## Budget

Scioto Valley Local (049130) - Pike County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (219)

### Purpose Code

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### Adjusted Allocation

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**Application**

Scioto Valley Local (049130)  -  Pike County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (219)

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: Teaching & Learning for the 21st Century: Digital Content

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.

This project proposes to move three districts from organizations based on dated textbooks to those where digital content is provided through mobile devices offering flexible, personalized, and student-centered learning. The Teaching and Learning for the 21st Century plan will improve academic achievement by providing students with 24/7 access to high-quality and standards aligned digital content. This project will also support the districts' goal of a spending reduction realized over the period of a five-year forecast by reducing the cost of the current textbook purchases. In the future, the districts will be able to redirect some of the resources that are currently spent on paper textbooks to digital content and offer expanded curriculum that would otherwise not be feasible.

2355  3. Total Students Impacted:

4. Lead applicant primary contact - Provide the following information:
   - First Name, Last Name of Contact for lead applicant: Dr. Todd A. Burkitt
   - Organizational name of lead applicant: Scioto Valley Local School District
   - Unique Identifier (RRN/Fed Tax ID): 049130
   - Address of lead applicant: P.O. Box 600 Piketon, OH 45661
   - Phone Number of lead applicant: 740-289-4456
   - Email Address of lead applicant: tburkitt@piketon.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 (RRN/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.

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. 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.

   Todd Burkitt Dr. Todd Burkitt is the Superintendent of eight years in Scioto Valley. He earned his Ed.D from California Coast and has been working in public education since 1996, starting with Scioto Valley Local in 1999. Dr. Burkitt leads his district's strategic efforts in increasing academic achievement as he has moved from a director of mathematics to excellence during his time as a superintendent. Dr. Burkitt highly values collaboration as he has implemented District Level Teams, Building Level Teams and Teacher Based Teams. He also implemented standards based report cards and a data repository tool as data driven decision making is a high priority in his district. Jeffrey Langdon, Superintendent, Deer Park Community Schools Jeff Langdon is a dynamic educational leader with over 18 years of experience in public education. Jeff was appointed Deer Park City School District's superintendent effective August 1, 2012. He leads the District's strategic efforts in collaboration, innovation and increased student achievement. This strategy includes a vision focused on increased professional development for effective teaching, standards-based assessment and reporting systems, and continuous improvement based on data driven results. He brings a deep belief and commitment for the development of 21st century skills and college and career readiness. Tyrone Olverson, Superintendent Finneytown Local Schools Tyrone has over a decade of experience as an educational administrator. Olverson is currently the superintendent of Finneytown Local School District. Before becoming superintendent, Olverson served as the director of K-12 curriculum and instruction. Prior to coming to Finneytown, Olverson served in numerous administrative capacities including high school principal, junior high school principal, elementary school principal, and high school assistant principal. Olverson holds a master's degree in education and has completed all coursework for his Ph.D. (ABD). IQ Innovations is Reading’s technology partner for the Reading for the 21st Century Reading program. In addition to providing ECOT’s LMS, IQ Innovations has led statewide technology initiatives in California (CalQity), Ohio (iLearnOhio), and South Carolina to enhance online and blended learning in these states. IQ Innovations is the developer of the ilearnOhio platform, which will be used to deliver the digital content purchased through the awarded funds. The role of IQ Innovations is to act as the contractor between districts and vendors to direct content licensing and payment, and ensure content is loaded effectively and efficiently. Greg Dye, Vice President Operations Greg Dye has over 20 years of experience in IT systems development and implementation, business management, operations, quality assurance, customer service and project management. He has shown a proven ability to select, train and lead cross-functional teams to achieve ambitious goals on time and on budget from large scale enterprise-wide ERP builds and implementations down to small business 3rd party software configurations. Greg will be IQ Innovations implementation lead on this project working with Reading administration to ensure all timelines and deliverables are executed as envisioned. Greg completed his bachelor’s degree in geophysics and his MBA at the University of Akron. Thomas Reed, Director As the Director of Research and Assessment for Reedeus.com, Thomas G. Reed promotes the successful planning, implementation, monitoring and evaluation of evidence-based strategies in K-12 education throughout Ohio and the US. Teacher, facilitator, lecturer and leader, he has been supporting personal and professional improvement through scholarly research, data analysis, effective planning, and precise measurement of standards-based outcomes since 1985.

