

Budget

Stuebenville City (044826) - Jefferson County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (512)

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	611,280.00	1,562,500.00	0.00	0.00	2,173,780.00
Support Services		0.00	0.00	414,580.00	0.00	0.00	0.00	414,580.00
Governance/Admin		0.00	0.00	71,017.00	0.00	0.00	0.00	71,017.00
Prof Development		0.00	0.00	962,500.00	0.00	0.00	0.00	962,500.00
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
Total		0.00	0.00	2,059,377.00	1,562,500.00	0.00	0.00	3,621,877.00
Adjusted Allocation								0.00
Remaining								-3,621,877.00

Application

Steubenville City (044826) - Jefferson County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (512)

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: Technology and Reading Success (TARS)

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.

Through this initiative twenty one (21) school districts will be able to diagnose reading deficiencies and achievement levels of 14,206 students in grades Kindergarten through three, create individualized reading improvement and monitoring plans and provide intensive reading interventions. This will be accomplished by: 1. Expanding the number of highly qualified reading teachers by offering reading graduate coursework for them to obtain their Reading Endorsement. 2. Developing a comprehensive easy to use data system for diagnosing reading deficiencies and achievement. 3. Provide an on line customized intervention curricula for struggling readers that will be used in addition to their daily reading instruction that is aligned with the Common Core Standards.

14206 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Melinda Young

Organizational name of lead applicant: Steubenville City Schools

Unique Identifier (IRN/Fed Tax ID): 044826

Address of lead applicant: 1400 West Adams Street, Steubenville, OH 43952

Phone Number of lead applicant: 740-283-3767

Email Address of lead applicant: myoung@scsohio.org

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

First Name, last Name of contact for secondary applicant: Charles Kokiko

Organizational name of secondary applicant: Jefferson County Educational Service Center

Unique Identifier (IRN/Fed Tax ID): 047779

Address of secondary applicant: 2023 Sunset Blvd., Steubenville, OH 43952

Phone number of secondary applicant: 740-283-3347

Email address of secondary applicant: chuck.kokiko@omeresa.net

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.

Melinda Young, Steubenville City Schools, 044826, 1400 West Adams Street, Steubenville, OH 43952, 740-283-3767, myoung@scsohio.org; Mark Miller, Buckeye Local, 047787, 6899 St. Rt. 150, Dillonville, OH 43917, 740-598-4160, mark.miller@omeresa.net; Jeffery Miller II, Green Local Schools, 050013, 1755 Town Park Blvd, P.O. Box 218, Green, OH 44232, 330-896-7505, millerjef@greenlocalschools.org; Patricia Cleary, Barberton City Schools, 043539, 479 Norton Ave., Barberton, OH 44321, pcleary@barbertonschools.org; Todd Stuart, Nardonias Hills City Schools, 050047, 9370 Olde Eighth Road, Northfield, OH 44067, 330-467-0580, todd.stuart@nardoniaschools.org; Dana Snider, Harrison Hills City Schools, 045245, 730 Peppard Ave., Cadiz, OH 43907, 740-942-7800, dsnyder@hhcsd.org; Brian Poe, Copley-Fairlawn City Schools, 049981, 3797 Ridgewood Rd., Copley, OH 44321, 330-664-4800, brian.poe@copley-fairlawn.org; Bill Beattie, Edison Local Schools, 047795, 14890 St. Hwy 213, Hammondsville, OH 43930, 740-282-0065, bill.beattie@omeresa.net; John Rocchi, Indian Creek Local, 047803, 587 Bantam Ridge Road, Wintersville, OH 43953, 740-264-3502, john.rocchi@omeresa.net; John Haswell, Shadyside Local Schools, 046003, 3890 Lincoln Ave., Shadyside, OH 43947, 740-676-3235, john.haswell@omeresa.net; Fred Burns, Toronto City Schools, 044917, 1307 Dennis Way, Toronto, OH 43964, 740-537-2456, fred.burns@omeresa.net; Russell Jones, Stow-Munroe Falls, 044834, 4350 Allen Road, Stow, OH 44224; 330-689-5412, st-jones@smfcsd.org; Dirk Fitch, Martins Ferry City Schools, 044347, 5001 Ayers-Limestone Rd., Martins Ferry, OH 43935, 740-633-1732, d.fitch@omeresa.net; Todd Martin, Colonel Crawford City Schools, 046516, 2303 SR 602, North Robinson, OH, 44856, 419-562-4666, martin.todd@cck12.org; Kathryn Powers, Twinsburg City Schools, 050070, 11136 Ravenna Road, Twinsburg, OH 44087, 330-486-2002, kpowers@twinsburg.k12.oh.us; Kathryn Anderson, Switzerland of Ohio, 048652, 304 Mill St., Woodsfield, OH 43793, 740-472-5801, kathryn.anderson@omeresa.net; Dan Parent, Danbury Local Schools, 048934, 9451 East Harbor, Marblehead, OH, 43440, 419-798-5185, parent@danbury.k12.oh.us; Mike Staggs, New Boston Local, 044461, #1 Glenwood Tiger Trail, New Boston, OH 45662, 740-456-4626, mike.staggs@nbtigers.net; Charlie Keenan, Maple Heights, 044305, 5740 Lawn Ave., Maple Heights, OH 44137, 216-587-6100, charlie.keenan@mapleschools.com; Daryl Kubilus Jr., Cloverleaf Local Schools, 048488, 8525 Friendsville Rd., Lodi, OH 44254, 330-721-3505, daryl.kubilus@cloverleaflocal.org; Myrna Loy Corley, East Cleveland City Schools, 043901, 1843 Stanwood Road, East Cleveland, Oh 44112, 216-268-6580, mcroley@east-cleveland.k12.oh.us

