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**Adjusted Allocation**: 0.00

**Remaining**: -2,075,428.20
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Data Matters: Building Self-Sustaining Data Cultures in a Consortium of Ohio's Public Community Schools

2. Executive summary: Please limit your responses to no more than three sentences.
A consortium of 17 community schools will work collaboratively to implement a proven data and assessment system to improve student achievement. The implementation will be supported by an ongoing partnership between the participating community schools and the Ohio Alliance for Public Charter Schools (OAPCS). OAPCS will provide high-quality, job-embedded professional development that will lead to a permanent change in school culture - one in which data is effectively collected, analyzed and used to make decisions about instruction and program effectiveness.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

4351 3. Total Students Impacted:
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- Pre-K Special Education
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Anthony Gatto
Organizational name of lead applicant
Arts and College Preparatory Academy
Address of lead applicant
4401 Hilton Corporate Drive
Phone Number of lead applicant
614-986-9974
Email Address of lead applicant
gatto@artcollegeprep.org

6. Are you submitting your application as a consortium? - Select one checkbox below
- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Many community schools in Ohio serve only a limited number of students or grade levels. Although these small environments can have a positive effect on school climate, they can also hinder a school from having access to a variety of instructional resources, professional development, and technical support services. It can be challenging for an individual community school to purchase and properly implement comprehensive data management systems which are often only affordable to larger districts. The Data Matters Consortium would allow these small community schools, which often operate without personnel dedicated to curriculum and assessment, the opportunity to successfully implement a data and assessment system and to sustain a data rich culture that would lead to increased student achievement. Beyond the successful implementation of a robust data and assessment system, this project focuses on how educators can use data to improve teaching and learning in order to directly impact student achievement. Failures in teacher preparation, professional development, and school practices translate into fewer teachers being prepared to take full advantage of data driven assessment to make informed decisions about improvement.

The proposed innovation and how it relates to solving the problem or improving on the current state.

The Data Matters Consortium will significantly improve student achievement by accelerating the use of data and assessment both in the classroom and in the school as a way to target and improve student outcomes. The first step in the project will be to implement Illuminate DnA, a robust data and assessment software system, in each school. Illuminate will track data from the classroom level, the administrative level, the state level, and any other open source vendor assessments (e.g. NWEA MAP). Teachers will be able to create classroom level assessments in Illuminate that align to Ohio’s Academic Content Standards. They will also have access to an NWEA item bank featuring 70,000 rigorously developed items aligned to the Common Core; and, finally, they will have the ability to instantly view reports that will move them from data collection, to data analysis, to decision-making. The consortium approach increases the power of this process, allowing teachers and administrators across schools to share their assessments and resources more efficiently through the Illuminate system. The second step in the Data Matters Consortium project is to train and develop teachers and administrators in the Data Teams process and to facilitate this work during the academic year. Schools will partner with the Ohio Alliance for Public Charter Schools (OAPCS), a non-profit charter support organization which has a proven track record of sustained partnerships with schools utilizing the Data Teams process. Since 2011, OAPCS has partnered with 16 charter schools delivering high quality training and support to teachers and administrators. OAPCS’ services create a sustained on-going data rich culture in schools leading to school improvement and student growth. During this critical second step of the Data Matters Consortium, qualified OAPCS staff members will directly train school staff and facilitate data team meetings throughout the year. The partnership is designed to gradually release responsibility to the existing school staff as the year progresses which will allow the Data Teams’ protocols and practices to continue after the support from OAPCS is phased out. The third step in the Data Matters Consortium implements an intentional plan to ensure collaboration across the participating schools. Once each individual school in the consortium has successfully implemented Illuminate and has teachers significantly invested in the Data Teams process, OAPCS will facilitate collaboration between the schools. This collaboration will begin among schools that serve similar grade levels and will culminate in a two-day Data Matters Consortium Summit in June 2015. This summit will be intentionally developed to facilitate the collaborative effort to increase student outcomes, with the first day focusing on maximizing the use of Illuminate, and the second day on collaborative assessment and report creation. Specifically, teachers across the Data Matters Consortium will focus on assessment creation and will take full advantage of the activities that will advance both vertical and horizontal collaboration. Google Groups will be established, allowing teachers and administrators to continue these collaborative efforts without the expense of an annual summit. Throughout this project, teachers and administrators at each partner school will be offered the opportunity to participate in a job-embedded graduate level course directly related to the data teams process which will allow them to earn credit through Ashland University. This is a significant component of the Data Matters Consortium as most preservice programs do not provide courses on the use of data to improve teaching and learning. This course will help assure that participating teachers and administrators are up-to-date on current research, have developed solid action plans and are provided the critical opportunity to reflect on their practice.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