8) 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.

Problem: Educational technology and instructional methods have advanced to a point where hard copy textbooks are no longer practical and quickly become dated. Teaching and learning practices change when students and teachers are provided with mobile learning devices, wireless learning environments, and additional technology resources. (Bebell & Kay, 2004). Specifically, ELA and math achievement have been found to be significantly impacted. This is supported by the findings of Shapley (2010) who found that as “implementation of Strength of Student Access and Use of technology” was a consistently positive predictor of students’ TAKS reading and mathematics scores and that students’ use of their laptop for learning at home was the “strongest implementation predictor of students’ TAKS reading and mathematics scores” (Shapley et al., p. 48, 2010).

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.

Academic achievement will increase and spending will decrease as measured by assessment data and financial records. Student achievement and teacher effectiveness will be directly impacted by providing access to high quality aligned digital content, personalized instruction, mobile devices, and opportunities for blended learning from intervention to enrichment. Lessons and learning objects can be assigned to individual students who may be working at different paces and skill levels, which will personalize instruction. In Unpacking the Lockup with the iPad (Roche, 2011) state-compiled statistics indicated that those students with iPad access in the year leading up to the Ohio Graduation Test had a 6-percent greater chance of passing the reading portion than those without, and an 8-percent greater chance of passing the math portion. Additionally, 4 percent more students provide appropriate responses to the iLearnOhio e-assessment bank and the free digital content that will continue to be accessible along with any teacher created resources that the districts transition from physical textbooks to digital content, thereby providing the most current content to all students.

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 financial forecasts for each member school or STEM school community or school district, as a school or consortia member for review.

c. if subsection b is not applicable, provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The project’s primary source of funding will be the Straight A grant funds awarded. At the district level, consortia members include having the purchase of mobile devices for each student to grades 6-12 (Scioto Valley is applying for KO-12) and laptop computers for each teacher for a total of $2,363,281. Costs in the budget include cost of license fees for access to digital course made available through the iLearnOhio Marketplace for each district. Additionally, an allowance is provided for $200 per student for other digital coursework available through the platform from various vendors. Together nearly $1,000,000 will be made to place more resources in the classroom. Training on iLearnOhio is available through ifi Innovations "train the trainer" model. Cost for shared live half day PD session for the districts is estimated at $2,500. Communications to disseminate information about the program at the district level to staff, parents and teachers is estimated at an estimated cost for salary and benefits and $650 per district for staff time. Additional PD costs at the district level are estimated at $55,300. Program evaluation will be provided by an external third party, cost is estimated at $30,000. Additionally an internal evaluation will be conducted by teachers and external staff. The project budget also provides for the administrative fee of 4.6% or $155,786 allocated to the lead applicant.

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

$3,542,442.00  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).

The project budget also provides for the administrative fee of 4.6% or $155,786 allocated to the lead applicant.

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

1,600,000.00  ** 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, please explain why.

Upon completion of project, recurrent costs will include annual licenses of premium digital content. Districts will continue to have access to the iLearnOhio LMS at no cost along with thousands of free digital learning objects and resources. They will also continue to have access to Powercore and Curriculum content for five years. Teachers and students will already have professional development and will be proficient in using the system and the digital content. Additional costs will include any premium that districts choose to purchase on an annual basis; however, it will be offset by the exclusion of the current district practice of replacing textbooks every cycle. Premium content ranges in cost according to the vendor and the amount of content purchased. It is reasonable to estimate that an annual cost of approximately $95 per student would be allocated toward digital content for the five year period. Hardware will be expected to last approximately three to four years and the estimated amount to replace the hardware at the end of that cycle would be $1.1 million. The districts do budget for technology and can sustain the hardware through their allocation from general funds.

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

$500,000.00  ** 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.)

It is estimated that the districts are spending approximately $50,000 per year on textbooks. When considering the three districts and 2255 students participating in this program, it could cost $500,000 to update the outdated textbooks in the core areas. This savings of approximately $500,000 that would be spent over a five year period could be reallocated to purchase high-quality and standards aligned digital content. Districts will have continued access to the iLearnOhio LMS, thousands of free educational resources and learning objects, and professional development that will continue to be sustained at no cost. School/districts will have immediate 24/7 access to high quality digital content. Student learning will be continual as digital content will continue to be available to the entire district for five years at no additional cost. The costs associated with the project after the term of the grant are those affiliated with premium content that they districts elects to purchase, however that can be offset by the annual savings estimated at approximately $100,000 of textbook costs.