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.

Technology and Reading Success (TARS) was developed through a collaborative effort of 21 Ohio School Districts, Franciscan University, Jefferson County Virtual Learning Academy and Software Solutions. The team reviewed surveys, test results, teacher's certification, and available tutoring programs. The implementation Team will consist of Dr. Charles Joyce, Dr. Charles Kokiko, Mr. Paul Chaffee and Mrs. Melinda Young. Paul Chaffee - is the CEO, Co-founder of Software Answers. Paul will be overseeing the necessary deliverables from Software Answers for this project. Paul Chaffee has been leader of Software Answers since the beginning and during his tenure Software Answers created and launched the ProgressBook suite of applications which serve the K12 market. Dr. Charles Joyce - Has 30 years experience in administrative positions in Education (K-12 and Higher Education), he has been responsible for the administration of several grants. In the K-12 setting, As a Superintendent he had ultimate responsibility for overseeing a 19 million dollar budget as well as a construction budget for a new addition (11.4 million). In his current position at Franciscan University, he has administered several grants: HB 119; Ohio Core Grant (\$100,000), HB115 Dual Credit Grant (\$90,000) and OBR Improving Teacher quality Grant (\$124,000). Dr. Charles Kokiko - Educator who has worked in PreK-12 for 19 years serving as a high school comprehensive science teacher, assistant principal, elementary principal, district curriculum director and ESC supervisor. He has authored online courses under the guidance of Quality Matters as well as taught virtually for grades 6-12 as well as graduate students as an adjunct professor in a graduate education program specializing in online instruction. Mrs. Melinda Young - Educator who has been in PK-12 education for more than 24 years. She has served as a Title One Reading Teacher, Parent Coordinator and Principal. Her current role is Director of Programs. In her current position she manages over 2.3 million per year in grants. During her career she has managed the Ohio Reads Grants, Even Start, Parent Mentor, 21st Century, RtT, School Age Child Care, etc. The following: Software Answers Software Answers is a provider of web-based classroom and student management solutions for the K-12 education market. Their ProgressBook education applications are used by over 750 school districts across the U.S. and over 75 percent of the Ohio Public Schools. Jefferson County Virtual Learning Academy offers a complete range of courses for K-3 students with an emphasis on the third-grade reading guarantee. Firmly rooted in Ohio's New Learning Standards, the curriculum incorporates e-books, interactive activities and animations that inspire learning and achievement. Virtual Learning Academy, strengthened by its thirteen-year history and service to over 52,000 students, is available 24/7 and easily adjusts to the student's daily routine. Steubenville City Schools is a public school system located in eastern Ohio. It has demonstrated its commitment to educate students. Over the last ten years the school system has managed over 6 million of competitive grant funds. Franciscan University has been educating students for 60 years. The University has grown from a small facility serving local veterans of WWII to an education institute recognized nationally and internationally serving over 5000 students. US News and World Report rank the University in the top tier of top colleges