As a result of the work of the Data Matters Consortium, schools will see student achievement manifested in the following ways: 1) Students will benefit from a classroom in which there is timely and specific feedback. Illuminate provides data to assist with formative and summative feedback. Teachers can scan in student responses using the GradeCam technology embedded into the system. Immediate results allow for a teacher to accurately assess individual student progress. Illuminate empowers teachers to move from a system of delayed feedback (via paper-based grading) to an efficient system of electronic-based scoring that meets a variety of goals. For example, when teachers create and
administered, the diagnostic data helps them design differentiated lessons and flexible student grouping. When post-tests are administered, the summative information generated gives a snapshot of achievement. The data points collected encourage the teacher to make immediate adjustments to instruction or create an action plan for long-term changes. 2) Students will benefit from the data analysis process. Through the Data Teams process, teachers convene to analyze the effectiveness of the instructional strategies selected and implemented since the previous Data Team meeting. They examine student performance data that was measured using common assessments (when possible). The data analysis work that occurs in these meetings often trickles down to the classroom level. Teachers and students discuss how they did and what are the important next steps in the teaching and learning. A school which is considered ‘advanced’ in terms of data work is one in which the students “own their data.” An increase in self-assessment is directly correlated to student data analysis progress. Understanding where they are in terms of achievement and growth is powerful for both the learner and teacher. Students in all grade levels and subject areas can track data, discuss progress, and set goals. 3) Students will benefit from teacher collaboration. Teacher collaboration within Data Teams leads to the use of new techniques, strategies, and resources. Teachers who meet together brainstorm ways to re-teach or alter their strategies. Teachers will research new methods and try innovative practices. Examples include changing their delivery method, altering student tasks/activities, using different curricular materials, increasing formative checks, adding interventions, creating small groups, etc. While not every change will be successful, risk taking can benefit student learning and Data Teams directly informs this process. The Data Matters Summit will provide additional opportunities for collaboration among teachers. The Summit will bring together teachers from different schools to share best practices. The longevity of this collaboration will continue through the use of Google Groups. Implementation and follow-up relating to Google Groups will be directly supported through the work of OAPCS and the Consortium leaders. 4) Students will benefit from the intentionality that data work requires. An essential component of success in the Data Matters Consortium is that schools must plan ahead and be intentional about their work plan. Involvement in this consortium requires teachers and administrators to be prepared. During the summer, teachers must be designing curriculum and assessment maps. School administrators must be deliberate about communicating expectations regarding testing dates, data analysis, and professional development plans. School that have organized themselves in this way are proven to be more successful in reaching performance goals.

- Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

- Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

- Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented

- Existing: Never implemented in your community school or school district but proven successful in other educational environments

- Mixed Concept: Incorporates new and existing elements

- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables.
Partners are not required to submit a Financial Impact Table. Applicants with an “Ohio School Report Card” for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an “Ohio School Report Card” for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the “ESC” tab and county boards of developmental disabilities and institutions of higher education should use the “non-traditional” tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

| 2,075,428.20 State the total project cost. |

* Provide a brief narrative explanation of the overall budget.

|$57,400: Stipends for teachers to attend 2 day collaboration summit (287 teachers x 2 days x $100). $9,184: Retirement and fringe benefits to accompany teacher stipends, including STRS, Medicare, and Workers Comp (16% of total stipend amount). $977,500: Support services from the Ohio Alliance for Public Charter Schools. Each school will enter into an agreement that extends until June 30, 2020. (17 schools x $57,500). $21,000: Illuminate Data and Assessment software one-time startup fee for each school not currently using the software (7 schools x $3000). $104,424: Illuminate fees and support through June 30, 2020 (4351 students x $24). $75,707.40: NWEA Common Core aligned item bank access through June 30, 2020 (4351 students x $17.40). $428,098: PC laptops with 5 year maintenance plans for teachers involved in the project ($1769 x 242 teachers). $147,126: Mac laptops with three year maintenance plan for teachers involved in the project ($1582 x 93 teachers). $46,500: Extended maintenance plan for Mac laptops to ensure that they are covered through June 30, 2020. $1,496: Two Sharpac kits for each school in the consortium (2 x 17 x $44). $78,925: Ashland tuition for teachers to participate in data course ($275 x 287 teachers). $50,119.01: External evaluator fee. $57,400 Cost for planning and facilitating summit for all teachers in the consortium to attend in June 2015. $20,548.79: Indirect Cost to Arts and College Preparatory Academy at 1.00%.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

