

Budget

Electronic Classroom Of Tomorrow (133413) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (133)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		237,250.00	127,750.00	540,885.00	0.00	0.00	0.00	905,885.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		237,250.00	127,750.00	540,885.00	0.00	0.00	0.00	905,885.00
Adjusted Allocation								0.00
Remaining								-905,885.00

Application

Electronic Classroom Of Tomorrow (133413) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (133)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Beyond the Third Grade Reading Guarantee: A Personalized Reading and Mathematics Competency Program for Struggling Students.

2. Executive summary: Please limit your responses to no more than three sentences.

In our district, Third Grade Reading Guarantee interventions are currently in place, but we recognize the need to be proactive in the development of an additional intervention for students who do not meet the Third Grade Reading Guarantee, while also being cognizant of the importance of having similar interventions in mathematics to ensure a solid foundation that prepares students to be successful with the complexities of middle school math. Academic achievement will be improved by providing teachers a comprehensive digital assessment and instructional platform that provides the functionality necessary to deliver personalized intervention solutions for students in grades 3-5 math, as well as students who did not meet the Third Grade Reading Guarantee to get them back to grade level. To address the needs of students in both content areas, the assessment functionality of the platform will include formative and summative testing with detailed standards-based analytics identifying specific instructional needs, while the platform will use these results to automatically search for and deliver content options aligned to these individual standards.

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.

700 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:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Rick Teeters

Organizational name of lead applicant
The Electronic Classroom of Tomorrow (ECOT)

Address of lead applicant
3700 South High St., Columbus, OH 43207-4083

Phone Number of lead applicant
614.492.8884 x2271

Email Address of lead applicant
Rick.Teeters@ecotoh.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

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

Our LEA serves over 15,000 predominately "at-risk" students in grades K-12. In grades K-5, approximately 84% of the population is economically disadvantaged. According to the Kindergarten Readiness Assessment - Literacy (KRA-L), 20% of our students begin school needing intense intervention. By 3rd grade, almost 50% of our students are not proficient on the OAA. This fall 76% of our 3rd graders failed the TGRG and are at risk of being retained. Math is also an issue in the early years, with less than 40% of our students reaching proficiency on the OAA in grades 3-5. We need to target instruction to students' individual academic needs to ensure they have the requisite foundational skills in reading and mathematics.

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

Solution: To directly address the problem, funding will create a comprehensive assessment and instructional platform that integrates with our LEA's learning management system (LMS). The platform will provide frequent formative and summative testing with detailed standards-based analytics identifying students' specific instructional needs, and automatically search for and deliver content options aligned to those individual standards. As such, the platform will automate many cumbersome diagnostic and rote tasks consuming teachers' time; therefore, teachers will have more time to focus directly on students. To accomplish these goals, the platform will build and utilize: Knowledge Precedence Maps (KPMs): The scientific process of knowledge precedence mapping will be used to create research-based curriculum maps horizontally and vertically aligned across courses and grade levels. KPMs in education are sequences of learning wherein concepts follow a general order of learning precedence. In the context of the Common Core, they model relationships and dependencies among and between domains, clusters, and standards. Understanding these complex relationships when building curriculum maps and/or designing personalized learning pathways is critical to student success. Comprehensive Item Bank: In order to create valid formative and summative assessments items must meet strict quality controls. A large item bank will need to be purchased from a reputable vendor (NWEA). Diagnostic Assessment, Gap List, and Learning Pathway: Students will take computer-based diagnostic assessments and results will produce a Gap List. The Gap List is a standards-based analytic report that graphically displays student mastery at the domain, cluster, and individual standard level. The results will be color-coded for easy interpretation and can be aggregated and disaggregated at multiple levels (student, classroom, teacher, school). These easy to interpret analytic reports will allow teachers to design a personalized mastery learning pathway for each student or group of students with the same needs. Using these tools, teachers maximize instructional time and resources by focusing on standards and concepts a student has not yet mastered. This personalized approach improves student engagement and self-efficacy as students are challenged and progressing at a pace commensurate with their ability and learning needs (Bandura, 1997). The Gap List will also be used to establish growth metrics. Content Alignment/Use: A content team will create, align and vet all content. Content will be housed in single repository that teachers can access. Teachers will be able to search for and locate, as well as add and assign standard-aligned content to the classroom for individual students. This individually aligned content will also be made available to all students in Ohio via iLearnOhio and/or the iQity platform. Content Search/Delivery: The course KPM will be loaded into the system by the curriculum director (or a personalized curriculum for individual students) which will auto generate up to 5 content options for each standard identified. Included in this proposal is the development and delivery of PD so teachers can easily navigate the system.

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.)