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.

Teaching reading is a job for an expert. Learning to read is a complex linguistic achievement. Most children depend on school to learn to read, and we must provide our students with a teacher who is highly qualified to teach reading. The Straight A Fund will provide funding for six (6) graduate courses in reading to 200 teachers. Rigorous courses offered by Franciscan University would allow teachers to earn their Reading endorsement. Specifically, teachers will have course work in understanding the psychological processes in reading, how children develop reading skills, how good readers differ from poor readers, how the English language is structured in spoken and written form, the ability to design and deliver lessons to academically diverse learners, to select validated instructional methods and materials, and use assessments to tailor instruction. These highly qualified teachers would impact 14,206 students. Software solutions will develop a product to integrate data to inform instruction. These include DataMap and Progress Book Virtual Classroom. DataMap is a data analysis tool that allows schools to deliver data driven decision making using multiple measures of student data. With DataMap, schools are able to take assessment data from multiple sources and house them in one location. Administrators, teachers and parents will be able to view and disseminate the data to examine where their students are excelling and falling behind. This data includes: State Diagnostics, STAR Reading/Math, KRAL, OAA, etc. With all of this data readily available, teachers, parents and administration can drill down and filter the information by student, grade, classroom, teacher, school, intervention, tier, test, as well as historical data. If a student is scoring poorly in one area of an assessment, teachers or administrators can quickly provide intervention. The intervention plans within DataMap are customizable to suit the needs of the student. The teacher will be able to address the specific areas of need and set goals of the intervention to help that student progress in their K-3 reading program. ProgressBook VirtualClassroom is a Learning Management System (LMS) which gives schools the ability to take the information gained through DataMap and create customized student instruction to address a student's needs. Software Answers will combine the curriculum and assessments to create customized curriculum for students in K-3. Jefferson County Virtual Learning Academy will develop customized K-3 lessons. These lessons will be developed by Franciscan University faculty, reading teachers, parents and curriculum directors from Steubenville City Schools and Jefferson County ESC. All Students will be initially assessed by February 15th of 2014 and there after October 1st of each school year. The assessments/diagnostic's will be easily done within VirtualClassroom. Additional assessments will be given four times throughout the year. Once the students have finished the initial assessments the data will be sent directly to DataMap for analysis where schools will be able to review the student's progress. The data along with input from the teachers, parents and reading specialists will be used to provide intervention and acceleration to the students. With this product parents will have greater access and input into their child's education. Research shows parent involvement in children learning is key to improving children's academic achievement as well as overall behavior and attendance. Parent and students will have online access 24/7 to homework, grades, progress reports, report cards, student schedule, attendance, reading lessons and school resources. This access will help to develop their ability to understand their child's progress.

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.

