

Budget

Oregon City (044602) - Lucas County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (535)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		6,300.00	974.00	0.00	0.00	0.00	0.00	7,274.00
Support Services		43,270.00	6,689.00	139,272.00	0.00	0.00	0.00	189,231.00
Governance/Admin		3,400.00	526.00	0.00	0.00	0.00	0.00	3,926.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		52,970.00	8,189.00	139,272.00	0.00	0.00	0.00	200,431.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-200,431.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

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 9 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.

3524 3. Total Students Impacted:

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 (IRN/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: dhenry@oregoncs.org

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

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

Organizational name of secondary applicant: Bowling Green State University

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

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

Phone number of secondary applicant: 419.372.2481

Email address of secondary applicant: ospr@bsgu.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.

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.

OCS' Team Indicative of a long history of high levels of collaboration, the OCS team is comprised of teachers & administrators who will coordinate assessment literacy PD logistics, provide IIS training & oversee its utilization, ensure assessment content rigor & relevance, & work with the state to disseminate proven assessments. A former 5th grade classroom teacher & successful grant writer, Terri Hook serves the district as Lead Teacher, Resident Educator Program Director, & Vice-President of the Oregon City Federation of Teachers. Terri has been teaching for 29 years & also serves as the district's Ohio Improvement Process (OIP) liaison to our Region 1 State Support Team. Tabatha Nadolny is the curriculum coach in our newly-formed grade 5-6 intermediate school & works with teacher-based teams as they conclude mapping Ohio's New Learning Standards, developing common assessments, writing SLOs, & constructing assessment analysis tools. Our high school's Academic Achievement Coach, Caine Kolinski, is very excited about fully implementing & exploiting the IIS as he facilitates PD on flipped classrooms, works with TBTs to develop common assessments, & helps teachers improve their instruction through OTES. A 28-year educator, Director of Teaching & Learning, Dawn Henry, has written successful venture capital grants, overseen the implementation of an ARRA grant & now a \$250,000+ RtT grant, which includes the transition to the NLS, implementation of a 3-year formative assessment PD curriculum, launching OTES, & coordination of the Spring, 2013 IIS pilot. Prior to this position, Dawn was an intervention specialist, building principal, & Director of Student Services. BGSU Team The BGSU Center of Assessment & Evaluation Services (CAES) will provide assessment literacy PD, oversee assessment development & pilot process, & evaluate this project. CAES has served the assessment & evaluation needs of K12 schools, districts, & agencies for 13 years & has the experience & capacity to implement a large-scale assessment literacy initiative. CAES has already completed full scale assessment literacy trainings for 9 school districts (including Oregon City Schools in grades K-2), 3 ESCs which encompassed multiple districts, & 2 State Support Teams which also included multiple districts. 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 ODE'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 MCQ 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 Mertler 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. Mertler has consulted with numerous schools, districts, & universities & is the author of 17 books focusing on classroom-based action research, classroom assessment practices, & research methods. Evaluation support staff, Dr. Stacey 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 researched-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, & in part, because they do not have the time to create and/or appropriately pilot assessments they do develop. In order to meet this pressing need, BGSU's CAES & Oregon City Schools' teachers in grades 3-11 will use Ohio's new Instructional Improvement System (IIS) to collaboratively develop quality NLS-aligned pre-post assessments that evaluate truly student growth. To accomplish this, a multi-phase process will occur: 1) teachers will engage in intensive quality assessment development training provided by CAES staff (developing quality learning targets, assessment blueprinting, guidelines for MCQ item 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 total) using the IIS system (approximately 16 hours); 3) CAES assessment experts will provide feedback for assessment revision; 4) teacher developed assessments will be piloted with appropriate grade level students; 5) CAES analysis of individual assessments will be conducted & reports generated; 6) teacher/CAES collaborative revisions of assessments & administration protocol will be made based on the pilot data; 7) all finalized assessments with their corresponding blueprints, keys, rubrics, administration protocol, & psychometric white paper reports will be uploaded to the IIS & BGSU'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 & grade levels are now being asked to either select appropriate vendor assessments or develop rigorous, high quality LEA measures to assess 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 school or district level LEA measures as a way of ensuring assessments are aligned with classroom instruction & empowering teachers in their own evaluation process, facilitating meaningful use of test results to make decisions about teaching & learning. Our team ardently supports the idea of having groups of similar content & grade level teachers develop standardized pre-post assessments to demonstrate student academic growth. However, our experiences working with classroom teachers & research on assessment literacy suggest that most teachers do not believe they have the skills needed to develop their own high quality assessments or evaluate pre-made assessments for their own classroom needs (Brookhart, 2001; Mertler & Campbell, 2005). One reason we believe this may be is because most universities do not provide specific courses in assessment at the undergraduate level. Rather, assessment concepts are often integrated throughout or touched upon in multiple teacher training program courses (Campbell, Murphy, & Holt, 2002). While the IIS currently has a powerful test generator populated with thousands of test items, this & other resources it contains will not be fully utilized until teachers have appropriate training in effective item development and quality assessment design.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

