring consistency and allow our staff to gather extensive, detailed information about students' readiness levels, strengths, and weaknesses. Of the currently available assessments, we feel that NWEA is the most reliable, valid, and comprehensive as related to Math and ELA while also providing access to immediate results.

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

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E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Although relatively new, tablet technology such as iPads have been deployed at scale in school systems since 2010. In 2013, Apple reported that over 8 million tablets have been sold to education institutions, with 4.5 million iPads being sold to U.S. educational institutions alone (Paczkowski). In partnership with schools, eSpark has been documented to significantly impact student achievement in Reading and Math. In Lopuch's (2013) study of eSpark implementations, it was found that most eSpark students dramatically exceeded academic expectations by the end of the academic school year. When a student's progress is calculated against academic growth in Math and Reading, students achieved growth equal to or better than state averages for each week matches observed in the classroom, regardless of devices detected in a control. Assessment results showed that eSpark's learning platform, we will be able to create personal learning plans to meet the needs of each student in grades K-8. Additional reductions in K-8 core subject/materials adoption and Math/ELA CCSS support resources/materials will occur as a result of the additional instructional resources of the eSpark learning platform and iPad technology. We will also be streamlining and reducing our existing assessment and remediation tools for K-8, eliminating the redundant and duplicative assessment tools currently being used within the district. The use of NWEA assessments will bring consistency and allow our staff to gather extensive, detailed information about students' readiness levels, strengths, and weaknesses. Of the currently available assessments, we feel that NWEA is the most reliable, valid, and comprehensive as related to Math and ELA while also providing access to immediate results. To transition our district to 21st Century learning capabilities, technology infrastructure changes, including research partnerships with our regional Information Technology Center (MVCEA), network line connections. With the implementation of 1-1 iPad technology, we will implement 4-6 classroom computers within individual K-8 classrooms. Additionally, because an increased amount of student learning will occur digitally, copying and printing needs will be significantly reduced.

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21. Is this project able to be replicated in other districts in Ohio?

   [ ] Yes  [ ] No

22. If so, how?

Our model for implementation can be fully replicated by districts. We will provide access to our working documents and grant proposal research and data, enabling any building or district to apply our processes to meet the needs of their own student population. Full access to a site visit with our administration, teachers, and parents would also be made available to those interested in replicating our project. In order to replicate our process, a school or district would need to research our proposal and identify their own technology capabilities, assessment resources, stakeholder interest, financial sustainability, and district-level commitment to the initiative. Our project implementation timeline would provide districts with the necessary framework to adapt the process to the scale of any building or district. At this time, we do not intend to increase the scope and scale of this project because there is no trend data available to support implementation beyond K-8 integration.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

We expect significant, quantifiable growth in individual student achievement in Math and ELA by meeting the needs of each K-8 student. This will be evidenced by the NWEA mid and end of year assessments, eSpark’s assessment tools (quizzes, tests, performance assessments, goal leveling), ODE Value Added results, and student, parent, and teacher surveys. Through this project, we will measure the impact of the personalized eSpark learning platform (learning quests) using multiple methods throughout the school year. NWEA results will be analyzed twice a year for each student comparing the Winter to Fall test results and the Spring to Winter test results. We anticipate students to demonstrate 190-200% growth in their eSpark focus CCSS domains as compared to the other areas of the grade level curriculum. Ohio Value-Added results will be analyzed yearly for NCE and percentile gains. Assessment tools within the eSpark learning platform will be utilized for determining students’ engagement and achievement growth. Additionally, Student, Parent, and Teacher surveys will provide qualitative supporting evidence of the lasting impact on student achievement and the effect of increased resources to the classroom. These surveys will also provide quantifiable evidence of lasting changes in instructional design and delivery. We will continue the educational and financial investment of this project beyond the 5-year sustainability period because research states that meeting the needs of individual student achievement is the best instructional methodology. Foundation-based educational research clearly identifies individualizing the instructional process for students leads to increased student achievement, motivation, and engagement (Bandura, Bloom, Dewey, Reo, Tomlinson, and Vygotsky). The project framework identified within this grant proposal will allow us to continue implementing this educational initiative with fidelity. We also understand that as new educational delivery methodologies emerge through technology evolution, we will need to adapt our framework to capitalize on new opportunities.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