The Straight A grant will allow our LEA to implement a research-based personalized reading and mathematics platform (PRMP) to create an instructional path that meets each student's academic needs and improves student achievement in grades 3-5 among students who failed to meet the Third Grade Reading Guarantee, and/or are struggling with grade-level math. Each year we aim to meet or exceed the following goals for participating students: 3% increase in reading and math proficiency rates, value-added measure rated as meets or above, and meet the AMO attendance targets. In grades 3-5, the PRMP will provide teachers with an in-depth look at each student's development and individual needs around foundational skills including his or her understanding and working knowledge of concepts of print, phonemic awareness, number sense, and numeracy. These foundational skills are necessary components of an effective, comprehensive reading and math program designed to develop proficient students with the capacity to comprehend academic material across a range of subjects. The goal is maximize student academic growth by teaching what students need to learn, not wasting valuable instructional time covering what they already know. The program will help teachers discern when particular students or activities warrant more or less enrichment. The PRMP will

improve academic outcomes by providing standards-based analytics identifying gaps and deficiencies in students' performance while also generating content options for these "gaps" which are commensurate with their ability. Having detailed standards-based analytics on students' reading and mathematics performance will support the type of Data Driven Decision Making (DDDM) that leads to the implementation of an individualized, student-centric instructional model. Our LEA seeks to leverage standards-based assessment results to understand specifically which skills and concepts a student needs. For example, a student scoring a 60% on an assessment may have "failed" in the traditional sense, but in fact the student understood 60% of the content. Instead of having students repeat all content, we want our teachers to focus on the "missing" 40%, thus teaching students what they need to learn and not what they already know. With rich data down to the individual standard level, teachers will be able to identify specific student deficits and deliver a personalized learning pathway for each student. This will increase student achievement, instructional efficiency, and the self-efficacy of our students. Chief factors driving improvement in student achievement include: The standard-aligned formative assessment feature will provide assessment results in a standards-based analytic report (Gap List) that graphically displays student mastery at the domain, cluster, and individual standard level. Administrators and teachers are provided the necessary data to accurately place and/or group students respective of their ability, and allocate resources accordingly; The system will auto generate up to five content options for each standard identified on a student's Gap List allowing for the development of a personalized learning pathway; The PRMP will automate many cumbersome diagnostic and rote tasks that consume a large portion of school resources, and specifically teachers' time which is better spent working directly with students. Students will spend more time engaging in content at an appropriate instructional level thus keeping the work interesting while increasing self-efficacy. IQ Innovations provides our Learning Management System (LMS), iQity, and will be our partner for the project. Our administration and IT personnel will work with IQ Innovations to determine specifications for the PRMP, execute logistics for implementation, and develop appropriate user-training modules during the grant timeframe.

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.

905,885.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Development of the Personalized Reading and Mathematics Platform (PRMP) will require internal resources from conceptualization, project management, through implementation by our district and its partner, IQ Innovations, LLC. The primary source of funding for the project will be the Straight A grant funds awarded, however various district staff assignments, including internal communications and project evaluation, planned for the implementation would be funded through the general funds received by our district. The project budget includes the cost of development for creation of Knowledge Precedence Mapping (KPM) specific to grades 3-5 math and ELA, creation of high quality standard-aligned content for both subjects that will be made available to our teachers, and ultimately to all educators in the state through the iLearnOhio platform. District salaries and benefits funded by the grant are estimated at \$365,000 for LEA teachers specifically assigned to the project and content HTML editors who will establish the pool of content that will be aligned to the KPM. Our partner will contract to provide project management for the grant period budgeted at \$24,125. Further, development services related to populating the KPM with content available, research and development services by a team providing psychometric analysis and testing, and Quality Assurance and User Acceptance Testing will be key services provided by our partner to ensure that content delivery functions as envisioned. The contracted cost for these substantial development services is budgeted at \$493,560. Additionally, the services of a nationally recognized provider will be secured to provide content alignment services at an expected cost of \$6,030. Implementation of the program will require comprehensive training for multiple grade levels. ECOT has an extensive Professional Development program in place; it is anticipated that instruction for use of the system will replace or supplement the existing programs without added cost. Additionally, online resources will be developed for individual review within ECOT and for delivery for subsequent implementation in other districts across the state. Production costs for online resources are budgeted at \$17,170 for the cost of scripting, video production, editing and uploading the content to iLearnOhio.

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.

Initial costs associated with the creation of the Personalized Reading and Mathematics Platform (PRMP) and content are covered by the grant. The content that will be utilized to deliver the personalized instruction to our students is a part of our curriculum which is included in our five year forecast. Additional content that will be developed by our teachers would be aligned to standards when made available for instruction during and after the project implementation. Upon completion, the PRMP will be incorporated into the instructional delivery system/learning management system. The instructional improvement will not result in increased costs for our district because the service contract for the learning management system includes maintenance, improvement and service upgrading. Our provider uses a collaborative approach such that input and needs of our educators directly influences and guides the feature development planned and delivered. Beyond the life of the grant, professional development for educators to use the PRMP will be available free via existing online training courses, resulting in no direct costs for our or other adopting districts even after the grant period. Additionally, ECOT already budgets sufficient resources for professional development to ensure new teachers can be trained to use the program; therefore, the PRMP will be sustainable without requiring additional funding.

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.