While all district buildings receive improvement support through district and RtT 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 their 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 instruction, & 2) Provide HQPD to insure that a) district curriculum instructional practices, & assessments are aligned with state standards & implemented with fidelity & rigor, & 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 HQPD 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 they are better able to focus instruction on helping students grow in their understanding of the content (Brookhart & Nitko, 2009). To obtain this knowledge and consequently improve student achievement, appropriate assessment skills are required. Teachers involved in this initiative will gain and/or refine 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 70-79% of our teachers achieve a student growth measure rating of 3. In an effort to increase the rigor of our high school coursework, gain access to a bank of high quality, Common Core-aligned formative assessment test items, & prepare for the upcoming online testing format of the Next Generation Assessments, OCS purchased the ACT Quality Core (QC) for many of its core courses. Developing common syllabi, course maps, and deconstructing the QC standards into specific instructional targets have elevated professional conversations and increased our focus on effective teaching strategies & monitoring student growth. Teachers are currently using formative assessment bank to develop both formative & summative assessments, including assessments tied to SLOs. With high quality assessment training & access to the IIS, these teachers will now be able to utilize these resources to construct their own high quality assessments & administer them online. This could result in an initial annual savings of at least \$29,233. The Greater Share of Classroom Resources Goal - Once assessments are developed (approximately 21), they will be administered to students in April of 2014 for piloting. CAES faculty will conduct appropriate psychometric analyses & produce reports for each assessment. Assessments with their blueprints, keys, rubrics, standardized administration directions, & psychometric reports will be posted online at the CAES website for teachers across the state to utilize. An email to all Ohio superintendents & curriculum directors will be sent to inform them of the availability of these resources. Additionally, each of these assessments will be posted in the IIS system for teachers with access to the IIS system to download & use at their discretion.

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 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?

200,431.00 \* Total project cost

\* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RtT money, local funding, foundation support, etc.), and 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).

OCS implementation costs include salaries, retirement, & fringe benefits for teachers for the additional time they will spend in training (7,274.00). Support services funds will be used to pay for substitute teachers to allow release time for training, teachers for the tests they create, & BGSU CAES for professional development, assessment piloting & reporting, and project evaluation services (189,231.00) Because the project involves a large number of teachers, most of whom will not have accessed the IIS before, a teacher leader will be designated the IIS trainer/administrator who will oversee IIS training & provide technical support to teachers as they use the resource (3,926.00). ODE is funding the use of the IIS for the 2013-14 school year and district RtT funds will pay for the system's use during the 2014-15 school year.

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

0.00 \* Specific amount of new/recurring 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/recurring costs, please 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 (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

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 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.

Give a man a fish...teach a man to fish...We believe that in addition to the self-sustaining nature of investment in high quality professional development for OCS teachers, we believe the dissemination of all validated assessments will enable districts around 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 validly & reliably assess student growth free of charge. All products will be held at BGSU's CAES website, so there are no management fees for document distribution. Further, when new OCS teachers enter the district, teachers at their same grade level or OCS administrators who have participated in the training will be able to use BGSU's CAES assessment literacy training materials to internally train 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 is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

\* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/01/2014

\* Narrative explanation

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-based teams (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 faculties every Friday afternoon. The Keep Calm Connection provides critical pertinent information such as RTT updates and meeting reminders to staff in a brief, easy-to-read format. As dates are determined, specific invitational emails will be sent to TBTs and reminders will appear in the Keep Calm Connection.