All of the expenses associated with this project are one-time costs for capacity building, professional development, technical assistance, and infrastructure improvements. These expenditures are not recurring and the culture they create will continue to yield outcomes for many years. There are four main areas of expense in this project: 1) software licensing, 2) training and professional development, 3) equipment, and 4) teacher stipends, graduate credit, and participation in a collaboration summit. The software licensing package includes full use of Illuminate’s Data and Assessment product, including support, through June 30, 2020. All training, professional development, and technical assistance will be provided by the Ohio Alliance for Public Charter Schools (OAPCS), which has a proven track record of building capacity in Ohio’s public community schools to continue data work to improve student achievement long after the official partnership and support has phased out. Each school will enter into an agreement with OAPCS that specifically outlines a systematic release of responsibility to each school as the work progresses. These agreements, although fully paid in FY15, will last through FY20 with a decrease in support annually. All equipment will include maintenance plans to ensure that the participating schools will not incur any costs for repairs and replacements through FY20. Teachers will receive stipends for a Collaboration Summit in June 2015. This summit will be specifically designed in a way that supports future collaboration through electronic means (Google Groups) so that these powerful collaborative practices can continue to occur without the need for a future summit or additional teacher stipends.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond “No” if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

117,500.00 If yes, specify the amount of annual expected savings. If no, enter 0.
### D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

*This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.*

Enter Implementation Team information by clicking the link below:

| Add Implementation Team |

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

#### 17. Planning - Activities prior to the grant implementation

**Date Range:** March 1, 2014 - June 30, 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

| 3/1/14 - 3/21/14: Contact schools to join the Data Matters Consortium a. Contact current partner schools and identify key contact person b. Reach out to new partner schools 3/21/14 - 4/11/14: Outline details of project implementation and evaluation a. Coordinate with OAPCS to clarify roles and responsibilities b. Communicate with external evaluator desired outcomes and measures c. Align scope of work plans with Illuminate Education d. Clarify financial projections e. Set up weekly meetings to develop implementation plan |

*Anticipated barriers to successful completion of the planning phase*
18. Implementation - Process to achieve project goals

**Date Range:** July 1, 2014 - June 30, 2015

**List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).**


**Anticipated barriers to successful completion of the implementation phase.**

An anticipated barrier for implementation is the potential for inconsistent communication among the schools in the consortium. Effective communication will allow for clear expectations for teacher system usage, consistent schedules for Data Team Meetings, and the efficient monitoring of teacher Action Plans. To help alleviate possible issues such as these and emphasize what a successful implementation looks like, OAPCS will share 'Lessons Learned' during its initial meetings with schools that it has gained from it's last two years of work implementing the process outlined.

19. Summative Evaluation - Plans to analyze the results of the project

**Date Range:** January 26, 2015 - August 10, 2015

**List of scope of work (activities and/or events, including quantitative and qualitative assessments and other project milestones).**


**Anticipated barriers to successful completion of the summative evaluation phase.**

A potential barrier to a successful evaluation phase is inconsistent implementation of the data system and data-driven processes. To minimize this, school administrators must be engaged at each step of the implementation in order to monitor the progress and be successful.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

