

Budget

Hamilton Local (046953) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (157)

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		0.00	0.00	0.00	0.00	141,600.00	0.00	141,600.00
Support Services		9,734.63	1,504.13	75,000.00	2,606.98	79,100.00	0.00	167,945.74
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		5,677.13	877.13	0.00	0.00	0.00	0.00	6,554.26
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
Total		15,411.76	2,381.26	75,000.00	2,606.98	220,700.00	0.00	316,100.00
Adjusted Allocation								0.00
Remaining								-316,100.00

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: Improving Student Achievement Through Total Accountability and High Expectations

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.

Hamilton Local School District will establish a comprehensive, longitudinal data, assessment and instruction system, developed by administrators, teachers and district data managers, that is accessible in real time to inform decision-making at the student, classroom, teacher, building, and district levels for the purpose of improved student growth and achievement and to utilize greater resources in the classroom.

3. Total Students Impacted: 3346

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Susan Witten PhD

Organizational name of lead applicant: Hamilton Local School District

Unique Identifier (IRN/Fed Tax ID): 046953

Address of lead applicant: 775 Rathmell Road, Columbus OH 43207

Phone Number of lead applicant: 614-491-8044 x 1209

Email Address of lead applicant: switten@hamilton-local.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: 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.

Project Director. Susan Witten, Ph.D., Assistant Superintendent for Teaching and Learning. She has been a district administrator for 13 years. She taught at The Ohio State University and worked at the Ohio Department of Education, where she guided the development of academic standards and implementation of Entry Year and LPDCs. At Hamilton Local, she has led improvement initiatives such as common, short-cycle assessments and databased decision-making. Witten oversees accountability, grants, curriculum, instruction, assessment, and human resources for licensed staff. Witten led the district to earn a 21st Century Grant, Learn & Serve grants, High Schools That Work grants, a Literacy Initiative grant, a math consultant grant, and foundation grants from Martha Holden Jennings Foundation, Columbus Foundation, and VH1. Under her leadership the district has partnered with The Ohio State University in grant-funded research, with Ohio Dominican University and Otterbein College in providing grant-funded professional development to district teachers, and with the ESC of Central Ohio on a Early Literacy grant. She has served as a grant panelist and panel chairman for the Ohio Arts Council and the National Endowment for the Arts and as an evaluator for a statewide Javits grant. Project Coordinator. Carole Morbitzer, High School Math Teacher. She will supervise project implementation and related professional development. She has served for seven years as a high school mathematics teacher, department chair, and district math teacher leader. Morbitzer developed the district math curriculum and creates blind, short cycle math assessments for the middle and high schools. She is the district's Smart technologies trainer and has piloted innovative practices with Hamilton students and teachers. She holds a teacher-leader endorsement and a M.Ed. in administrative leadership. Morbitzer is the 2013 Ohio Teacher of the Year and has received the Presidential Award for Excellence in Mathematics Teaching and the Ohio Council of Teachers of Mathematics Outstanding Mathematics Teachers award. Technology Coordinator. Lisa Buchanan, Director of Technology. She will oversee the purchase and preparation of the technology components of the project grant. Buchanan has an M.A. in educational administration, and in her 22 years with Hamilton Local has previously served as a classroom teacher and instructional technologist. Over the last nine years, Buchanan has helped integrate technology into the educational program. All classrooms have and use interactive white boards and web-based tools and resources; fixed and portable computer labs are available in each building; teachers use blended learning options; and a pilot 1-1 iPad program for Algebra I students is being piloted this year. Technology Integration Specialist. Adam Beggrow, Computer Applications Teacher. He will work with staff members to maximize use of portable technology and access of data. Beggrow has an M.Ed. in educational administration and has served Hamilton Local as a mathematics teacher and computer applications teacher. Beggrow coordinates computer-based assessments and provides training to teachers on the use of technology applications and tools.

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.