Implement (MM/DD/YYYY): 02/01/2014

\* Narrative explanation

OCS teachers begin assessment literacy PD, assessment development & administration, revision of assessments based on CAES analysis & feedback, and distribution of protocol resulting from pilot findings. CAES is delivering PD, facilitating assessment development, entering & analyzing assessment pilot data, & writing pilot result reports. All grade level teams working in the project will utilize a communication tool called the Action Agenda & Articulation form developed for use by the District Leadership Team, building leadership teams, & TBTs to share information throughout each level. Because the IIS is web-based, teachers will be able to monitor the group's work as assessments are created & edited. Possible barriers to the implementation stage include the inability of individual teachers to participate in their specified training session, teacher buy-in, & teacher time to develop appropriate assessments. To mitigate these barriers we will provide teachers with an alternate date to attend training (with another group) if they are unable to attend their specified date. Teachers will be provided with stipends for attending Saturday or after school training & substitute teachers for weekday trainings. Teachers are provided with more than 40 hours of training & work time to complete the assessment development tasks. We do not foresee any barriers to implementation on the CAES side since we have multiple trainers, graduate assistants, & assessment experts able to assist in training, piloting, analysis, & report writing.

Summative evaluation (MM/DD/YYYY): 06/30/2014

\* Narrative explanation

The summative evaluation will consist of 4 main components: 1) teacher pre-post assessment perceptions & skills, 2) teacher perceptions of training survey, 3) process evaluation (people trained, instruments created, students assessed), & 4) content analysis of LEA developed assessment quality. Barriers to the summative evaluation are a short timeframe & teachers not participating in the evaluation process. The collaborative partnership already established between CAES and OCS helps to mitigate the short timeframe concern since both sides are already familiar with each other & have worked together on similar projects well. To mitigate teacher non-participation, OCS project team members Dawn Henry & Terri Hook will go directly to any non-participating teacher's classroom to collect their test/survey data if needed. Stakeholders include OCS students, administrators, teachers, parents, & community members. Communication: CAES has worked collaboratively with OCS on past projects & has a previously established high level of communication. Further, CAES & OCS collaboratively developed this proposal to meet the needs of the OCS school district & community. Thus, all planning, implementation, and evaluation components have been mutually agreed upon & designed so there should be no miscommunication in any area.

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 former, less rigorous, assessment practices. These teachers also requested access to the IIS this fall to continue using it to 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 components of item design, they were able to use the IIS's item edit functionality to edit the NWEA 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 elements, increased accuracy of student test scores & more meaningful OTES narratives & ratings. We have seen this training has opened teachers' eyes & started wonderful conversations about best 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, BGSU'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 ODE's IIS system as well as teacher-developed constructed 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 & Nitko, 2009). 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 told of our pilot process with OCS teachers in other districts often asked, "Why can't you just let us use the K-2 math assessments you created with Oregon City Schools since you already know they are high quality?" When taking time constraints, piloting & analysis limitations, as well as the requests for use of our collaboratively developed assessments into consideration, 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

No

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 content & grade level groups collaboratively create their assessments over the course of 2-3 more days. Field testing of the assessments typically requires an outside agency to assist with analysis & report writing. The IIS has been offered to all Ohio districts & over 75% of RTT districts have signed up to participate in this year's rollout. Access to both the assessments & the training that made them possible will be available on a wide scale. While this project focuses primarily on grades 3-11, we intend to scale-up to all content areas in grades 9-12. To do this, we will provide the assessment literacy training to the teachers in grades 9-12 as a part of this grant funding in the summer of 2014. We will then attempt to procure additional Straight A Funding (Round 2) to help support the development, piloting, revision, and dissemination of pre-post assessments of student growth for all content areas in grades 9-12.

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. Because we're investing in teacher assessment knowledge & skills, the benefits of the investment will extend into grade levels & subject areas not covered by the grant & will far outlast the grant's timeframe. Quantifiable 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 End of Course assessments for Algebra 1, Geometry, Algebra 2, & Biology will reduce our current ACT Quality Core costs by \$29,233. This savings will increase when we add 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, piloted, & 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 ? Increased availability of high quality assessments of student growth 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 process requires pre-post 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 easily benchmarked.

Short-Term Benchmarks (Assessed in April - June 2014) - # of assessments created (benchmark - 16 or more at varying grade levels and content areas) - # of students who took the assessments (benchmark - 95% completion rate at each grade level) - # 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 pre-post assessment at .05 alpha level) - OCS teacher confidence in assessment best practice skills improved (benchmark - significant growth from pre-post 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 QC 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-post achievement gains (Goal 1) - Increased number of valid and reliable pre-post assessments of student growth (available through IIS system & CAES website) (Goal 3) - Elimination of all ACT QC 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, & S 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