Use of the product (Illuminate Data and Assessment) Teachers and administrators will utilize the Illuminate system on a daily basis to create assessments. The Itembank will be used for test creation. Teachers, administrators and students will analyze assessment results via Illuminate's pre-built reports and custom reports. Schools may choose to use the Gradebook feature to enter student assignment scores. Additional features include the online testing component through a student portal. OAPCS will support the creation and use of standards-based report cards if a school decides to use them. A parent portal is available for parents to check student scores and grades. Activate Instruction is another feature that teachers and students can use to access playlists of resources to enhance the learning experience. Implementation of school-wide, data-driven processes/practices The research-based practice of Data Teams requires teachers and administrators to collect and chart data. In team meetings groups analyze data and prioritize their needs, they set SMART goals and select instructional strategies based on the identified needs. Implementation of such processes asks administrators to lead this shift in school culture by making data work a priority for the school. Administrators must also help to establish school calendars, schedules, and meetings. With the help of OAPCS, they must also be willing to create accountability measures and monitor their progress. Schools will be focusing more on supporting teachers in their professional growth and thus administrators will take on a greater role as instructional leaders. Involvement in the Data Matters Consortium Teachers and administrators must be willing to be transparent and reflective about their data practices. They must be willing to share with others their experiences and open about making changes to the processes. Involvement in the Consortium and the Summit will require a commitment of time outside of the school year.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem
21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Use of the product (Illuminate Data and Assessment) In 2009, as part of a Walton Family Foundation grant application, Ohio Alliance for Public Charter Schools issued a Request for Proposal seeking a data solution. Illuminate Education, was awarded the contract. The California-based company and its CEO Lane Rankin offered consortium schools an "all-the-data system" which is a powerful tool to collect, organize, and analyze student data. The company's employees, all former school teachers, administrators, and technologists have worked consistently with OAPCS to develop and improve its system based on the needs of Ohio's charter schools. Illuminate is currently used in over 20 states in both traditional districts and charter schools. In Ohio, Illuminate has been fully implemented in more than a dozen schools over the past two years. The Consortium’s contract with Illuminate is guaranteed through 2015, with assurances of a continued partnership that is currently taking place. In the state of Ohio, change initiatives such as Race to the Top have pushed for the use of Instructional Improvement Systems that improve access to student data and personalize learning through formative instruction (RTT, Application Area C). Ohio has invested greatly in the development of the IIS, and Illuminate serves as an IIS meeting most of the system requirements. The support that Consortium schools receive during the implementation phase of this project will help ensure a successful roll-out. Implementation of school-wide, data-driven processes/practices Much work has been done in the area of making schools more data-driven. Organizations like The Leadership and Learning Center, ASCD, Expeditionary Learning, and the Rand Corporation have emphasized what is necessary to transform a school's culture into one that is data rich. Other supportive research from the field comes from leadership programs which emphasize the importance of collaboration. From R.S. Thomas’ "Nine Truths about Data Analysis" (2011), he emphasizes: i. Data are not best analyzed alone. Data analyses are most effective when they are performed with other teachers who share the same standards and assessments, and who can discuss concretely and specifically, based on student results, what is working and what is not working to increase student learning in their context. ii. Teacher teams need to be able to meet in "data dialogues." This time must be held sacred for data dialogues and not used for--or other purposes.-- iii. We need to build the capacity of teacher teams to reflect on their work and to make ongoing instructional adjustments based on their analysis of what does and does not work for their students. A powerful rationale for focusing on the Data Teams approach is the success that already accomplished in Ohio’s charter schools. More than ten schools have worked over the past two years to implement Data Teams. There is clear evidence and testimonials about how these practices have transformed the way teachers and administrators work with data. Motivated by their own work, they will continue to refine their practices and serve as models for other schools.

Involvement in the Data Matters Consortium While there is competition among some charter schools, the desire for positive systemic change and commitment to student growth and achievement is the consistent goal among the schools participating in the Data Matters Consortium. Establishing the Consortium will provide high quality support and resources for the creation and implementation of teaching and learning best practices. The work already being done by OAPCS has allowed schools to focus on creating school cultures that use data to inform their classroom instruction and to make effective curricular decisions. These best practices lead to improved student achievement.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project’s progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

External Evaluation Marsha Lewis Voinovich School of Leadership and Public Affairs Ohio University Building 21, The Ridges, Room 204 Ohio University Athens, Ohio 45701-2979740-593-1435 lewism5@ohio.edu

* 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 project’s progress).

Methods to be used: -Within Illuminate, usage reports will be generated showing frequency of teacher log-ins, and assessments/reports they have created. Also tracked will be student and parent usage of the portals, and who is using features such as Gradebook. -The amount of people trained for Illuminate and the Data Teams process will be tracked. When meetings occur and who attends will be tracked. Progress notes will be shared using Google Docs. -Data Teams meetings will be observed. Using an evaluation rubric designed by the Consortium, evaluators will examine components such as the types of collaboration (vertical/horizontal) and teachers taking leadership roles. Data Teams meetings will also be evaluated using a rigorous rubric, scoring criteria such as the sharing of ideas and the presentation of data. -The Consortium will implement bi-weekly meetings with administrators to check-in on progress. At the meetings, data will be obtained related to teacher progress in areas like Illuminate, collaboration, teams, creation of reports, and assessment literacy. -By observing teachers in their classrooms, evaluators will obtain data on the use of assessments, formative classroom environment, implementation of Action Plans made in Data Teams, use of Data Binders, use of curriculum and assessment maps, instructional strategies such as re-teaching, and student ownership of data. -All teachers that choose to pursue Ashland graduate credit will complete a reflective assignment which will be assessed by leaders of the Consortium. -Pre-/Post-Surveys will be robust in asking teachers and administrators to reflect on the practices and processes in place at their schools. Surveys will be completed via Google Forms about the quality and value of the Summit event. -Test Scores For schools that provide it, NWEA MAP scores and classroom test results will be shared with evaluators as an additional data point for measuring outcomes.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to
The leaders of the Consortium take seriously their responsibility to evaluate the progress of each school in meeting the expected outcomes. Meetings are held weekly to discuss that week’s communications with each school and the appropriate next steps. When the project is not progressing how it should, an action plan is made. If it is determined internally that a school needs help, the first step is to talk with the administrator(s). Modifications are made in a time frame that aligns with where they are in the process. Big picture, if there are multiple schools not progressing as expected, the leaders of the Consortium will perhaps re-evaluate their expected outcomes and specific benchmarks to see how the schools can best be supported. Mid-year evaluations are done for each school to avoid this potential issue. Lessons learned from the project will be shared with Consortium participants via a Summary Report to be delivered in July of each year. Interested parties will be provided a report upon request.