We expect significant, quantifiable growth in individual student achievement in Math and Reading. Our students will complete math and reading NWEA tests in the fall, winter, and spring of each year. We prioritize this measure of effectiveness because it is an independent, nonprofit assessment tool that is backed by high quality research. Research on eSpark has shown statistically significant achievement growth using NWEA data. Among students who used eSpark and completed NWEA tests in the 2012-2013 academic year, the average growth across 47 Common Core domains and grade levels was 173% of NWEA expectations across. In other words, eSpark students nearly doubled expected growth in their target Common Core domains. If the NWEA expectation for typical growth for a given set of eSpark students was 5 RIT points, those students typically grew 8.65 RIT points. These estimates are based off of a sample of over 5,000 students. We believe we can recreate if not exceed these results with our high-fidelity implementation of the program. We will judge the success of our program if we can also demonstrate statistically significant increases above and beyond NWEA expectations for typical growth. We also recognize the importance of measuring benefits beyond standardized test scores. NWEA results suggest that students who score at or above the 70th percentile are associated with a high probability of entrance to college. Another marker of long term success of this project will be whether we can significantly increase the share of students who meet this predictor of college readiness. We will also measure success with ODE Value Added results. Due to the individualized nature of the eSpark learning platform, we expect to see measurable growth in all five quintiles of the Value-Added data in grades 4-8 in both Math and Reading. Additionally, we hope to observe other key program outcomes which may or may not be easily measured. (1) Increased student engagement - bolstered by the multi-modal environment the iPAD content and eSpark will provide (2) Increased teacher comfort/aptitude with technology - we hope to observe this develop over the course of the school year (3) Evolution of instructional practice - as teachers gain familiarity with these tools they are better positioned to take advantage of blended learning models not possible using traditional resources.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The NWEA MAP reports data at a level in a way that makes program evaluation easy and accessible. Score reports contain three critical components. First, NWEA reports RIT scores at the domain level. Instead of reporting one math score, each student report will show separate scores for Operations and Algebraic Thinking, Number Sense, Measurement & Data, and Geometry. Second, NWEA reports also include expectations for typical growth based on a national sample of millions of students. Expectations for typical growth are a function of students’ fall baseline scores, so these expectations are personalized at the student level. These estimates are based on large, nationally normed sample. Using that data, we can estimate each student’s growth relative to her personalized expectations in domains she targeted with eSpark. This analytical strategy has two primary benefits: (1) it controls for unobserved selection because the impact is estimated across domain-specific scores for each student, and (2) a proper counterfactual is estimated from the NWEA nationally normed sample. Consider the following example. A 5th grade student, Mackenzie, uses eSpark to improve her algebra skills. The data from her fall and spring NWEA exams reveal that she exceeded expectations in algebra by 40% and she exceeded expectations in geometry by only 10%. Since she only used eSpark to target algebra, not geometry, the difference in her growth scores serves as an estimate of the eSpark effect. Two-sample t-tests will be used to evaluate whether mean differences in scores are statistically significant. As we apply this to all of our students, we will also use Kolmogorov-Smirnov tests to identify whether the entire distribution of students differs between their eSpark focus areas and all other Common Core domain areas. These program evaluation studies will be completed with each cycle of longitudinal data. Since score reports from the winter and spring testing cycle are typically delivered in February and June, respectively, program staff will quantitatively evaluate the success of the program at least twice per year. If NWEA results do not show statistically significant improvements at these points, student diagnoses will be recalibrated and curricula will be adjusted to better fit student needs. Similarly, we will evaluate whether there is a statistically significant increase in the trend of students scoring at or above the 70th percentile on NWEA exams, our proxy benchmark for college readiness. This comparison will involve a simple t-test in differences in the share of students meeting this threshold in the fall, winter, and spring of each year. To measures success using the Ohio Value-Added data, we will look at both the NCE points for the cohort groups utilizing the eSpark learning platform, as well as the student-level Value-Added Data in NCE and percentile points. By design, Ohio’s Value-Added metric assess the impact schools have on students’ academic performances. By using this metric, we will be able to assess the impact of the eSpark learning platform on student achievement. In addition to student achievement, further program outcomes mentioned in question 24 will also be measured. (1) Increased student engagement - will be gauged by teacher feedback surveys deployed during initial professional development sessions and during end of year surveys. Our eSpark partner will provide data on student engagement with apps. (2) Increased teacher comfort/aptitude with technology - will also be measured through teacher survey. (3) Evolution of instructional practice - will be measured through a combination of teacher survey and classroom observation by eSpark and district staff.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today’s date.

Accept William McGlothlin, Ed.D. Superintendent Beavercreek City Schools October 25, 2013 | Accept Ernie Strawser Interim Treasurer Beavercreek City Schools October 25, 2013 | Accept Susan Hayward, Ph.D. Director of Curriculum and Instruction Beavercreek City Schools October 25, 2013