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Adjusted Allocation: 0.00

Remaining: -200,431.00
### A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. **Project Title**: Quality Student Growth Measure Development and Statewide Dissemination

2. **Executive summary**: Provide an executive summary of your project proposal and which goal(s) in question if you seek to achieve. Please limit your responses to no more than three sentences. Expanding on a successful Instructional Improvement System pilot experience and fully utilizing its capabilities, Oregon City Schools’ non-value-added teachers will collaborate with Bowling Green State University faculty to develop high quality pre-post assessments that evaluate student growth with a high degree of reliability and validity. Once teacher training, assessment development, field testing, item analysis, and revisions have been completed, these grade 3-11 content area New Learning Standards-aligned assessments will be made available to districts statewide to assist in the collection and use of student learning objective data. The Straight A Fund goals of student achievement, spending reductions in the five-year fiscal forecast, and utilization of a greater share of resources in the classroom are all met in this proposal through focused planning and targeted, data-driven instruction resulting from high quality assessment of student learning, the significantly reduced, or in some courses, completely eliminated need to purchase vendor student growth assessments (for both OCS and participating districts), and the full exploitation of the valuable classroom resource that is the IIS.

<table>
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<th>3524</th>
<th>3. Total Students Impacted:</th>
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4. **Lead applicant primary contact**: - Provide the following information:

   **First Name**, last Name of contact for lead applicant: Dawn Henry, Director of Teaching & Learning

   **Organizational name of lead applicant**: Oregon City Schools

   **Unique identifier (RIN/Fed Tax ID)**: 044602

   **Address of lead applicant**: 5721 Seaman Road, Oregon, OH 43616

   **Phone Number of lead applicant**: 419.698.6000

   **Email Address of lead applicant**: dhenny@oregoncs.org

5. **Secondary applicant contact**: - Provide the following information, if applicable:

   **First Name**, last Name of contact for secondary applicant: Thomas Konacki, Director of Sponsored Programs & Research

   **Organizational name of secondary applicant**: Bowling Green State University

   **Unique identifier (RIN/Fed Tax ID)**: 517204

   **Address of secondary applicant**: 106 University Hall, Bowling Green, OH 43403

   **Phone number of secondary applicant**: 419.372.2481

   **Email address of secondary applicant**: tsp@bgusu.edu

6. **List all other participating entities by name**: Provide the following information for each additional participating entity, if applicable: Mention **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.

- **Organizational name**: CAES
- **Unique identifier (RIN/Fed Tax ID)**: 001515
- **Address**: 602 Marion Avenue, Columbus, OH 43215
- **Phone Number**: 614.292.1642
- **Email Address of contact**: cdes@osu.edu

- **Organizational name**: OCS
- **Unique identifier (RIN/Fed Tax ID)**: 044602
- **Address**: 5721 Seaman Road, Oregon, OH 43616
- **Phone Number**: 419.698.6000
- **Email Address of contact**: dhenny@oregoncs.org

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.

8. **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 partners.**

   **Drs. Toni Sondergeld & Rachel Vannatta Reinhart, CAES Co-Directors & Professors in Assessment, Research, & Statistics**, served on Ohio’s Performance Assessment Pilot ELA Range Finding Committee; presented sessions on how to create high quality & rigorous LEA assessments for OTES at DOE’s Connecting the Dots Symposium; developed a reading program training assessment for an evidence-based reading intervention to be utilized in their certification process; facilitated teacher PD on data-driven decision making; developed & regularly teach college courses in assessment, statistics, & research methods; & are both former K-12 teachers. In addition, Dr. Toni Sondergeld has implemented workshops on MCB item writing for National Math + Science Initiative PD trainers; & psychometrically analyzed & provided suggested revisions for the American Board for Certification of Teacher Excellence’s multiple-choice written assessments for teacher certification. An educator & administrator for 28 years, Dr. Craig Metller will be joining the CAES team as an expert consultant in assessment. He teaches courses focused on the application of action research to promote educator empowerment, school improvement, research methods, & educational assessment methods. Dr. Metller has consulted with numerous districts, schools, & universities & is the author of 17 books focusing on classroom-based action research, classroom assessment practices, & research methods. Evaluation support staff, Dr. Stacy Rychener & Kandy Current, have each been with CAES for 13 years & have evaluated over 50 school-based grants. CAES currently has 6 Master's & PhD students in education as graduate assistants.