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

* The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Use of the product (Illuminate Data and Assessment) The lasting impact of this project will have a significant amount of teachers (~287) and administrators (~51) using Illuminate as a data warehouse. Students (~4351) and parents (~4351) will also use Illuminate to track student growth. The use of Illuminate will significantly impact classroom instruction by providing teachers with real-time data about student progress. With Illuminate Education as a steadfast partner, the use of this web-based tool will continue after the grant period has expired through the work of OAPCS. Implementation of school-wide, data-driven processes/practices The lasting impact of this project will have teachers (~287) and administrators (~51) involved in their schools’ Data Teams. The implementation of Data Teams will significantly impact the use of data and collaboration between colleagues. The on-going training and support provided by OAPCS will facilitate the research-based processes and practices continuing long after the grant period expired. Involvement in the Data Matters Consortium The lasting impact of a school's involvement in the Data Matters Consortium will impact the participating schools (17). The vertical and horizontal collaboration between schools will enable them to share best practices related to data and assessment. The Summit, organized and led by OAPCS, will prove to be a powerful event to continue such work. The plan to facilitate collaboration via Google Groups implements a plan to continue this work after the grant period has expired.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

| Goal #1: Students will benefit from a more formative classroom environment Illuminate Use | In Year 1 75% using Illuminate monthly at minimum In Year 2 85% using Illuminate monthly at minimum Years 3-5 85% or higher using Illuminate weekly Test Scores Years 1-5 Increase in NWEA MAP RIT scores from the Fall to Spring assessment in ELA and Math (where applicable) Growth from pre-test to post-test for classroom assessments (where applicable) Goal #2: Students will benefit from the data analysis process Data Teams Meetings Year 1 DT meetings occur quarterly at minimum with full support Year 2 DT meetings occur monthly at minimum with decreased support Years 3-5 DT meetings occur monthly at minimum with desired levels of support, ultimately being self-sufficient Goal #3: Students will benefit from teacher collaboration Classrooms Year 1 evaluators observe at least 50% of teachers' classrooms using Illuminate Year 2 evaluators observe at least 80% of teachers' classrooms using Illuminate Years 3-5 observations occur by request of school administrator(s) Goal #4: Students will benefit from the intentionality that data work requires Trainings In Year 1 train 100% teachers and administrators Years 2 refresh 80% of returning teachers, train 100% new teachers Years 3-5 oversight staff able to train new teachers Check-in Meetings Year 1 Admin. meetings occur bi-weekly at minimum Year 2 Admin. meetings occur monthly at minimum Years 3-5 Admin. meetings occur by request of school administrator(s) |

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

- Yes
- No

* If the applicant selects “Yes” to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should
outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