0.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain
While implementation of our project will lead to greater efficiency of existing human resources, until the project has been fully implemented, we will not be able to speculate on fiscal savings.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The costs associated with the creation of the Personalized Reading and Mathematics Platform (PRMP) and supplemental content would be funded by the grant. However, upon completion, recurring costs related to the instructional method would be the continued purchase of core content and assessments that have already been budgeted on ECOT's five year plan and continued professional development. Beyond the life of the grant, teacher professional development to use the PRMP will be available free via existing online training courses, resulting in no direct costs even after the grant period. Additionally, ECOT already budgets sufficient resources for professional development to ensure new teachers can be trained to use the program; therefore, the PRMP will be sustainable without requiring additional funding. After the software customizations required for the PRMP are completed for ECOT, IQ Innovations will make the base system and online teacher professional development modules available at no cost to all Ohio K-12 schools and districts using ilearnOhio and/or iQity creating further opportunity for improved student achievement throughout Ohio. ilearnOhio is a free comprehensive e-learning platform provided by IQ Innovations and funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses.

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 time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 7/2012-2/2014

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

Results from 3rd grade OAA reading assessments given in October, 2013 indicated that 76% of our students did not meet the proficiency standard and were at risk of being retained. 1. 7/12: Discussions within our LEA began to understand the legislative impacts of the TGRG. 2. 9/12: Outlined reading interventions and PD activities to ensure all students would pass required assessments. Also recognized the importance of proficiency in math and its impact on college and career readiness and considered interventions. 80% of our students have known risk factors and arrive to us in with low levels of academic achievement in reading and math. With 76% of our students failing to pass the TGRG test, our teachers are conducting intensive reading interventions with these students. However, even with focused interventions we understand that not all students will make up sufficient ground to get back on grade-level. 3. 11/13-1/14: Discussions began on how to personalize student learning, and increase the number of students performing on grade-level in reading and math. Talks continued within our TGRG and Math teams and a plan was developed. 4. 2/3/14: LEA personnel discussed the grant opportunity and the vision for the PRMP during meetings with parent and teacher stakeholders, the OIP District Leadership Team, and the RttT Transformation Team. At these meetings stakeholder buy-in was overwhelmingly positive as all groups saw the collective value of the PRMP. 5. 2/10/14: Our LEA met with IQ Innovations to translate the vision into an implementation plan with timelines and required resources determined. Communication: The PRMP communication plan informs administrators, teachers, parents and students of components of the PRMP and what it means for students and teaching. LEA staff will be notified of the grant and its benefits through official channels such as announcements at regularly

scheduled PD days, general announcements, and sharepoint.

*** Anticipated barriers to successful completion of the planning phase**

Anticipating the timing of grant awards (summer) we determined that the principal barrier to successful completion of the planning phase would be attempting to execute planning during the summer when key personnel are least likely to be available. Furthermore, executing planning during testing or the end of the school year posed equal challenges. As such, the district and IQ seized the current timing and momentum of our efforts and determined the best course of action to avoid barriers during the planning phase was to actually carry out essential planning components prior to submitting the grant. With these components completed our consortium has accomplished the necessary logistics and put into place the necessary human capital and infrastructure to execute the grant immediately upon award.

18. Implementation - Process to achieve project goals

*** Date Range 7/2014-8/2015**

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

1. 7/14: Operationalize the communication plan to keep stakeholders informed of progress. 2. 8/14: Inform stakeholders of grant award with methods outlined in communication plan. The communication of PRMP will continue throughout the project. 3. 8/14: Assign staff to areas of project responsibility. 4. 8/14: Math and Reading KPM development by content experts will outline the learning precedence of math and reading with their learning dependencies. 5. 9/14-12/14: Content learning objects reviewed/created/aligned to CCSS to provide up to 5 content options per standard in a manner consistent with 2011 iNACOL standards and foundational reading pedagogy. 6. 9/14-12/14: Assessments created based on KPMs using NWEA item bank to identify a student's academic ability and measure growth. 7. 2/15-4/15: Content learning objects uploaded into content repository by IQ Innovations development team. 8. 4/15-5/15: Teacher, administrator, and help desk PRMP user training. 9. 6/15-6/30: PRMP piloting, quality assurance, and refinements. 10. 8/15: School begins. System goes live at ECOT. During the school year PRMP adjustments executed as needed. 11. Summer: 2016 PRMP becomes available statewide via iLearn Ohio and/or iQity. Communication: The superintendent identified implementation leads to oversee grant project activities to ensure fluid communication, alignment with project goals/outcomes, & regulate timely implementation. The IQ project manager (PM) will work with the leads to build personnel capacity and infrastructure necessary for successful implementation. The PM will work with the leads to set project deliverables and organize regular meetings to facilitate communication. ECOT will have access to a digital project management plan resource allowing us and the PM to have a single point of access with real time updates. The plan will outline all project components, milestones, & timelines for deliverables, thus providing transparency throughout implementation.