Our overall goal is to increase student's achievement. Each of the districts will implement DataMap. This comprehensive approach will ensure that every student including high-risk students will Read at grade level by the end of third grade. To accomplish the goal of reading success we will: Provide students with highly trained and educated reading teachers, a data system that is easy to use to diagnose reading deficiencies and achievement and a customized online intervention curriculum to meet the needs of all students. The main goal of Reading Success is to ensure success in Reading. Secondary goals include reducing the number of referrals to special education, decreasing retention, increasing daily attendance and address family needs. East Cleveland City School District, Colonel Crawford Local Schools, Martins Ferry City Schools, Toronto City Schools, Indian Creek Local School District, Barberton City Schools, Harrison Hills City School District, Switzerland of Ohio Local School District and Shadyside Local School District receive school improvement funds. All districts believe the Technology and Reading Success Program will advance their improvement plan. T.A.R.S. will provide these districts more opportunities in their K-3 reading program. This program will target at-risk students using data, develop an intervention plan, and provide a customized online reading program to met the students needs. T.A.R.S. will also develop highly qualified reading teachers to ensure every child has an expert teaching them to read.

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.

Not Applicable

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

3,621,877.00 * 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.)

The budget for the Technology and Reading Success (T.A.R.S.) is as follows: The one time set up fees to develop and implement DataMap and other online curriculum are as follows: Installation and setup of DataMap is \$2990 for 21 districts for a total of \$62,790. Installation and setup of Virtual Classroom is \$990, for 21 districts for a total of \$20,790. Implementation of all the State diagnostic test into Virtual Classroom is \$36,000. To integrate Virtual Classroom with Jefferson County Virtual Learning Academy is \$195,000. Content Protractor setup for the content is \$50,000. Installation of reading online curriculum at the district level is \$15,000. Creation of a bridge to push diagnostics results from Virtual Classroom to DataMap \$35,000. The following are the cost of increasing the number of highly qualified reading teachers. The course work from Franciscan University for 6 classes 18 hours of graduate credit is \$4500 per teacher (a discount of 25%) for a total of \$900,000. Other training cost include Technology Training of DataMap and Virtual Classroom \$1500 per district for a total cost of \$31,500. Curriculum Training for teachers, administrators and parents on the use of the online curriculum is \$1500 per day at a cost of \$31,500. The total professional development budget is \$963,000. The cost of using DataMap and Virtual Classroom is as follows: The 3 year district license for DataMap, Virtual Classroom and hosting fee is \$19.65 per students (14,206) for a total cost of \$279,147. The cost for the K-3 reading readiness curriculum (tutoring program) is \$20.74 per student (14,206) for a total cost of \$294,632. The total license fees are \$573,779. In order for students to use the online tutor program a wireless device will be purchased for off-track students (as determined by DataMap and parent and teacher input). Districts estimate that in our consortium 3125 students are off track. The device will cost \$500 each for a total cost of \$1,562,500. The programming and setup of devices will cost \$12.00 per device for a total of \$37,500. Steubenville City schools is charging a 2% administrative fee to cover additional cost to the district in managing the grant. These expenses include accounting, contracting, auditing, record keeping, etc.

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.

123,392.00 * 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.

Beginning in 2017 ongoing costs are :\$8.68 per student (14,206)per year for a total \$123,392 This fee includes Data Map, Virtual Classroom, hosting fee and online reading tutoring. These cost will not only provide ongoing maintenance and support, they will also fund the continued development of curriculum, routine assessments, and improved software. In addition, as adoption of software solutions increases, the ITCs and Software Answers have worked together to lower the cost per student. Since we anticipate increased adoption of this solution throughout and beyond the grant period, we expect that the actual ongoing costs will be lower than the costs documented above.

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

368,284.00 * 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.)

Over the five-year period, school districts would see significant savings in a number of expenditures, including but not limited to the following: 1. Fewer third party assessments to purchase 2. No need for an additional data analytics tool 3. No need for an additional LMS software 4. No need for an additional digital curriculum 5. More efficiency - less time with moving and obtaining data 6. Reduction in teachers spending administrative time with entering data multiple times or searching for data in multiple locations because all student performance is being captured in one location. 7. Less tutoring time because data will help the educators focus on the precise area of need, provide the appropriate intervention and get the student back on track quickly. 8. Funding on certification/endorsement for staff 9. Less retentions the average retention cost is \$10,700 10. Fewer special education placements. Special education cost can be double that of regular education. Whether a student is a proficient reader by the end of third grade is an important indicator of their future academic success. Substantial evidence indicates that unless students establish basic reading skills by that time, the rest of their education will be an uphill struggle. Research estimates that fully 95 percent of all children can be taught to read. In our consortium 21 percent of our students are not reading on grade level. The school districts believe we can correct this by using data to teach in an organized systematic and efficient way. As shown on the financial impact table the following savings are projected for FY0215 and beyond : Salary/Benefits \$ 302,400 (8 staff members), Supplies \$58,884, and Equipment \$7000. Total of 368,284.