The Data Matters Consortium is designed to create a replicable model for community schools and districts across the state, building the foundation and solving the known challenges of utilizing data to inform teaching and learning. The Data Matters Consortium creates a robust collaboration network providing tools to strengthen and sustain best practices which support a continuous increase in student achievement. The time and effort necessary to replicate this project with community schools and districts would closely mirror what is contained in this proposal. As answered in question #10, this project is a "mixed concept," and therefore incorporates both new and existing elements. The implementation of Illuminate, the Data Teams process, and the gradual release of responsibility to sustain the work have all been achieved with community schools in Ohio in FY13 and FY14 as evidenced by OAPCS’ current successful partnerships with community schools. The new elements, which include collaboration between community schools and the development of a job-embedded graduate level course will be accessible to schools and individual teachers across the state. The team at OAPCS continually evaluates its work with community schools and reports the results in workshops and conferences sharing research based best practices. The goal of OAPCS, serving in its role as Ohio’s charter support organization, is to continue to expand this work to a greater number of community schools across the state, and to potentially build partnerships between teachers in public community schools and districts with the ultimate shared goal of increasing student achievement. Every student in the state deserves a quality education and this project will play a key role in assuring quality exists. Many community schools in Ohio serve only a limited number of students or grade levels, and the need for this model exists in order to have access to a variety of instructional resources, professional development, technical support services and to properly implement a comprehensive data management system. The planned expansion and replication of the Data Matters Consortium would allow any community school or district in Ohio the opportunity to successfully implement a data and assessment system and to sustain a data rich culture that would lead to increased student achievement. The developed graduate level coursework would be available to all public community school and district teachers, allowing them the opportunity to grow in their use of data to improve teaching and learning to directly impact student achievement.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP). Anthony Gatto.
<table>
<thead>
<tr>
<th>First Name</th>
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<th>Telephone Number</th>
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<th>Organization Name</th>
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<tbody>
<tr>
<td>Colleen</td>
<td>Lennon</td>
<td>440-260-6403</td>
<td><a href="mailto:colleen.lennon@stepstoneacademy.org">colleen.lennon@stepstoneacademy.org</a></td>
<td>Stepstone Academy</td>
<td>013148</td>
<td>2121 E 32nd St, Cleveland, OH, 44115-2747</td>
<td></td>
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<tr>
<td>James</td>
<td>Kutnow</td>
<td>614-253-4001</td>
<td><a href="mailto:kutnow.1@gemsschool.org">kutnow.1@gemsschool.org</a></td>
<td>Graham Primary School</td>
<td>013030</td>
<td>3950 Indianola Ave, Columbus, OH, 43214-3167</td>
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<tr>
<td>Michelle</td>
<td>Brown</td>
<td>614-464-1500</td>
<td>michelle.brown@imaginéschools.com</td>
<td>Imagine Integrity Academy</td>
<td>012628</td>
<td>1565 Integrity Dr E, Columbus, OH, 43208-2707</td>
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<tr>
<td>Angela</td>
<td>Thi Bennett</td>
<td>216-229-7178</td>
<td><a href="mailto:angelathibennett@yahoo.com">angelathibennett@yahoo.com</a></td>
<td>OAK Leadership Institute</td>
<td>012626</td>
<td>8610 Hough Ave, Cleveland, OH, 44106-1566</td>
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<tr>
<td>Sheryl</td>
<td>Hernandez</td>
<td>614-577-0997</td>
<td><a href="mailto:shernandez@zenithacademy.org">shernandez@zenithacademy.org</a></td>
<td>Zenith Academy East</td>
<td>012009</td>
<td>2261 S Hamilton Rd, Columbus, OH, 43232-4301</td>
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<tr>
<td>Alicia</td>
<td>Henry</td>
<td>614-252-4656</td>
<td><a href="mailto:alicia.henry@oh.bridgescape.com">alicia.henry@oh.bridgescape.com</a></td>
<td>Road to Success Academy</td>
<td>012040</td>
<td>1555 Bryden Rd, Columbus, OH, 43205-2149</td>
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<tr>
<td>James</td>
<td>Kutnow</td>
<td>614-253-4000</td>
<td><a href="mailto:kutnow.1@gemsschool.org">kutnow.1@gemsschool.org</a></td>
<td>Graham Expeditionary Middle School</td>
<td>011972</td>
<td>3950 Indianola Ave, Columbus, OH, 43214-3167</td>
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<tr>
<td>Sharice</td>
<td>Martin</td>
<td>614-657-8802</td>
<td><a href="mailto:mrsmartin.97@gmail.com">mrsmartin.97@gmail.com</a></td>
<td>Renaissance Academy</td>
<td>011439</td>
<td>4300 Kimberly Pkwy N, Columbus, OH, 43232-8296</td>
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<tr>
<td>Hydia</td>
<td>Green</td>
<td>614-501-3820</td>
<td><a href="mailto:hgreen@pao-online.com">hgreen@pao-online.com</a></td>
<td>Premier Academy of Ohio</td>
<td>000938</td>
<td>1555 Elaine Rd, Columbus, OH, 43227-2347</td>