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

Planning and implementation of the PRMP has a tight timeline that will impact planning, implementation and evaluation. To ensure success a project manager (PM) experienced with educational technology initiatives will be assigned to guide the PRMP implementation process, serving as the tactical point of communication and coordination between ECOT and IQ. IQ will create feature and content prototypes that will be tested by the district to ensure they meet expectations. When a change to customization scope is requested, the PM will work with LEA leads and the IQ team to determine what the change should be and communicate them to stakeholders. Another potential barrier includes needing more modularized CCSS aligned reading and math content. The district would like to have up to 5 standard-aligned learning objects per academic standard to allow for multiple means of representation, expression, & engagement consistent with the Universal Design for Learning Framework (Rose and Meyer, 2002) so that all students receive content tailored to their strengths and preferences. This will be remedied by assigning subject-specific teams of content experts to review existing math and reading content from a variety of premium and open-source resources and creating additional content where content is missing. These experts will use a rigorous content review and creation rubric that will ensure content utilized is consistent with the 2011 iNACOL National Standards for Quality Online Courses. Parental push-back related to the stigma of their student receiving instruction at a level perceived to be below what is considered age-appropriate for them is another factor to consider as a barrier. To ameliorate this, our staff will be prepared to work with parents to explain how the PRMP creates a roadmap to get back on grade-level as quickly as possible and that by getting involved in their child's education they can help to accelerate their achieving proficiency in math and read

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

*** Date Range 12/2015-6/2016**

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

Quantitative and Qualitative Process and Outcome Indicators: * (12/2015) Teacher-administrator surveys concerning features, functionality, and PRMP educational value. * (12/2015) Analysis of quarterly assessments, pre- and post-tests, number of program students gaining proficiency. * (1/2016) Focus groups held with LEA superintendents, implementation teams, and teachers to obtain qualitative feedback to provide further context to survey data and other quantitative data gathered. * (6/2016) Quantify academic achievement outcomes. To meet the over-arching goals and track our progress, the LEA has established a set of rigorous annual academic goals. Each year we aim to meet or exceed the following expectations for participating students in grades 3-5: 3% aggregate increase in reading and math proficiency rates, overall composite value-added measure rated as meets or above, and meet the AMO attendance targets. The source of benchmark comparative data points will be length of student engagement, and proficiency rates in the immediate three years prior to the grant award. * (Ongoing) PM led meetings to evaluate progress, identify solutions to barriers, and change plan course as needed. Communication: A key to success for evaluation and more broadly the implementation of PRMP is being an active partner throughout development. IQ uses an Agile software development methodology based on iterative and continuous integration which will promote LEA collaboration and adaptive planning. This adaptive development method yields high quality quick results and will drive our involvement during the development and testing phases. Evaluation procedures and implementation will be communicated to teachers, administrators and ODE by the evaluation expert and project manager. Project goals and milestones achieved as measured by results will be communicated to parents and students via school newsletters,

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

Surveys are easy to administer and can provide valuable data, but typically response rates are low. Anticipating this limitation, our evaluation uses multiple data sources and methods to obtain additional data. Frequently scheduled meetings provide consistent feedback loops while also allowing for multiple opportunities to conduct for focus groups around pertinent needs. A barrier to evaluation will be collection of

baseline data and continuous measurement of student academic outcomes at various intervals. To mitigate this challenge measurement and evaluation of results will be handled by the Executive Director of Accountability and Assessment, and the Director of Program Evaluation and Testing. Combined these professionals have nearly 40 years of experience conducting program evaluations for educational initiatives. A final barrier which affects all three stages is possible resistance due to the fact that the PRMP is a significant instructional change for teachers. ECOT administration plans to educate teachers early and often regarding what the PRMP is, how it will directly benefit their students, and impact their teaching effectiveness by completing rote tasks for them automatically. Scheduled PD will provide hands-on training of PRMP technology features as well as its pedagogical implications for our instructional and organizational culture. Outside of scheduled PD days teachers will be able to access a comprehensive suite of online training materials 24/7/365 to support implementation and continued PRMP use.

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:

The most critical instructional and organizational change that will result from the implementation of the PRMP will be the ability of our LEA to foster an improved data-driven decision-making (DDDM) culture. Having detailed standards-based analytics on students' reading and mathematics performance will support the type of DDDM that leads to the implementation of an individualized, student-centric instructional model. Expected changes in the organizational culture and behaviors: * LEA DDDM: We seek to leverage standards-based assessment results to understand specifically which skills and concepts a student needs. For example, a student scoring a 60% on an assessment may have "failed" in the traditional sense, but in fact the student understood 60% of the content. Instead of having students repeat all content, we want our teachers to focus on the "missing" 40%, thus teaching students what they need to learn and not what they already know. This increases instructional efficiency and the student's sense of self-efficacy. With rich data down to the individual standard level, teachers can identify specific student deficits and deliver a personalized learning pathway for each student. *Students: Students will receive personalized content and instruction at a level commensurate with their actual ability and targeted at their specific needs. Students will be more engaged while experiencing greater and more frequent success, thus leading to increased self-efficacy. Students will see teachers more actively engaged in facilitating the process of learning, not just directing it. Students will see tangible evidence of progress towards mastery and be able to direct their own learning without wasting time on already mastered. *Teaching Culture: Administrators have consistently noted that while our teachers are instructional experts, not all are assessment experts, and finding a technology solution that provides standards-aligned assessments with intuitive reporting features will allow our teachers to instead focus time on their content and instruction. As a result, a student-centric teaching culture will be realized as teachers begin using DDDM to personalize student learning. *Teacher PD and Supports: The effectiveness of the best 21st century technology depends on proper usage; therefore, our LEA will ensure ongoing PD programs and resources support implementing the PRMP's new custom asynchronous paradigm of teaching. Furthermore, teacher observations and professional growth plans will have goals and expectations that teachers master and properly implement the system. Individual assistance will be provided through mentors and principals to ensure fidelity of implementation. *Academic Content: The PRMP will change how our LEA purchases, evaluates and uses content. The PRMP calls for a more modularized form of content that is largely not in a continuous course textbook format. This will reduce overall expenditures on reading-only material, require more in-house created learning objects tailored to students, and incorporate other learning objects from various sources (e.g., Kahn Academy, Reading A-Z). Parents: In addition to traditional reporting on student performance, parents will also receive a standards-based report card. These report cards will indicate student performance by showing which concepts their child has or has not mastered. The LEA will communicate with students and parents through email, newsletters, and materials sent with the new report cards explaining the changes and encouraging parents to call or email in questions.