### 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.

Many teachers across the state are struggling to develop high quality assessments that truly measure student growth. This is due, in part, to their lack of assessment development training or skills, and in part, because they do not have the time or resources to create and implement quality assessments for their students. In order to meet this pressing need, BSU’s CAES & OaiGon City Schools’ teachers in grades 3-11 will use Ohio’s new Instructional Improvement System (IIS) to collaboratively develop quality NSL-aligned pre-post assessments that evaluate truly student growth. To accomplish this, a multi-phase process will occur: 1) teachers will engage in intensive high quality assessment development training provided by CAES staff (developing quality learning targets, assessment blueprinting, guidelines for MCQ writing, constructed response item writing, rubric development, & reliability & validity assurances to be made for developing quality assessments) (approximately 16 hours); 2) teachers will have time to collaboratively create pre-post assessments (14 assessments) using the IIS system (approximately 16 hours); 3) CAES assessment experts will provide feedback for assessment revision; 4) teacher developed assessments will be pilot with appropriate grade level students; 5) CAES analysis of individual assessments will be conducted & reports generated; 6) teacher/CAES collaborative revisions of assessments & analysis process will be made based on the pilot data; 7) all finalized assessments with their corresponding blueprints, keys, rubrics, administration protocol, & psychometric white papers will be uploaded to the IIS & BSU’s CAES website for free access by teachers state-wide. Assessment is a significant component of a classroom teacher’s daily routine. Classroom teachers typically spend from one third to one half of their time engaged in assessment-related activities (Stiggins et al., 1992). In addition to normal classroom assessment practices, teachers in non-value-added content areas are being asked to develop appropriate vendor assessments or develop assessments that identify a year of student growth as part of the new Ohio Teachers Evaluation System (OTES) (ODE, 2012). While selecting a vendor assessment may be the easier option for teachers in non-value-added classrooms, vendor assessments are typically expensive & may not validly assess what is being taught in the classroom, leading to a possible disconnect between actual student learning & assessment results. Therefore, many Ohio districts have opted, instead, to develop their own LEA measures of student growth. The Greater Share of the assessment burden will now be able to utilize these resources to construct their own high quality assessments to assess student growth. This could result in an initial annual savings of at least $29,233.

While all district buildings receive improvement through district and RttT funds, Clay High School is the only building in the district currently in school improvement status. Their goals to improve the academic achievement of all students in the building & enhance the climate for learning & the action steps they’re taking to meet these goals are shared by all district buildings & align precisely with the goals & action steps outlined in this proposal. Included in their School Improvement Plan are the following action steps: 1) Develop & implement district-wide system of balanced assessment (formative, summative, short cycle, benchmark, progress monitoring, performance based, etc.) aligned with Common Core Standards instructions; & 2) Provide PDGPS to ensure that a district curriculum instructional practices, & assessments are aligned with state standards & implement with fidelity & b) teachers increase their knowledge base & skills on use, creation, & analysis of all types of assessments (formative, summative, short cycle, benchmark, progress monitoring, performance based, etc.). As teachers in all our buildings increase their knowledge base of research-based assessment development and practices through the HQPDQI provided by CAES & put it into practice using the IIS, we believe our students will directly benefit from an increase in tailored teaching and frequent progress monitoring.

Student Achievement Goal - When teachers are aware of their students’ prior knowledge & skills, they are better able to focus instruction on helping students grow in understanding of the content area. To ensure the knowledge & skills required for instruction are built into the curriculum & taught in the classroom, & consequently, student achievement will be increased, our school will utilize both our district’s knowledge & model curriculum frameworks, & state’s model frameworks. To increase the rigor of our core courses to ensure that students are prepared for college success, introduction of the next generation assessment, OCS purchased the ACT Quality Core (QC) for many of its core courses.

Critical assessment abilities (Spring 2013). These assessment skills will be transferable to developing LEA measures of student growth in the OTES process, as well as new abilities that will be added to the individual teachers’ personal assessment toolbox, able to be pulled out & used for daily assessment practices.