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<tr>
<td>Edward</td>
<td>Ingman</td>
<td>614-258-8588</td>
<td><a href="mailto:ingman.1@thecharlesschool.org">ingman.1@thecharlesschool.org</a></td>
<td>Charles School at Ohio Dominican University</td>
<td>007999</td>
<td>3950 Indianola Ave, Columbus, OH, 43214-3158</td>
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<tr>
<td>Gisele</td>
<td>James</td>
<td>740-344-7279</td>
<td><a href="mailto:gjames@laca.org">gjames@laca.org</a></td>
<td>Par Excellence Academy</td>
<td>000941</td>
<td>96 Maholm St, Newark, OH, 43055-3906</td>
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<tr>
<td>Stefanie</td>
<td>Hatfield</td>
<td>614-888-9997</td>
<td><a href="mailto:stefanihatfield@zenithacademy.org">stefanihatfield@zenithacademy.org</a></td>
<td>Zenith Academy</td>
<td>000725</td>
<td>8210 Havens Rd, Blacklick, OH, 43004-8630</td>
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<tr>
<td>Bryan</td>
<td>Richardson</td>
<td>937-223-8130</td>
<td><a href="mailto:brichardson@cityday.org">brichardson@cityday.org</a></td>
<td>City Day Community School</td>
<td>134247</td>
<td>318 S Main St, Dayton, OH, 45402-2716</td>
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<tr>
<td>Evan</td>
<td>Rulong</td>
<td>614-262-1111</td>
<td><a href="mailto:erulong@thegrahamschool.org">erulong@thegrahamschool.org</a></td>
<td>Graham School, The</td>
<td>133421</td>
<td>3950 Indianola Ave, Columbus, OH, 43214-3158</td>
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<tr>
<td>Anthony</td>
<td>Gatto</td>
<td>614-986-9974</td>
<td><a href="mailto:gatto@artcollegeprep.org">gatto@artcollegeprep.org</a></td>
<td>Arts &amp; College Preparatory Academy</td>
<td>143610</td>
<td>4401 Hilton Corporate Dr, Columbus, OH, 43232-4161</td>
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<tr>
<td>Dona</td>
<td>Cardone</td>
<td>330-922-1966</td>
<td><a href="mailto:cf_cardone@cfalls.org">cf_cardone@cfalls.org</a></td>
<td>Schnee Learning Center</td>
<td>147231</td>
<td>2222 Issaquah St, Cuyahoga Falls, OH, 44221-3704</td>
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<tr>
<td>Tijuana</td>
<td>Russell</td>
<td>614-255-5585</td>
<td><a href="mailto:trussell@2Kschool.com">trussell@2Kschool.com</a></td>
<td>Millennium Community School</td>
<td>133561</td>
<td>3500 Refugee Rd, Columbus, OH, 43232-4862</td>
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<tr>
<td>Jesse</td>
<td>Truett</td>
<td>614-744-2266</td>
<td><a href="mailto:jtruett@oapcs.org">jtruett@oapcs.org</a></td>
<td>Ohio Alliance for Public Charter Schools</td>
<td></td>
<td>33 North Third Street, Suite 600, Columbus, Ohio, 43215</td>
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<tr>
<td>Brad</td>
<td>Hytrek</td>
<td>773-262-0823</td>
<td><a href="mailto:bhytrek@illuminateed.com">bhytrek@illuminateed.com</a></td>
<td>Illuminate Education Inc.</td>
<td></td>
<td>47 Discovery, Suite 100, Irvine, California, 92618</td>
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<tr>
<td>Marsha</td>
<td>Lewis</td>
<td>740-593-1435</td>
<td><a href="mailto:lewism5@ohio.edu">lewism5@ohio.edu</a></td>
<td>Voinovich School of Leadership and Public Affairs at Ohio University</td>
<td></td>
<td>Building 21, The Ridges, Room 204, Ohio University, Athens, Ohio, 45701-2979</td>
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<td>First Name</td>
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<tr>
<td>Bob</td>
<td>Green</td>
<td>Information Technology Director</td>
<td>Student Information System Integration and troubleshooting, data loads, troubleshooting data issues, State and Vendor Assessment Import Coordinator, and providing general support for all end users.</td>
<td>Associate’s Degree in Computer Networking, James A. Rhodes State College, Bachelor’s Degree Organizational Management, Bluffton University and Master of Arts, Education - Classroom Technology, K-12 Computer Technology Endorsement, K-12 Online Teaching Certificate (Expected Dec. 2014) Serves as Information Technology Director at OAPCS, collaborating with school leaders to create customized data extract solutions requested by schools, collaborating with Illuminate to develop their understanding of Ohio Student Information System landscape, and has developed and had approved multiple technology plans for Ohio charter schools.</td>
<td>Worked as technology coordinator at online charter school West Central Learning Academy for four years, and has in-depth first hand experience of technology needs for charter schools in Ohio. Researched and implemented improved services to promote collaboration, communication, and critical thought among staff and students while acting as technology coordinator.</td>
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<tr>
<td>Christopher</td>
<td>Michael</td>
<td>Data Teams Specialist</td>
<td>Train teachers and administrators in Illuminate and the Data Teams process. Will provide Illuminate troubleshooting, and recommend professional development as needed.</td>
<td>Master's Degree, Leadership in Educational Administration: Capella University; Bachelor's Degree in Educational Fine Arts: Ohio University. Currently provides on-site coaching and support to teachers and administrators in public charter schools in the state. Works to advance charter schools in improving data culture related to student achievement.</td>