Hamilton Local's poverty rate is 62%. Many students do not come to school ready to learn and many of our parents do not have the academic background or resources to provide learning supports at home. A decade ago, district teachers formed professional learning communities that developed aligned, grade-level learning goals, and common assessments that would provide student data. Administrators led analysis of data and facilitated related action planning. Using information available from test scores and district-wide assessments, teams created achievement profiles that have helped them plan instruction and create interventions. The strategy has been effective. As a result, Hamilton has achieved an academic rating of "A" from the Ohio Department of Education. However, student progress in some areas is stalled. The main problem is the sheer volume and distribution of student data in various widely dispersed and incompatible databases and warehouses. Some data are on paper, some on disks, and some are managed on the virtual cloud. Data integration requires that each teacher spend upwards of 60 hours a year digging for, analyzing, and correlating data. The resulting gaps and inconsistencies in the data sets have decreased their analytical precision. The task of combining and relating various data sets to develop timely sharply focused views of student achievement remains

challenging. A comprehensive longitudinal data system with easy teacher and administrator access will allow teachers to focus more of their time on classroom instruction, resulting in a more effective, differentiated instructional environment leading to increases in student growth and achievement. Grant dollars will allow the district to build a database of comprehensive, longitudinal, real-time student data system and to purchase the technology needed to use for assessing achievement gaps leading to more precise decision-making at the student, teacher, classroom, building, and district levels. Our solution is a customized database developed by Performance Matters. The database will combine data from multiple sources: state tests and diagnostics, locally designed short-cycle and year-end assessments; nationally normed achievement assessments; readiness assessments; grade reports tracked with Progress Book; student demographics, attendance and discipline records; and other relevant metrics. Teachers will access dashboards of individual, grade-level, building-level and district-level progress and create reports to inform classroom instruction and to identify intervention needs. They will also be able to use these reports to create more precise student learning objectives. Administrators will use the system to track progress and as a basis for decision-making and teacher evaluations. Access points will include desktop computers and portable devices. All licensed staff will be trained to use the database for daily instructional planning. High school math and science classrooms will receive classroom sets of mobile devices to extend their use of technology embedded instruction and allow students access to their own data and to learning resources. Installation of the database system will take six months, including field testing and training of data managers. After the grant period, the district will expand the initial platform by creating and installing related instruction and intervention strategies and resources for use by teachers for students in the classroom, by students on their own in the classroom, and by parents for use with their children at home.

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.

The project will (1) increase student achievement and (2) enable utilization of a greater share of resources in the classroom. Hamilton Local's progress and success on the state report card measures show that our focus on high expectations and accountability, particularly through our tracking of student performance using multiple measures, helps students overcome the deficits of poverty and results in increased achievement. However, there is still room for growth. Grant dollars will allow the district to free up instructional hours to deepen this work. Teachers have been spending more than 60 hours apiece each school year locating, correlating and analyzing student outcomes information from various sources. After this project is implemented, they will spend most of those 60 hours on instruction based on more precise student data. This sharpened focus will result in increased student achievement.

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?

333,530.00 * 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, RttT 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.).

Total cost of the project is: \$333,530 broken down into \$316,100 in requested grant funds; \$12,618 in local funds used for project coordination costs (Project Director, 120 hrs. x \$65.59 plus Technology Director, 80 hrs. x \$59.34); \$4812 in local funds for data transfer (3 data management teachers x 40 hours each x \$40.10). The \$316,100 Straight A Fund grant request includes: \$75,000 for a purchased 4-year service contract with Performance Matters that includes the installation, implementation, and training for a comprehensive and longitudinal P-12 data and assessment system that will service the entire district, including the transfer of existing data into the system. \$141,600 for instructional costs for student mobile computing devices (360 x \$350 = \$126,000), and charging carts (12 x \$1300 = \$15,600) to provide student access to their own data and instructional resources. \$63,000 for support services for teacher mobile computing devices to provide ongoing access to data and use for planning and instruction (180 x \$350 = \$63,000). \$16,100 for support services for laptop computers for data managers and project director (7 x \$2300). \$2606.98 for instructional supplies, including electrical cords/surge protectors, stylus, and cables for scanners/printers. \$11,238.75 in salaries and benefits for extended service contracts for project implementation (Project Coordinator, 150 hrs. x \$62.46 and Technology Coordinator, 37.5 hrs. x \$49.86). \$6554.25 in salaries and benefits for extended service contracts for the provision of professional development design and delivery (Project Coordinator, 75 hrs. x \$62.46 and Technology Coordinator, 37.5 hours x \$49.86).