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(s) have been solved.

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.

Each PRMP component combines time-tested, research-based theories and blends them with 21st century technology to create a personalized learning experience. Highlights of the rationale and research include: Data-Driven Decision-Making (DDDM) (U.S. Dept. of Ed., 2012): The PRMP will harness student data in a timely manner to inform instruction. DDDM addresses Goal 1 by: * Providing timely instructional data to enhance student achievement * Automating time-consuming process for teachers, thus increasing resources in the classroom * Providing instructional content at a level commensurate with a student's ability Knowledge Precedence Maps (KPMs) (Cosyn, Doignon, Falmagne & Thiery, 2004): KPMs in education are sequences of learning wherein concepts follow a general order of learning precedence. KPMs based on CCSS will move along pathways from fundamental to advanced concepts (e.g., a student unable to add and subtract will have significant problems learning multiplication). LEA teachers who systematically teach to a student's academic level to ensure they have mastered foundational concepts before advancing consistently have students with superior academic achievement. Each of

the CCSS in the PRMP will have up to five aligned content learning objects automatically populated based on assessment results, saving teachers' time and increasing resources in the classroom. Fight or Flight and Self-efficacy (Bandura, 1977, 1997): Forcing students to attempt new concepts before they have mastered foundational ones can lead to frustration, disengagement, and poor academic achievement as overwhelmed students exhibit a fight or flight response. In the one-size-fits all classroom students who have not mastered foundational knowledge preceding higher levels of knowledge are forced to attempt to learn concepts for which they are unprepared. The PRMP will provide students with content commensurate with their ability so lessons challenge but do not overwhelm them, thus resulting in increased academic achievement. Mastery Learning (Bloom, 1968; Guskey, 1997, 2007, 2009): Mastery learning has consistently been linked to positive effects on a broad range of student outcomes, including student achievement, retention of learned material, and involvement in learning activities. Compared to traditionally taught classes, students in mastery learning classes learn better, reach higher levels of achievement, and develop greater confidence in their ability to learn and in themselves as learners. The PRMP is a mastery learning system. After completing modules and demonstrating mastery, additional modules will be unlocked. This keeps students advancing at a pace commensurate with their ability. At the end of a module students will take a CCSS-aligned summative assessment. On standards that students satisfactorily completed content, but did NOT demonstrate mastery on the assessment, the system will report this to teachers while also automating new content options aligned to those standards which can be reassigned. Revisiting these standards with new content instead of the student repeating the same content which s/he failed learn from the first time provides an optimal learning situation, increases the likelihood of retaining the material, and in turn increases the likelihood of success on the assessment. Teacher Instructional Time (Harn, Linan-Thompson, Roberts 2008): The PRMP will increase the quantity and quality of teacher instructional time by automating many cumbersome diagnostic and rote tasks consuming teachers' time; therefore, teachers will have more time to focus directly on students. Universal Design for Learning (UDL) (Orkwis & McLane, 1998): The wide variety of content that will be available in the content repository will allow for multiple means of representation, expression, and engagement from the UDL framework. This will allow for content options tailored to a student's preferences and strengths.

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.

Jill Dannemiller, the Director of Program Evaluation and Testing for our district, will oversee the evaluation measuring the impact of the project. For more than 12 years, Jill has provided leadership at several levels of the educational system overseeing logistics and compliance with administering statewide required assessments, as well as conducting research to measure the impact of programs and policies. Jill has a B.A. in philosophy from Bowling Green State University, an M.S.W in social work and completed all coursework towards a Ph.D. at the Ohio State University in Public Policy and Management. Address: 3700 S. High Street, Columbus, OH 43207 Phone: 614-492-8884, ext. 2449 Email: jill.dannemiller@ecotoh.org

* 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).