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.

Ongoing cost of this project will not start until FY2017 . The projected cost at that time is \$8.68 a student. All 21 school districts anticipate a great deal of savings from this project. In their financial impact documents they were very conservative in estimating savings. These include equipment, salaries, benefits and supplies. New cost are a total of \$123,392. Savings are \$368,284. This gives a positive balance of \$244,892

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): 10/25/2013

* Narrative explanation

Technology and Reading Success (TARS) was developed through a collaborative effort of 21 Ohio School Districts; the Jefferson County Educational Service Center and Software solution. The first webex conference was held on September 23rd. The planning team had four phone conferences with the last one held on October 23rd. The planning Team included two parents, two teachers, two curriculum directors, Franciscan University Representative, Software Solution Representative, and two principals. All members participated in at least three meetings. The team reviewed surveys, test results, teacher's certification, and available tutoring program. Weekly webex calls were made available to the 21 school districts to update them on the progress of the grant, documentation needed, and to gather additional input.

Implement (MM/DD/YYYY): 12/18/2013

* Narrative explanation

Technology and Reading Success (TARS) districts will be divided into three cohorts based on geographical location. To facilitate communication and coordination between the participating districts in each cohort, each will identify a contact person. These contacts will be responsible for determining the schedule for training dates, share feedback, making recommendations if needed for adjusting assessments, lessons, addressing issues and problems as they arise, etc. These contacts will work together to identify monthly training dates. One of the first issues to be addressed with the district will be negotiating individual district schedules to determine suitable training dates. Another issue will be maintaining open communication and coordination among districts and schools. There is a requirement that the schools and districts communicate regularly. October - Consortium of schools developed October - Planning and development of proposal December - Grants awarded January - Contracts designed and signed for service January - Equipment purchased (wireless devices) January - Consortium district representatives scheduled dates for training January - 1st Webex held February - DataMap used by school districts February - Data put in DataMap February - Webex Conference call February - Reading Lessons assigned to student March - 1st assessment with DataMap March - Reading lessons assigned to students March - Webex conference call April - Reading lesson assign to students April - Webex conference call May - 2nd assessment with DataMap May - Webex conference call

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

* Narrative explanation

The summative evaluation will consist of three areas. 1. Documentation of Highly Qualified Teachers Names and contact information of teacher participating Monthly updates of teacher progress in classes Names of teachers who completed course work Names of teachers who applied for reading endorsement Placement and Licensure of teachers in grades K-3 2. Documentation of the following use of DataMap Teachers and principal received training Contact person for each district is identified Parent training is given by each district on student information available on DataMap Data is inputted regularly DataMap is use consistently WebX conference calls are attended monthly 3. Documentation of the use of VirtualClassroom Reading lessons Number of students enrolled Student achievement by on track/off track, Student achievement on Reading OAA, Student retention number, Student special education referral and other documentation as received during the grant process.

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

Policy changes in accountability and testing policies have provided educators with access to an abundance of student-level data. Teachers want and need to use assessment data to respond to student's academic strengths and needs. Data provides a way to assess what students are learning and the extent to which students are making progress toward goals. But teachers, parents and administrators need a system to collect and organize the data so it is useable. This is one of the complaints we have heard over and over that we had the data but could not use it. Software Solutions has developed a comprehensive easy to use data system for diagnosing reading deficiencies and achievements. By being able to analyzing the data the district will be able to better align resources and meet student needs. This will also help schools to eliminate programs and projects that do not move the school toward the goal of increasing student achievement.