To obtain this knowledge and consequently improve student achievement, appropriate assessment skills are required. Teachers involved in this initiative will gain and/or refine their assessment monitoring.

Throughout the life of the current five year forecast, this project will save the district $278,668 in ACT QC vendor assessment costs.

12. All district buildings receive improvement support through district and RttT funds, Clay High School is the only building in the district currently in school improvement status. Their goals to improve the academic achievement of all students in the building & enhance the climate for learning & the action steps they’re taking to meet these goals are shared by all district buildings & align precisely with the goals & action steps outlined in this proposal. Included in their School Improvement Plan are the following action steps: 1) Develop & implement district-wide system of balanced assessment (formative, summative, short cycle, benchmark, progress monitoring, performance based, etc.) aligned with Common Core Standards instructions, & 2) Provide PDGPS to ensure that a district curriculum instructional practices, & assessments are aligned with state standards & implement with fidelity & b) teachers increase their knowledge base & skills on use, creation, & analysis of all types of assessments (formative, summative, short cycle, benchmark, progress monitoring, performance based, etc.). As teachers in all our buildings increase their knowledge base of research-based assessment development and practices through the HQPDQI provided by CAES & put it into practice using the IIS, we believe our students will directly benefit from an increase in tailored teaching and frequent progress monitoring.

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Critical assessment abilities (Spring 2013). These assessment skills will be transferable to developing LEA measures of student growth in the OTES process, as well as new abilities that will be added to the individual teachers’ personal assessment toolbox, able to be pulled out & used for daily assessment practices. As a result of this project, we expect at least 70-75% of our teachers achieve a student growth measure of 1 year growth, Cognomax measure captures the loss of our 2013 math test scores to the (average actual vs. expected) and 60% of the students meet or exceed the minimum criteria. Cognomax measures positive impact on all of our state reading assessments.

Because a significant portion of the funding for this grant is being invested in teacher knowledge and skills, there will no recurring costs associated with it. Once teachers possess the requisite knowledge & skills needed to create rigorous, high quality assessments, they will be able to create assessments quickly and easily using the IIS. In addition to no new or recurring costs, this proposal actually allows the district to save a significant amount of money in outside approved vendor purchases as noted below.

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 Straight 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 include the five-year forecasts of each school 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.

N/A

14. What is the total cost for implementing the innovative project?

15. What are new/recurrent costs of your innovative project will continue once the grant has expired? If there are no new/recurrent costs, please explain why.

0.00 * Specific amount of new/recurrent cost (annual cost after project is implemented)

*Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurrent costs, explain why.

Because a significant portion of the funding for this grant is being invested in teacher knowledge and skills, there will no recurring costs associated with it. Once teachers possess the requisite knowledge and skills needed to create rigorous, high quality assessments, they will be able to create assessments quickly and easily using the IIS. In addition to no new or recurring costs, this proposal actually allows the district to save a significant amount of money in outside approved vendor purchases as noted below.

16. Are there expected savings that may result from the implementation of the innovative project?

278,668.00 * Specific amount of expected savings (annual)

*Narrative explanation/rationale: Provide details on the anticipated savings of the innovative project

Throughout the life of the current five year forecast, this project will save the district $278,668 in ACT QC vendor assessment costs.

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 that are at least equal to the amount of new/recurrent costs detailed above. If there are no new/recurrent costs, explain in detail how this project will sustain itself beyond the life of the grant.

Give a man a fish, teach a man to fish. We believe that by providing additional support in the form of investment in high quality professional development for OCS teachers, we believe the dissemination of all validated assessments will enable districts across the state to sustain high quality assessment practices with only the cost of printing to consider. Teachers state-wide will have access to these assessments that validate & reliably assess student growth free of charge. All products will be held at BSUs CAES’ website, so there are no management fees for document distribution. Further, when new OCS teachers are hired, we will engage these teachers at their same grade level or OCS administrators who have participated in the training will be able to use BSUs CAES’ assessment literacy training materials to train them on these new hires.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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 will be implemented. (Stakeholders include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)
Because two of the proposal components, teacher training and test development, are both time-sensitive & time-intensive, the first month of the project timeline will be devoted to setting dates for OCS teacher-belong groups (TBTs) and CAES staff to meet. While 3-4 dates have already been set aside, more will need to be determined. Barriers to the planning phase are finding an appropriate time for each group and procuring enough substitute teachers if teachers are pulled out during instructional time. To mitigate these barriers, the Straight A Project Team has planned Saturday and after-school sessions to reduce teacher time away from students & possible shortages of available substitute teachers. CAES & the district project team planned & discussed the project through face-to-face discussions, telephone calls and emails. The district initiated a new weekly communique that goes to all district emails. The Friday afternoon. The Keep Calm Connection provides critical pertinent information such as RIT updates and meeting reminders to staff in a brief, easy-to-read format. As dates are determined, specific invitation emails will be sent to TBTs and reminders will appear in the Keep Calm Connection.