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.

80,175.00 * 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.

The two areas of recurring costs are: 1 a contract with Performance Matters @ \$25,000 per year, beginning in January 2018 to provide the continuation of the web based data management system; and 2. insurance, maintenance, and replacement of technology equipment @ \$ 55,175 per year, beginning with the 2014-15 school year, based on current yearly average cost of one-fourth of the cost of the technology (.25 X \$220,700). Currently the district is spending \$20,000 dollars a year for insurance, maintenance, and replacement of technology equipment. The technology purchased by this grant would add \$35,175 to this current annual expenditure. As a result, recurring costs would be: FY 15, \$55,175 (technology upkeep); FY 16, \$55,175 (technology upkeep); FY 17, \$55,175 (technology upkeep); FY 18, \$80,175 (Performance Matters contract plus technology upkeep); and FY 19, \$80,175 (Performance Matters contract plus technology upkeep). New annual costs, in addition to current technology upkeep expenses, would result in: FY 15, \$35,175; FY 16, \$35,175; FY 17, \$35,175; FY 18, \$60,175; FY 19, \$60,175. Project Coordinator and Technology Integration Specialist positions will no longer be necessary. The project will continue under the direction of the office of Teaching and Learning with support from the Technology Director and the data managers and tech support team members currently on staff.

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

39,600.00 * 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.).

A savings of \$39,600 will come from using technology rather than textbooks in high school science and math classes. At the high school level, textbooks average \$100.00 per student. With enrollment in science and math classes averaging a total of 1980 students, it would cost \$198,000 over 5 years to provide textbooks. An even larger savings will result from a redistribution of teacher time. Teachers will be able to redirect time from compiling, combining, and analyzing data and instead spend time on instructional planning and delivery. This results in a savings of an estimated 35 hours per year for 170 classroom teachers (totaling 5950 hours), 144 total hours a year for members of intervention teams (RtI, IEP, MFE), and approximately 1000 hours total yearly spent by instructional support teachers. At an average teacher hourly cost of \$40.10, this results in \$248,379.40 (6194 hours x \$40.10) that can be reinvested in classroom instruction and instructional coaching (6194 hours x \$40.10) rather than on data collection, entry and analysis.

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.

Funds from this grant will pay for one-time, initial staff and equipment costs to implement the project. Other expenses needed for equipment upgrades and professional development already are in the Hamilton Local budget. Teacher training and evaluation are not add-on expenses, as these responsibilities already are built into our Teaching and Learning program, and professional development time is built into the calendar. Instructional support teachers also are a continuous part of our budget. Furthermore, the district already committed dollars in its budget during the next five years to maintain student data. It has spent an average of \$130,000 annually on technology since 2010, and has budgeted \$130,000 per year for technology, including \$20,000 annually for upgrades and system costs, through 2018. Currently, all Hamilton Local classrooms have Smart Boards with projectors. Each building has a minimum of two computer labs, and each building has at least one laptop cart and one iPad cart. We have technology staff in place to maintain the equipment and train teachers. We already have a system for updating instructional resources, and as the new data system develops we will devise a layer of accountability and training for teachers, parents and students. This grant will boost our resources by allowing us additional dollars to purchase needed technology. We also had already committed \$218,000 annually for instructional support teachers and \$219,000 for two full time tech support teachers. Our five-year forecast has the district in the black through FY 18, with a \$7,000,000 surplus. We have no plans in the next five years to ask for a tax increase to sustain district programs. After the initial purchase and implementation of the database system and associated technology, the Hamilton Local budget will return to the level budgeted at the time the Straight A funding proposal was submitted. Funds for the continuing contract with Performance Matters will be offset by eliminating contracts with other vendors that are currently used for assessment design, data analysis, and intervention resources. Once the initial databases are transferred and the new database is operational, there will not be a need for additional personnel cost. Staff members who currently enter and manage data will retain their data management roles, however much of their time will be reallocated to have more direct impact on the classroom. The district Technology Office annually budgets for technology upkeep and has staff members in each building to provide ongoing support of the technological aspects of the database and its use. Project oversight will remain in Office of Teaching and Learning however a project coordinator will no longer be needed. The most significant impact on sustainability will be the value of the system for efficient and effective decision-making.