17. Implementation - Timeline, communication and contingency planning

- Program evaluation will be provided by an external third party, cost is estimated at $30,000. Additionally an internal evaluation will be conducted by teachers and external staff. The project budget also provides for the administrative fee of 4.6% or $155,786 allocated to the lead applicant.

- **Total project cost:** $3,542,442.00
- **New/recurrent costs:** $1,600,000.00
- **Expected savings:** $500,000.00

18. Fill in the appropriate dates and an explanation of the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or
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): | November-December, 2013 |

**Narrative explanation**

A pilot group of students will be selected and digital content will be imported to replace the textbooks that will be recycled first. ilearnOhio classrooms will be created and selected groups will immediately access their blended and supplemental digital resources. Students will receive selected digital content via their device teachers will begin incorporating their 1:1 initiative. Communication of project progress and timelines for deliverables will be provided by the PM to consortium administrators for each district. PD to properly use the technology will be a part of regularly scheduled training and staff will be informed of progress through general employee announcements. The program and what it means to instruction will continue to be communicated to parents and students via the school district website, school newsletters, open houses, and the Parent Portal. Any notable barrier during implementation that could arise and has been seen in other implementations across the country are unexpected issues arising with the students and the devices such those occurring in the Los Angeles Unified School District’s recently suspended iPad program. The districts will review implementations across the country to understand best practices with students regarding 1:1 device programs and how to properly outline device security, care, and use. Evaluation: May-June, 2014 Evaluations will include satisfaction survey data and student performance data as students in the districts who participated in the program will be compared with those who did not. Financials will also be evaluated along with the school’s infrastructure and sustainability. Evaluation includes: Intern Evaluation, February, 2014 Teacher pre-training survey on technology preparedness June, 2014 PD evaluation June, 2014 Teacher post-training survey on technology preparedness October, 2014 Qualitative feedback from teachers, students, parents January, 2015: Analysis of quarterly assessments, pre- and post-tests to ensure academic growth throughout the year. Final Evaluation: May, 2015-August 2015: The evaluation will include process and outcome indicators and the method will use the triangulation of evidence from administrative data analysis, survey research, observational records obtained from classroom walk-throughs (both peer and administrative), and data gathered from Teacher Based Teams, Building Leadership Teams and District Leadership Teams. The process indicators will measure the initial degree of program fidelity to ensure that teachers and students are implementing the program as intended. This data collection is through the LMS, teacher observations, teacher surveys, and student surveys. The chief barrier to evaluation will be carrying out and receiving data back from all teachers across the districts so a robust baseline data exist to measure the impact of the project. To address this barrier, the assessment coordinator for each district will receive assistance from a trained evaluation expert. The expert will collaborate with the assessment coordinator from each district to execute survey administration and data analyses. This way the evaluation process is consistent across districts, and data can be compared across districts. Furthermore, with evaluation primarily conducted by an independent, objective evaluation expert, results will not be biased or skewed in any way to portray anything other than true project outcomes. Communication of evaluation procedures and implementation will be provided to consortium administrators and individual Curriculum Committees for each district by the evaluation expert and PM. Project goals and milestones achieved as measured by results will be communicated to stakeholders such as parents and students via the school district website, school newsletters, open houses, and the Parent Portal.