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

OCS teachers in grades K-2 have already participated in this training (AY 12-13), used the IIS to create common math EOC assessments & have begun modifying their classroom assessment practices as a result. We have heard from our teachers that once they go through this training, they are unable to go back to their, less assessment-based, practices. These teachers also requested access to the IIS fall this year to further develop classroom assessments. District administrators noted the significant value of teachers being able to quickly utilize their new learning. For example, when teachers learned the critical items of item design, they were able to use the IIS's item editor to edit the ILS items already loaded in the system to improve item effectiveness. As such, we expect all teachers who participate in this round of training to have a similar experience, resulting in enhanced understanding of student ability & growth, expanded knowledge of assessment design & evaluation, increased accuracy of student test scores & more meaningful OTCs narratives & ratings. We have seen this training has opened teachers' eyes & started wonderful conversations about how to implement instructional practices in assessment & increased student achievement. Finally, the evaluation process cited in the previous question will give us useful, relevant information about sustainability & scale up possibilities.

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.

Using assessment data to drive instruction is critical for improving student achievement. As such, BUSD's CAES & OCS began collaborating on teacher assessment literacy training & teacher-developed assessments of student growth with teachers in grades K-2 in the 2012-13 academic year. As a result, comprehensive LEA developed measures of student math ability aligned with the Common Core standards were created, piloted with students in their respective grades in the Spring of 2013, & revised using CAES analysis data. Assessments consisted of multiple-choice items that were pulled from DDE's IIS system as well as teacher-developed response items to assess higher-level thinking. Procured from NWEA, the IIS items needed to be revised (approximately 50-75% of items) to align with best practices for MCQ item writing (Brookhart & Nwok.) Rubrics for grading higher-level tasks & standardized directions for administration were also developed & implemented collaboratively by OCS teachers & CAES faculty. CAES staff then conducted psychometric analyses on the assessments & found the LEA measures of student math ability had high internal consistency (ranging from .700 to .892); assessed a wide range of abilities (no student scored less than 35% or higher than 95% on the overall assessments at the end of the year); & were validly aligned with the Common Core standards (evidenced by assessment blueprints). As CAES facilitated over 20 assessment literacy trainings in the Summer of 2013 & worked with more than 1000 teachers & administrators, one of the most common concerns teachers expressed was the lack of time to develop a rigorous & high quality assessments of student growth, regardless of whether appropriated assessment skills were possessed. Additionally, none of the school districts we worked with felt they had the ability to appropriately pilot & analyze their assessment results to refine their measures. When did our pilot process with OCS teachers in other districts often asked, "Why can't you just let us use the IIS assessments you created with Oregon City Schools since you already know they are high quality?" As an existing & ongoing initiative, and as well as the long-standing & analytically developed assessment, we are confident these quality LEA measures will be in high demand once they are created. We will share our resources with other classroom teachers statewide once they are developed.

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

Yes

22. If so, how?

The training OCS teachers will receive has already been replicated more than 20 times over the past year with more than 1000 teachers. The basic training typically takes 2 full days (8 hours each). Similar training OCS teachers will receive has already been replicated more than 20 times over the past year with more than 1000 teachers. The basic training typically takes 2 full days (8 hours each). Similar training OCS teachers will receive.