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): 10/22/2013

* Narrative explanation

Grant development and writing. Need for a comprehensive database was identified through year-end accountability discussions and 2013-14 action planning facilitated by the Superintendent with all district administrators and input from all teachers serving as data managers. Investigation of vendor products and discussions of options took place with these same stakeholders. Identification of technology needs and related costs was led by the Director of Technology. The leadership team identified human resource needs, such as staff expertise and professional development. The proposed project and its potential impact were discussed with the Community Partners who represent local businesses, churches, nonprofits, and parents. The Partners endorsed the project. Ashland University and The Ohio State University also endorsed the project as future partners in professional development and research. The Assistant Superintendent proceeded with the Superintendent, Treasurer, and leadership team to finalize the project concept and assure alignment with district goals. Mid-stream adjustments were made after ODE webinars that clarified that funding was not for one or two years, but only 6 months. The initial project plan was scaled back to accommodate the shortened funding cycle. The leadership team and treasurer collaborated to finalize the project proposal for submission.

Implement (MM/DD/YYYY): 09/30/2013

* Narrative explanation

December 18: Announce grant award and begin communication updates through monthly board of education meetings, the district web site, quarterly print newsletter delivered to every house in the district, and electronic weekly superintendent update, coordinated by the Director of Communications. December 18: Finalize contract with Performance Matters, coordinated by Project Coordinator with Treasurer's office. January 10: Submit requisition for purchase of technology, coordinated by Project Coordinator with the Technology Director and the Treasurer's office. January 15: Begin coordination of databases for incorporation into new system, coordinated by Project Coordinator. The challenge will be the various formats of existing databases. Fortunately staff is experienced working with various systems and working together across buildings and with each other. January 15 - March 15: Transfer data into new system, coordinated by Project Coordinator. The challenge will be to meet the self-imposed March 15 deadline depending upon how labor intensive the data transfer will be. Timeline may need to be adjusted. January 30 - March 30: Prepare electronic devices for interface with database system and SMART system. Director of Technology and Technology Integration Specialist will lead. March 15 - 30: Train data managers on use of the database system. Project Coordinator will lead. The challenge will be blocking time for training and getting familiar with system. However this will be a priority and time built into the calendar for professional development that can be dedicated to this. April 1 - April 30: Pilot test functionality of the database system led by Project Coordinator. Leadership team and data managers begin using the system. Time is always a challenge as all members have a lot of responsibilities, however this will be a priority. May 1 - May 30: Fine tune database and resolve any user and accessibility issues led by Project Coordinator. June 1 - June 30: Use new database to guide development of 2014-15 Action Plans. District administrators, leadership team, and data managers will lead. Feedback from team will be solicited through focus group discussion and surveys. Feedback will be used to inform the design of professional development for the teaching staff. June 15: Submit final requisitions for project expenditures. Project Director will lead. June 30: Straight A Funds encumbered, responsibility of Treasurer's Office. August 15 - August 30: Professional development design is finalized and time used to train staff in use of mobile devices and new database system. Once trained, staff receives mobile devices for classroom/instructional use. Challenge will be individual staff members' facility with mobile technology and databases. Not all teaching staff is proficient with mobile technologies nor are they use to submitting and managing data electronically. Coaching and additional professional development will be provided for those who request it or need it, based on assessments and walk through observations.