**Summative evaluation (MM/DD/YYYY): August, 2014**

**Narrative explanation**

Student devices will be distributed and selected groups will immediately access their blended and supplemental digital resources. Students will receive selected digital content via their device teachers will begin incorporating their 1:1 initiative. Communication of project progress and timelines for deliverables will be provided by the PM to consortium administrators for each district. PD to properly use the technology will be a part of regularly scheduled training and staff will be informed of progress through general employee announcements. The program and what it means to instruction will continue to be communicated to parents and students via the school district website, school newsletters, open houses, and the Parent Portal. Any notable barrier during implementation that could arise and has been seen in other implementations across the country are unexpected issues arising with the students and the devices such those occurring in the Los Angeles Unified School District’s recently suspended iPad program. The districts will review implementations across the country to understand best practices with students regarding 1:1 device programs and how to properly outline device security, care, and use. Evaluation: May-June, 2014 Evaluations will include satisfaction survey data and student performance data as students in the districts who participated in the program will be compared with those who did not. Financials will also be evaluated along with the school’s infrastructure and sustainability. Evaluation includes: Intern Evaluation, February, 2014 Teacher pre-training survey on technology preparedness June, 2014 PD evaluation June, 2014 Teacher post-training survey on technology preparedness October, 2014 Qualitative feedback from teachers, students, parents January, 2015: Analysis of quarterly assessments, pre- and post-tests to ensure academic growth throughout the year. Final Evaluation: May, 2015-August 2015: The evaluation will include process and outcome indicators and the method will use the triangulation of evidence from administrative data analysis, survey research, observational records obtained from classroom walk-throughs (both peer and administrative), and data gathered from Teacher Based Teams, Building Leadership Teams and District Leadership Teams. The process indicators will measure the initial degree of program fidelity to ensure that teachers and students are implementing the program as intended. This data collection is through the LMS, teacher observations, teacher surveys, and student surveys. The chief barrier to evaluation will be carrying out and receiving data back from all teachers across the districts so a robust baseline data exist to measure the impact of the project. To address this barrier, the assessment coordinator for each district will receive assistance from a trained evaluation expert. The expert will collaborate with the assessment coordinator from each district to execute survey administration and data analyses. This way the evaluation process is consistent across districts, and data can be compared across districts. Furthermore, with evaluation primarily conducted by an independent, objective evaluation expert, results will not be biased or skewed in any way to portray anything other than true project outcomes. Communication of evaluation procedures and implementation will be provided to consortium administrators and individual Curriculum Committees for each district by the evaluation expert and PM. Project goals and milestones achieved as measured by results will be communicated to stakeholders such as parents and students via the school district website, school newsletters, open houses, and the Parent Portal.

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.

The Teaching and Learning project for the 21st Century project will directly impact achievement. The technology will allow for deeper understanding and access to a plethora of rich, dynamic resources. For example, instead of hearing about Martin Luther King’s speech from a teacher, they can watch the speech delivered by Martin Luther King directly through video content. Digital content will provide students access to rich media and they will become more engaged and perform better in the classroom. A recent survey of school superintendents identifies technology as one of the top three priorities for more digital experiences in U.S. classrooms. In fact, 80 percent of surveyed administrators are convinced the ideal classroom involves 1-to-1 computer access, a comprehensive digital curriculum and an interactive whiteboard, along with some student materials available in print form (Lenovo Education, 2012). Success stories are those such as Wichita Public Schools, a large urban district that serves a racially and socially economically diverse population of students. They implemented computer-based learning to help with their low graduation rate through technology based interventions. Recovery options and were able to offer self-paced, flexible courses with mastery-based curriculum and immediate feedback. Overall graduation rates did increase by eight percent, however, minority graduation rates increased by approximately 20%. Along these same lines, Great Mills High School increased their graduation rate by six percentage points in one year. They attributed their success to the digital content that they provided to their students. In addition to increasing student achievement and providing a greater utilization of resources in the classroom, the Teaching and learning for the 21st Century project will decrease spending by eliminating the cost of purchasing textbooks and supplemental resources to accompany the textbooks. As schools transition to using digital content, they will have access to a free LMS, which includes tens of thousands of free resources that will accompany any premium content that they purchase through ilearnOhio. The districts in the consortium will incur a cost savings that will be realized as they stop paying $94,200 annually for textbooks and have the ability to only buy the digital content that want and need. A report released by the Ohio Department of Education states: "The investment in the importance of digital content without the costs of reprints. The cost reduction suggestion made by SETDA was that districts should begin shifting to digital instructional materials as during each textbook adoption cycle and should have a complete shift from print to digital in five to ten years.

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

Yes
No

22. If so, how?
23. Describe the substantial value and lasting impact that the project hopes to achieve.

The goal of this project is to provide students with the necessary 21st Century Skills that they have been lacking as a result of limited funding and opportunity. This program will assist districts in providing meaningful and individualized learning opportunities to students through digital resources and technical devices. This project will turn students into lifelong learners as they will soon have a love for learning that will be individualized, personal and ongoing. Students will have unlimited access to information at their fingertips and teachers will become facilitators of a learning that is personalized, deep, and everlasting. Students will be prepared for technical training, college or the workforce. These districts will be provided the resources necessary to invest in the technology needed to provide digital content and are committed to devoting local resources to purchasing the digital content in the future.