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

Student Achievement Goal: When teachers develop assessment literacy skills, they are better able to assess their students' actual abilities (reducing error) & consequently improve student achievement. The assessment literacy training has helped to increase the teacher's ability to identify areas of strength & weakness by covering the grade & will far outstrip the grant's timeframe. Quantitative measures of teacher assessment literacy skills include: increased teacher confidence & perceptions of assessment best practices, increased teacher assessment literacy skills, increased number of teachers using assessment best practices in the classroom Spending Reduction Goal - Creation of high quality materials of Course assessments for Algebra 1, Geometry, Algebra 2, & English 9, 10, & 11 the following year. Because these are annual costs, we will significantly reduce the amount of money spent on vendor assessments. Greater Share of Classroom Resources Goal - Approximately 16 assessments for grades 3-11 in varying content areas will be developed, posted, & posted online at the CAES website and in the IIS system. An unlimited number of teachers using rigorously developed assessments of student growth across the state is possible if the project is aligned with the common core standards available to teachers across the state. This project will continue after funding has ended since teachers in OCS will be able to use this training in their daily classroom assessment practices. Additionally, all assessments will remain available in the IIS system as long as the system allows & will stay on the CAES website as long as the OTES project requires pre-assessments of student growth.

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 captured by the benchmarks.

Short-Term Benchmarks (Assessments in April - June 2014) - # of assessments created (benchmark - 16 or more at varying content levels & area) - # of students who took the assessments (benchmark - 95% completion rate at each grade level) - # of teachers completing training (benchmark - 100% of teachers in OCS grades 3-8) - Assessment quality (benchmarks: validity - alignment with common core standards; reliability - 70% internal consistency or greater; stretch: ability to assess students at all ability levels) - OCS teacher assessment skills improved (benchmark - significant growth from post-pilot assessment at .05 alpha level) - OCS teacher confidence in assessment best practices skills improved (benchmark - significant growth from pre-pilot survey at .05 alpha level; perceptions improved qualitatively)

Full teacher utilization of IIS to create high quality assessments & analyze results for use in instructional planning & calculating student growth (Goal 3) - Elimination of 4 ACT QD EOC exam purchases (Goal 2) Long-Term Benchmarks - OCS & teachers across the state will now have assessments aligned to Ohio's NLS standards (content validity) that produce reliable results. Thus, long-term benchmarks include the following - Student pre-pilot achievement gains (Goal 1) - Increased number of reliable and reliable pre-assessments of student growth (available through IIS system & CAES website) - Elimination of all ACT QD EOC exam purchases (Goal 2)
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.

A mixed-methods evaluation approach will be used to help the evaluation team understand both what improved & why the improvements were made. However, the greatest focus of data collection & analysis for this evaluation will focus on quantitative data. Short-Term Benchmark Evaluation: The process evaluation component will take place throughout the duration of the implementation phase of this project (February 1 - June 25). This component will assess many of the short-term benchmarks: # of assessments created, # of students who took the assessments, & # teachers completing training. Evaluating teacher assessment perceptions and skills will be done at two time points: 1) late January 2014 (prior to assessment literacy training) & 2) early June 2014. This will provide for a quantitative analysis of growth from pre- to post-training. Data will be collected with a survey of teacher perceptions (Likert-scale items & open-ended questions), & an assessment literacy test (multiple-choice items) (Mertler, 2011). Repeated measures analyses will be conducted to assess growth in quantitative measures, & content analysis will be used to assess qualitative responses. A survey of teacher perceptions of training will be conducted following each session (February - June 2014). The survey will consist of Likert-scale & open-ended questions. Quantitative results will be analyzed descriptively & open-ended questions through content analysis. Data from these analyses will be analyzed within 2 weeks of their collection to be used as formative feedback for trainers to modify PD facilitation and/or materials if needed. In June of 2014, once all teacher-created assessments have been developed, piloted, & psychometrically assessed, the CAES evaluation team will perform a content analysis to evaluate the quality of these measures. Long-Term Benchmark Evaluation: Once the new pre-post assessments of student achievement are implemented in the 2014-15 academic year, OCS will be able to compare the percentage of students meeting their SLO benchmark goals with this assessment to that of when they used their previously used assessments. It is hypothesized that since teachers will be using higher quality assessments and also possess better assessment skills that their students will perform better on these assessments.

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.

I accept. Dawn Henry, Director of Teaching and Learning Oregon City Schools