Summative evaluation (MM/DD/YYYY): 09/30/2013

* Narrative explanation

August 30: Achievement of grant goals evaluated. Lead by Project Director with School Psychologist assisting in evaluation process. Challenge is the six-month funding cycle makes it impossible to measure medium or long-term goals. Outputs and short term goals will be evaluated for the grant period using Logic Model and measured by agendas, meeting logs, surveys, professional development assessments such as exit surveys, walk through observations, and technology inventories. September 30: FER submitted by Treasurer.

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

Hamilton Local's school and district decisions are currently data driven. For a decade, Hamilton has administered yearly assessments, short-cycle common assessments and has had professional learning communities. The district builds professional learning time into the calendar through late-arrivals, after school meetings, and all-day teacher workdays, providing teachers the time to design and refine curriculum maps and assessments, analyze assessment results, and plan instruction and intervention based on student data. Teachers are comfortable looking at data and talking openly about results. The new, comprehensive, longitudinal data system will be a valuable tool, providing the capacity to produce customized reports, to inform standards alignment and development of more precisely targeted assessment and interventions. The new system will give teachers more accurate information and additional tools so they may customize instruction and evaluate their programs in a more meaningful and timely manner. They will spend time on understanding and using assessment results and student information within the full context of student learning. Ultimately, we expect to realize our goal of helping all students to achieve or exceed a year's academic growth because we will know our students better, possess better tools and instructional and evaluative resources, and gain time to increase effective and efficient teaching.

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.

Quite simply, the power of Hamilton Local's proposed project comes from the district's record of improvement. In 2004-05 the district achieved only 8 indicators on the local report card, had a performance index of 84.7, and a graduation rate of 85.4. Now, following several years of collaborative work and data-based decision-making, the district has achieved 23/24 academic indicators, had a performance index of 100.7, and a graduation rate of 96.3. The district moved from "continuous improvement" to achieving six A's (standards met: 4-year graduation rate, 5-yr graduation rate, value added for all students, value added for lowest 20% in achievement, and value added for students with disabilities). The district out-performed all but three of the 49 central Ohio districts and was the only top performing district with high poverty (high economic disadvantage and low median income). These results would have been improbable without innovation, focus, and research-based interventions. There is an abundance of research and writing on databased decision-making and the importance of quality, accessible, timely data and trained staff to use these data to impact instruction. One source for district improvement initiatives has been administrative book studies that provide research and guide our discussions within the context of our data and action planning. Among the books studied are: Whatever it takes: How professional learning communities respond when kids don't learn (2004) by DuFour, DuFour, Eaker & Karhanek; Results now: How we can achieve unprecedented improvements in teacher and learning (2006) by Schmoker; Leaders of learning: How districts, school and classroom leaders improve student achievement (2011) by DuFour & Marzano; The answer to how is yes: Acting on what matters (2003) by Block; and What great principals do differently (2012) by Whitaker. All these books recommend collaborative work, data-based decision-making, focus on results, and being student centered. A number of research reports also address using student data to improve instruction. Recommendations include: developing a data system that enables analysis of student outcomes at multiple levels; developing a district-wide plan for collecting, interpreting, and using data; and training teachers and administrators to interpret and use data to change instruction (Means, Chen, DeBarger & Padilla, 2011, Teachers' ability to use data to inform instruction: challenges and supports, USDE; Murnane, Boudett, & City, 2009, Using assessment to improve instruction, The President and Fellows of Harvard College; Duncan, June 2009, Robust data gives us the roadmap to reform, speech given June 8, 2009; and What Works Clearinghouse, USDE). With technology constantly changing, the impact of educational technology on student achievement is a moving target for researchers. However, studies have shown that students in technology-rich environments demonstrated increased achievement in preschool through higher education for both regular and special needs children (Gulek & Demirtas, 2005, Learning with technology: The impact of laptop use on student achievement, The Journal of Technology, Learning, and Assessment; International Society for Technology in Education, 2008, Technology and student achievement: The indelible link, ISTE Policy Brief; and Schacter, 1999, The impact of education technology on student achievement; what the most current research has to say, Milken Exchange on Education Technology).