The evaluation will utilize a mixed method approach, more specifically a concurrent triangulation design, to evaluate process and outcome indicators. The process indicators will measure the initial degree of program fidelity to ensure that teachers and students are implementing the program as intended. This data collection is through the LMS, teacher observations, and student surveys. The teacher observation system is called the "Teacher Observation and Review" (TOR) and is aligned to the Ohio Teacher Educator Standards and the OTES model. The system in place to conduct surveys is called "SelectSurvey," a web-based product that the district currently uses for this purpose with success. The outcome indicators are higher levels of student engagement, higher rates of grade level performance on diagnostics, increased proficiency rates, and an increase in students that matriculate on-time to grade 4 in reading. This data will be collected through the SIS, surveys, and observations. The LEA will utilize consistent measures/procedures to collect data each year. Measures of project success include student performance on annual standardized tests. We will use the state reading and math achievement tests for grades 3-5, and grade level diagnostic reading and math assessments. Additional student academic performance measures include: quarterly/benchmark assessment scores, value-added growth letter grade, performance Index and Ohio report card grades. As the project progresses, the LEA will layer in additional success measures consistent with literature on high-performing on-line schools. The baseline will be length of student engagement, and state assessments scores in the immediate 3 years prior to the grant award. In each subsequent year, it is expected that these outcome measures will improve.

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

The IQ PM and implementation leads will meet regularly to evaluate progress and determine when there is a need to modify or make a change to the project management plan. When/if measured progress is insufficient to meet project objectives these leaders will: * Meet to identify perceived source/s of the barrier/s; * Identify and review data associated with the identified barrier/s that can be leveraged to better understand the problem; * Conduct a focus group with stakeholders to inform context surrounding the problem; * Propose viable solutions and evaluate their feasibility; * Establish an action plan for the selected solution outlining specific steps to be followed along with new timelines, measures of success, and project deliverables; * Action plan integrated into the digital project management plan and communicate these changes with stakeholders. Additional PD for teachers will be provided by LEA staff and will communicate any revised expectations. If students are having issues navigating the program, additional technology training will occur. If appropriate, parents will also be notified of what they can do to help their child. If the implementation issue stems from the Learning Management System (LMS) the IQ project manager will communicate changes between the LEA and IQ team. If measured progress is insufficient to meet program objectives, systematic adjustments will be made to the system to ensure that appropriate instructional content is being delivered and that students are increasing their levels of achievement. Lessons learned from this project will be readily available to other districts throughout Ohio because the system will be available for free via iLearnOhio the following school year. The teacher PD, LMS, content, and assessments will all reflect a full school year's cycle of evaluation and system refinement to more effectively meet student needs.

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.

Please enter your response below.

Sociologist Donald Hernandez (2011) reported that children not reading proficiently by the end of grade 3 are four times more likely to leave school without a diploma than proficient readers (<http://files.eric.ed.gov/fulltext/ED518818.pdf>). In grades 3-5, the program will help provide a more in-depth look at each student's development of basic skills and create a learning roadmap for teachers to follow and build on among students who did not meet the TGRG, as well as those students not meeting OAA math proficiency. These foundational skills will foster students' understanding and working knowledge of concepts of print, phonemic awareness, number sense, and numeracy. These foundational skills are necessary components of an effective, comprehensive reading and math program designed to develop proficient students with the capacity to comprehend academic material across a range of subjects. The goal is to teach students what they need to learn and not what they already know-to discern when particular students or activities warrant more or less enrichment. Value and Sustainability: The current proposal presents an exceptional opportunity not only for our district, but to all school districts in Ohio. IQ Innovations (IQ) provides our LMS and is our partner for the project. After the software customizations required for the PRMP are completed for our LEA, IQ will make the base system available at no cost to all Ohio K-12 schools and districts using ilearnOhio. ilearnOhio is a free comprehensive e-learning platform provided by IQ and funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses. All reoccurring technology costs will be incorporated into the service contract for our learning management system at no additional cost to the LEA. The system will be an integrated iQity LMS feature, and since ilearnOhio is the Ohio branded version of iQity, expanding to state-wide access is easily accomplished. Teacher PD to use the PRMP will be available free via existing online training courses, resulting in no direct costs for adopting districts even after the grant period. Additionally, the LEA already budgets sufficient resources for professional development to ensure new teachers can be trained to use the program. Combined these factors ensure the PRMP will be sustainable without requiring additional funding. Quantifiable Measures of Achievement: 1. Student achievement on state reading and math tests for grades 3-5; 2. Program success rate of participating students; 3. Value Added growth measurement as computed and reflected in Ohio's accountability model; 4. AMO targets for each student group; 5. Number of students matriculating to the next grade level. To meet the over-arching goals and track our progress, ECOT has established a set of rigorous annual academic goals. Each year we aim to meet or exceed the following expectations for participating students in grades 3-5: 3% aggregate increase in reading and math proficiency rates, overall composite value-added measure rated as meets or above, and meet the AMO attendance targets. The source of benchmark comparative data points will be length of student engagement, and proficiency rates in the immediate three years prior to the grant award. We will use the following specified measurement periods and preliminary success points to validate successful implementation: Analysis of quarterly assessments, and, pre- and post-tests to ensure academic growth throughout the year. If any gaps in implementation are found, the administration will be notified immediately and meetings will be held to address the gaps. Additional PD for teachers will be provided by district staff and will communicate any revised expectations. If students are having issues navigating the program, additional technology training will occur to address these needs. If appropriate, parents will also be notified of what they can do to help their child.