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.

Research supports the Technology and Reading Success (T.A.R.S.). The current research shows that teachers' mastery of the academic content they teach is critical to engaging students and is a significant factor in raising the levels of students achievement. Study after study show teacher quality is a key element of student academic success. Studies and surveys suggest that students prefer online to in-person tutoring. Also the online intervention program is convenient it can be done at school or at home. Student will receive the highest quality help and 24/7 access. Technology and reading success would give school districts the ability to maintain their curriculum, assessments, data analysis, grade book, Learning Management system, supplement work and with a single log-in. Students would work with the supplied curriculum developed by Highly Qualified Teachers and would gain exposure in 21st Century and technology skills. For those students needing accommodation, supplemental work would be provided to cover the required material and to help the students become confident in their work. This delivery method would be integrated with the grade book, would allow teachers easy access to the assessment information and would curtail any possible problems before they occur. With this proposal, school districts have the ability to focus less on the implementation of a successful K-3 English/Language Arts Program, and more on student achievement.

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

Yes

No

22. If so, how?

After the funding for Technology and Reading Success is over we are confident that the gains we expect to make in students reading achievement will be substantial and that our network will continue to grow. This project has already invested in infrastructure, as well as the development of highly qualified reading teachers and online student lessons. Software Solutions is currently serving over 75% of Ohio schools with ProgressBook, Grade Book and Student Information. DataMap would also be able to be used for Science, Social Studies, and Math. The 21 consortium of schools encourage other districts to implement the project. As the sale increases cost will decrease.

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

The five year goal is to have all students reading on grade level by the end of the third grade. Reading foundational skills are ideal for individual, adaptive, computer-based instruction. Computers possess unlimited capacity for pursuing an organized sequence of goals and can tailor instruction to the individual needs of each child. By requiring active, thoughtful response, technology can ensure that no child misses out on critical information because of inattention or misunderstanding. Nor would any child need to sit idly waiting for others to catch up. TARS will monitor progress, streamline intervention and direct tutorials for each student. This makes instruction both more effective and more efficient. Every child would advance more securely, would learn far more, and we will send children on to fourth grade knowing they had mastered foundational skills of reading.

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.

Benchmark 1 June 2014 Expanding the number of highly qualified reading teachers June 2014 (95% of the 200 teachers selected will complete the Reading Course work from Franciscan University). August 2014 95% of the 200 teachers will receive a reading endorsement on their Ohio Teacher License. August 2014 100% of 14,206 students will be taught by a highly qualified teacher. Benchmark 2 February 2014 100% of K-3 teachers will use DataMap to collect data. February 2014 Baseline will be determined at this time (normally it will be done at the beginning of the school year) to track student data. February 2014 100% of teachers will assign students who need intervention or acceleration to an online intervention lessons. May 2014 25% decrease in the number of students off track at each grade level. July 2014 5% increase at the proficient level on the 3rd Reading Assessment from 2013. Other areas we hope to accomplish are a reduction in the number of students referred for special education, a reduced need for intervention and less intervention and fewer retentions.

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.

Based on the baseline assessment administration at the beginning of the school year until February each school will set a long term goal, with interim goals for each quarter. At each assessment period progress will be reviewed and a new interim goal may be set. In addition areas of concern will be addressed at the building or district level. After analyzing the data the district will be able to track students from one grade level to the next. Each district will be asked to set their goals on: % of students on track % increase of State Assessments % of students receiving intervention % of students receiving accelerated services. By setting goals and analyzing data we can increase efficiency and make the education process more effective for each child. This process could also be implemented with other

courses such as math, science and social studies. We would also like to evaluate the results from the 3rd Grade Reading OAA verses the various diagnostic test used the districts. By comparing this data we will be able to identify the best assessments for predicting the results of the 3rd grade OAA. This will also help schools by getting rid of what does not work and only using assessments that produce results.

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. Melinda Young Director of Programs Steubenville City Schools 10/25/2013