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

Yes

No

22. If so, how?

The combination of a comprehensive, longitudinal database of student data, technology to use the system, and best practices is doable in other districts. There are many products, services, and systems on the market to help districts collect, align, and analyze their data. Ability to create or purchase and fully implement an aligned system will require resources; budget priorities and staff roles may need to change. Hamilton Local could provide a model for prioritizing spending and maximizing funds. The proposed database has the potential to be a powerful improvement tool when coupled with strong administrative leadership for systemic alignment and accountability; staff trained in data collection and analysis; P-12 aligned curriculum; use of common short-cycle assessments; and teacher collaboration for instructional and intervention decisions. Hamilton Local's improvement and success is built on these processes and practices and the district can provide guidance and leadership to other districts through ODE venues, professional organizations such as OSBA and BASA, and using electronic communication resources. All districts could benefit from our project and processes; however this project and the foundation upon which it is built could be particularly helpful to districts similar to ours with high poverty and low per pupil expenditures that are attempting to defy the odds and increase student achievement.

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

The ability to have multifaceted, comprehensive longitudinal data that is easily accessible and understood will have tremendous impact on classrooms, schools, the district, and most importantly student achievement. When teachers and administrators have access to comprehensive data, they can create pictures that show progress over time in a multidimensional way leading to decisions made with more precision that are customized to the differentiated needs of learners, staff and programs. And, students will have greater access to technology tools to personalize their learning and to help build 21st century skills. The district anticipates that the lasting impact will be higher levels of achievement across all groups of learners.

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.

These benchmarks will be used to measure project success on the stated goals of 1. Student achievement; and 2. Utilization of a greater share of resources in the classroom: 1. Data based decision-making is embedded in all aspects of the organization and is "business as usual" for all stakeholders, including students, families, and the community, measured by professional development assessments and Survey Monkey questionnaires. 2. Staff time formerly used for data management and mining is reduced by 50% in year one and by 75% in year five, as measured through Survey Monkey

questionnaires, meeting agendas, and time logs. 3. No students are retained by the 3rd grade guarantee, measured by yearly EMIS data. 4. All students are making a minimum of one year's progress grades P - 12, measured yearly by state required assessments and student growth measures. 5. All students graduate ready for college and career, measured by Life Track Systems at grade 12 and each year for 5 years following graduation.

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 district school psychologist, who has training in formative and summative evaluation, will assist the Project Director in evaluating the project using the Logic Model process: focus, collect data, analyze and interpret, and report. Evaluation of the six-month 2014 grant period will focus on Outputs (activities and participation - measured by agendas, sign-in sheets, and technology inventories) and Short Term Outcomes (learning results such as awareness, knowledge, and skills - measured by professional development assessments, surveys, and classroom walk-through observations). Post-grant evaluation will be ongoing with specific benchmarks in 2015 - 2018 (Medium Term Outcomes such as changes in practice, behaviors, and decision-making - measured by walkthrough observations and surveys, and student growth - measured by yearly state assessment results and local report card) and in 2019 (Long Term outcomes including impact on student growth and achievement - measured by yearly state assessment results and local report card, and college and career readiness - measured by LifeTrack systems).

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. Susan Witten Assistant Superintendent Hamilton Local School District October 25, 2013