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

Funding will allow our LEA to implement a research-based personalized reading and mathematics system. The evaluation of the impact of the Straight A funds on student outcomes fits well within the overarching goals of our LEA's overall academic plan and the academic achievement tenet of the Straight A fund. LEA's goals that align with the grant include: 1. Increase reading and mathematics proficiency rate and ensure that all students are ready for the next grade level. 2. Solidify the LEA as a high quality school that raises student achievement through an individualized mastery and competency-based model. In order to achieve these measures of success, our LEA must annually track progress on a series of short-term goals that work toward meeting these long-term goals. To that end, the focus of the Straight A grant is congruent with measuring annual progress on these indicators. Specifically, our LEA will track progress on the following indicators: Reading and mathematics achievement on state assessments in grades 3-5; value-added growth measurement as reflected in Ohio's accountability model and AMO targets for each student group. To meet the over-arching goals and track progress, we have established a set of rigorous annual academic goals. Each year we aim to meet or exceed the following expectations for participating students in grades 3-5: 3% aggregate increase in reading and math proficiency rates, overall composite value-added measure rated as meets or above, and meet the AMO attendance targets. The source of benchmark comparative data points will be length of student engagement, and proficiency rates in the immediate three years prior to the grant award. Our LEA will use the following specified measurement periods and preliminary success points to validate successful implementation: Analysis of quarterly assessments, and, pre- and post-tests to ensure academic growth throughout the year.

* 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

In addition to academic goals, our LEA has established a set of process goals to ensure success: Design, test, and refine the personalized reading and mathematics system; Implement OTES/OPES framework: Clearly explaining goals, supports, consequences to staff while setting measurable goals for all staff; Enhance principal/leadership trainee program to identify and grow strong academic leaders. Deploy Ohio Standards-aligned assessments showing concepts a student is lacking, ready to learn, and those mastered with content automatically recommended as needed. Content loaded into ilearnOhio, which is the statewide platform available at no cost to school districts, potentially reducing textbook expenditures significantly and provide materials to assist districts in their conversion to CCSS.

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

Our proposal not only takes proven psychological and pedagogical theories and blends them with 21st century technology for LEA students, but also has the potential to revolutionize how grades 3-5 mathematics and reading are taught across the state of Ohio. Our technology partner, IQ Innovations, supports the technology solution that powers ilearnOhio. ilearnOhio is a free comprehensive e-learning platform funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses. This statewide platform includes a searchable repository of standards-aligned educational content (courses and digital resources), an e-commerce marketplace, and a learning management system to facilitate the delivery of course content from multiple providers to various end users. ilearnOhio is administered by the Ohio Resource Center, located at the College of Education and Human Ecology at The Ohio State University, under the direction of the Ohio Board of Regents. AFTER THE SOFTWARE CUSTOMIZATIONS REQUIRED FOR THE PERSONALIZED READING AND MATHEMATICS SYSTEM (PRMP) ARE COMPLETED FOR OUR DISTRICT, IQ INNOVATIONS WILL MAKE THE BASE SYTEM AVAILABLE AT NO COST TO ALL OHIO K-12 SCHOOLS AND DISTRICTS USING ILEARNOHIO AND/OR IQITY LMS {emphasis added}. The system will be available statewide the following school year (2016-2017) with schools permitted to make their own decisions regarding whether or not and when they want to adopt. Costs to make the PRMP available statewide will be minimal because the system will be an integrated iQity LMS feature, and since ilearnOhio is the Ohio branded version of iQity, IQ Innovations will only need to provide ilearnOhio a user permission to use the system. Lessons learned from this project will be readily available to other districts throughout Ohio. The teacher PD, LMS, content, and assessments will all reflect a full school year's cycle of evaluation and system refinement to more effectively meet student needs. New content can be added at the discretion of local districts. Schools using the PRMP will have access to various free content options in ilearnOhio. Use of the comprehensive NWEA item bank would be available to districts at a nominal cost. The district has already budgeted this cost in its 5-year forecast. Not only do districts gain access to the PRMP at no cost, but the costs for content alignment are borne by the grant. The benefits of having content individually aligned to CCSS for all of Ohio districts are permanent. Standard-aligned content can be created within a district, loaded into the LMS, and shared with other schools across the state. This may significantly reduce future textbook expenditures statewide. Additionally, a comprehensive, free suite of training materials already exists in the form of video tutorials and an online training course. In-person training is also available through the Ohio Resource Center. Lastly, while this project targets students in grades 3-5 who failed to meet the Third Grade Reading Guarantee and/or are struggling with grade-level math, the infrastructure and pedagogical principles brought about by the system can be scaled within ECOT beyond the scope of these target students. The most critical instructional and organizational change that will result from the implementation of the PRMP will be the ability of our district to foster an improved data-driven decision-making (DDDM) culture. Having detailed standards-based analytics on students' reading and mathematics performance will support the type of DDDM culture that leads to the implementation of an individualized, student-centric instructional model for all of our K-12 students.

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).