<td>While acting as Assistant Principal at Constellation Schools Parma Community Schools was responsible in the operations of the principal's duties, worked diligently in the role of instructional leader to promote student success through various instructional programs. As both a teacher and administrator, has worked in collaboration to implement and utilize data in a school environment.</td>
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<tr>
<td>Jesse</td>
<td>Truett</td>
<td>Vice President, Center for Charter School Quality at OAPCS</td>
<td>Will be responsible for managing all accountability agreements between OAPCS and consortium schools. Will provide on-going, continuous support and services to schools throughout the duration of the project and serve as the lead point of contact at OAPCS to all consortium schools.</td>
<td>Master of Arts, Educational Policy and Leadership, The Ohio State University. Currently successfully leads the Center for Charter School Quality at OAPCS. Responsible for developing and sustaining partnerships with charter schools statewide and offering services such as data and assessment partnerships, on-site and online professional development, workshops and conferences. The team managed is responsible for developing high-quality indicators for</td>
<td>Served for three years as the principal of Grandview Heights High School and three years as the principal of Newark High School. While at Grandview Heights, utilized research, community input and feedback from students and staff to create a long-term plan to ensure the continued growth of the school's academic program. Collaboratively developed a standards-based staff evaluation instrument, and implemented a professional development task force in which teachers created a systematic and meaningly</td>
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<td>Marsha</td>
<td>Lewis</td>
<td>Charter schools, expanding school performance dashboards to help make data transparent, establishing a comprehensive new school development program and creating student and data support services. Program for professional growth among colleagues. While at Newark High School, worked with and lead approximately 200 staff members and 1700 students, increasing efficiencies and systems to best service students.</td>
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<tr>
<td>Marsha</td>
<td>Lewis</td>
<td>Assistant Professor at Ohio University Voinovich School of Leadership and Public Affairs and manages applied research projects related to education and public sector strategy development. Served as a senior data analyst for research and evaluation projects and holds a Ph.D. in educational research and evaluation with concentrations in statistical analysis and psychometrics and is one of Ohio University’s lead researchers in the Ohio Education Research Center.</td>
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<td>Lindsey</td>
<td>Blackburn</td>
<td>Serve as the lead evaluator for the project ensuring all outcomes are measured and assessing progress and measuring the impact of the project.</td>
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<td>Lindsey</td>
<td>Blackburn</td>
<td>Has served as an evaluator in several Straight A grants. Helped develop the Ohio University Executive Leadership Institute and served as the Institute’s managing director for five years.</td>
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<tr>
<td>Anthony</td>
<td>Gatto</td>
<td>Will manage training for teachers and administrators, provide and assist with Illuminate troubleshooting, and provide professional development.</td>
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<td>Anthony</td>
<td>Gatto</td>
<td>Master's Degree in Education, University of California-Davis Administrative Specialist License in Curriculum, Instruction, and Professional Development, Ashland University. During the past three years at OAPCS, has built and developed on-site and online professional development both anticipating and responding to charter school teachers’ needs. Develops and provides ongoing series of quality workshops and partners with and provides 12 schools with ongoing Data Teams support.</td>
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<td>Anthony</td>
<td>Gatto</td>
<td>Taught a variety of subjects for seven years at Olentangy Orange High School and Marion Harding High School providing an in-depth first hand understanding of teachers’ needs to align courses with state content standards.</td>
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<tr>
<td>Anthony</td>
<td>Gatto</td>
<td>Responsible for grant management, including working with contracted licensed treasurer to fiscally manage the project. Will work closely with the OAPCS team to ensure collaboration and accountability across the consortium. Will work with the OAPCS team to develop grant assurances for partner schools prior to funds being distributed to implement the project.</td>
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<tr>
<td>Anthony</td>
<td>Gatto</td>
<td>Master of Education, Educational Leadership; University of Cincinnati. 5 Year Professional Administrative License, OH.</td>
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<tr>
<td>Anthony</td>
<td>Gatto</td>
<td>Served as Principal of the Arts &amp; College Preparatory Academy (ACPA) for four years, during which ACPA instituted formal data protocols and the school's Performance Index increased each year. Has successfully managed several state (RtT and 21st Century) and federal (collaboration and dissemination) grants.</td>
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