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.

The current proposal presents an exceptional opportunity not only for the consortium districts, but to all school districts in Ohio. By reducing the need for textbooks, the LMS will act as a curriculum exchange mechanism, which will allow districts to share lessons and instructional content with each other at no charge. This sharing of materials will expand each district’s ability to supply their teaching staff with research-based, vetted standards-aligned-curriculum that is constantly being updated and enhanced. After the initial grant period ends and the systems are robust, all Ohio K-12 schools and districts can participate in the curriculum exchange using ilearnOhio. The ilearnOhio portal is a comprehensive e-learning platform funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses. All recurring technology costs will be paid for by IQ Innovations per an existing service contract. Curriculum exchange and on-line content will be available and free, resulting in direct costs for adopting districts. Therefore, the digital content and delivery platform developed as a result of the Straight A grant will be sustainable and provide a lasting impact without requiring additional funding. The long term goals that align with the grant include: 1) Student achievement scores will increase based on district and state testing 2) Decreased spending on textbooks 3) Increased student engagement on task 4) Re-energize teaching force to creative, engaging lessons in a blended classroom 5) Teachers will become creative, competent blended learning experts In order to achieve these measures of success, all participating districts must annually track progress on a series of short-term indicators toward meeting these long term goals. To that end, the focus of the Straight A grant is congruent with measuring benchmark progress on these indicators. Specifically, districts will track progress on the following indicators: Reading and Mathematics Achievement as measured by the State of Ohio assessments in grades 3-8, 10, and 11; Value Added growth measurement as computed and reflected in Ohio’s accountability model, AMO targets for each student group, and the AMO target for graduation, as well as the 5-year graduation rate. The source of benchmark comparative data points will be a combination of academic and process outcomes. The academic outcomes will be measured quarterly and include: distribution of student grades, an increase in student attendance as a result of higher levels of engagement, and a decrease in discipline incidents. The process benchmarks will also be tracked and monitored quarterly and they include the percentage of students and teachers actively using the ilearnOhio platform, amount of time spent during each visit, and the amount of new academic content added to the system. The consortium districts will use the specified measurement periods and preliminary success points to validate successful implementation of the new ilearnOhio system.

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

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

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

The evaluation will include process and outcome indicators and the method will use the triangulation of evidence administrative data analysis, survey research, and observational records obtained from classroom walk-throughs(both peer and administrative), and data gathered from Teacher Based Teams, Building Leadership Teams and District Leadership Teams. The process indicators will measure the initial degree of program fidelity to ensure that teachers and students are implementing the ilearnOhio content and program as intended. This data collection is through the LMS, teacher observations, and student surveys. If any gaps in implementation are found, additional professional development for teachers will be provided by expert staff. If students are having issues navigating the program, additional technology training will occur. The outcome indicators are higher levels of student engagement, higher graduation rates, increased proficiency rates, and an increase in students that matriculate to college, technical training or begin a career. This data will be collected through each district’s student information system, surveys, and observations. Observations of project success include student performance on annual standardized tests. We will use the OAA/OGT reading and math achievement tests for grades 3-10, and diagnostic reading and math assessments for grades K-2. Additional student academic performance measures include: quarterly/benchmark assessment scores, value-added growth letter grade, performance Index and Ohio report card grades. For high schools, we will also track graduation rate, % of graduates accepted to 2 or 4 year higher-education institutions, ACT scores, % of graduates that earn certification in a career/tech program, and whether or not 9th graders are on track to graduate. As the project progresses, the districts will include additional success measures consistent with literature on high-performing schools. The baseline will be length of student engagement, attendance, state assessments scores, graduation rates, and expenditures on textbooks in the immediate three years prior to the grant award. In each subsequent year, it is expected that the academic outcome measures will improve and the expenditures on textbooks will decrease. If measurable progress is insufficient to meet program objectives, systematic adjustments will be made to the ilearnOhio platform to ensure that appropriate instructional content is being delivered and that students are increasing their levels of achievement. Interpretation and Reporting The evaluation will be conducted by an external third party vendor to ensure objectivity and expertise in the process. The results will be compiled by that vendor into an evaluation report by September 30 of the grant period and presented to each board and posted publicly on the participating districts’ website.

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

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

Accept, Megan Williams, Treasurer/CFO, Scioto Valley Local School District, 10/24/2013