Rick Teeters, Superintendent, 4/16/2014

Consortium

Electronic Classroom Of Tomorrow (133413) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Electronic Classroom Of Tomorrow (133413) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Greg	Dye	(614) 564-1050	greg.dye@iq-ity.com	IQ Innovations, LLC		580 North 4th St, Suite 560, , Columbus, Ohio, 43215	

Implementation Team

Electronic Classroom Of Tomorrow (133413) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Jill	Dannemiller	Director of Federal Programs, Evaluation, and Testing	Jill will oversee grant budgeting, the CCIP, compliance and evaluation.	Jill has a bachelor's degree in philosophy from Bowling Green State University, a Master's in Social Work from the Ohio State University, and has completed course work in the Ph.D. program in Public Policy and Management at the Ohio State University.	For 12 years, Jill has provided leadership at several levels of Ohio education administration from ODE to a large urban district, and now with our LEA. She oversees logistics and compliance with administering state required assessments, and conducting research to measure the impact of programs/policies including reading interventions. This includes evaluations of existing programs, evaluations of innovative approaches to helping improve student achievement, surveys of students, families, and teachers, and research syntheses on best-practices regarding on-line education.	
Rick	Teeters	Superintendent	Rick will be responsible for the overall administration of the grant to ensure the project vision is realized, funds are disbursed appropriately, and timelines are met.	Rick completed his bachelor's degree in elementary education from Ohio University and a master's degree in educational administration from Ashland University.	Rick has 26 years of experience in education with 16 years in various administrative roles (Assistant Principal, Intermediate Principal, K-12 Curriculum Director, EMIS Coordinator, Director of Continuous Improvement). Rick has successfully managed large-scale program implementations such as RttT, RTI, CCSS, OTES and OPES. These multi-year/multi-million dollar initiatives were geared towards improving instructional capacity and student outcomes.	
Greg	Dye	VP, Operations	Greg will collaborate with LEA administration to determine specifications for the PRMP and serve as the technical lead for IQ, effectively overseeing execution of logistics and implementation.	Greg completed his bachelor's degree in geophysics and his MBA at the University of Akron.	Prior Experience: With over 20 years of experience, Greg is a multi-disciplined executive with a broad background in IT systems development and implementation, business management, operations, quality assurance, customer service and project management. Throughout his career he has shown a proven ability to select, train and lead cross-functional teams to achieve ambitious goals on time and on budget. Greg has led projects from large scale enterprise-wide ERP builds and implementations down to small business third party software configurations. In his current role, Greg provides leadership and overall management to the development, quality assurance, business analyst, client support and project management teams. This has spanned major educational product feature enhancements and roll-out of the statewide ilearnOhio platform. Discovery, implementation and maintenance of strategic partnerships with educational administration and educational content providers are a major focus. He has overall responsibility for the high quality and feature rich user experience of each of the products offered. Greg regularly interfaces directly with educational administration and content providers to translate feedback into consumable requirements for development and optimizes internal processes and procedures for the most efficient and	

					productive results.	
Xavier	Webb	Psychometrician, Ed.D	Xavier will provide psychometric expertise to ensure valid and reliable assessments are utilized.	Xavier holds a B.A. in secondary English education, a M.Ed. in school administration, and an Ed.D. in educational leadership with a PME of quantitative research methods, assessment, and evaluation.	Dr. Webb has 10 years of experience as an educator and has served in various administrative and teaching roles in K-12 public education. Before coming to IQ Innovations, Xavier worked for the College of Education at the University of Kentucky focusing on linking educational research and innovations to issues faced in P-12 schools. As the psychometrician for IQ Innovations, Xavier leads research and development efforts.	
Bert	Wiser	Executive Director of Accountability	Bert will provide psychometric expertise to ensure valid and reliable assessments are utilized.	Bert has a bachelor's Psychology from the University of Rochester, a master's degree in Experimental Psychology from Purdue University and is ABD in psychometrics and measurement from City University of New York.	Bert has held the position of Executive Director of Accountability and Assessment for the past 24 years, first for Columbus City Schools, then for Worthington Schools and finally, for our LEA. Bert has served as a member of the Ohio Technical Advisory Committee, and has taught graduate courses (statistics, research design, and measurement) at the Ohio State University as well as at the State University of New Jersey. He has also served as Director of Applied Research for the Education Measurement Division of Harcourt, Brace Jovanovich in New York, Cleveland and San Antonio. Prior to working for Harcourt, Mr. Wiser was psychometric fellow at Educational Testing Service in Princeton and survey director at University of Chicago.	
Sarah	Hanka	Director of Curriculum	On this project Sarah will oversee content sourcing, creation, review and alignment.	Sarah is a graduate of Kent State University with a bachelor's degree in English and a master's degree in Curriculum, Technology & Education Reform from University of Illinois at Urbana-Champagne. Sarah also holds an Administrative Specialist license for Curriculum, Instruction and Professional Development.	Sarah has been involved in curriculum management for the past 10 years working with school districts to continue to improve digital content, lessons and assessments for Common Core State Standards and other academic standards. Sarah directs the process for the selection of resource materials which support teaching and learning through working with vendors and suppliers to match their material with instructional programs. Before becoming involved with curriculum development Sarah taught English Language Arts for middle school and high school students.	