Budget

Oregon City (044602) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (333)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	33,244.00	5,120.00	0.00	0.00	0.00	0.00	38,364.00
Support Services	0.00	0.00	101,346.00	0.00	0.00	0.00	101,346.00
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	33,244.00	5,120.00	101,346.00	0.00	0.00	0.00	139,710.00
						Adjusted Allocation	0.00
						Remaining	-139,710.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Increasing Local and Statewide Access to High Quality Student Growth Measures

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

Expanding on a successful Instructional Improvement System pilot experience and fully utilizing its capabilities, Oregon City Schools' K-2 and special area teachers will collaborate with Bowling Green State University faculty to develop high quality pre-post assessments that evaluate student growth with a high degree of reliability and validity. Once teacher training, assessment development, field testing, item analysis, and revisions have been completed, these New Learning Standards-aligned assessments will be made available to districts statewide to assist in the collection and use of student learning objective data. The Straight A Fund goals of student achievement, fiscal measure positive performance, and utilization of a greater share of resources in the classroom are all met in this proposal through high quality professional development, targeted, data-driven planning and instruction, research-backed assessment practices, and the full exploitation of the valuable classroom resource that is the IIS.

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.

3000 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
- [x] Kindergarten
- [x] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [x] 6
- [x] 7
- [x] 8
- [x] 9
- [x] 10
- [x] 11
- [x] 12

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

First Name, last Name of contact for lead applicant
Dawn Henry

Organizational name of lead applicant
Oregon City Schools

Address of lead applicant
5721 Seaman Road Oregon, Ohio 43616

Phone Number of lead applicant
419-693-0661

Email Address of lead applicant
dhenry@oregoncs.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- [ ] Yes
- [x] 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

Many teachers across the state are struggling to develop high quality assessments that truly measure student growth. This is due, in part, to their lack of assessment development training or skills, & in part, because they do not have the time to create and/or appropriately pilot assessments they do develop. Assessment is a significant & critical component of a classroom teacher's daily routine. Teachers typically spend from one third to one half of their time engaged in assessment-related activities (Stiggins et al., 1992), but our experiences working with classroom teachers & research on assessment literacy suggest most teachers do not believe they have the skills needed to develop their own high quality assessments or evaluate pre-made assessments for their own classroom needs (Brookhart, 2001; Mertler & Campbell, 2005). Now, in addition to normal classroom assessment practices, teachers in non-value-added content areas & grade levels are now being asked to either select appropriate vendor assessments or develop rigorous, high quality LEA measures to measure a year of student growth as part of the new Ohio Teachers Evaluation System (OTES)(ODE, 2012). Given teachers' lack of training & time to professionally develop high quality assessments. electing a vendor assessment may be the easier option. But vendor assessments are typically expensive & may not validly assess what is being taught in the classroom, leading to a possible disconnect between actual student learning & assessment results. In the case of art, music, & physical education, vendor assessments are often not available. While measuring student growth accurately & reliably is necessary for adult purposes such as evaluation, it's absolutely critical for students to have accurate feedback about their progress they can use to increase achievement.

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

Despite teachers' lack of knowledge & subsequent lack of confidence in developing assessments, because of the expense, lack of availability, & possible content disconnect associated with vendor assessments, many Ohio districts have opted to develop school or district level LEA measures to meet OTES mandates and help teachers and students make decisions about teaching & learning. Our project equips teachers with assessment knowledge and skills, creates a timely mechanism for field testing assessments, and because this is a problem for nearly every teacher in Ohio, utilizes a systematic way to disseminate the assessments to teachers throughout the state. BGSU's CAES & Oregon City Schools' K-2 classroom teachers & K-12 art, music, & physical education specialists will use Ohio's new Instructional Improvement System (IIS) to collaboratively develop quality NLS-aligned pre-post assessments that truly evaluate student growth. To accomplish this, a multi-phase process will occur: 1) teachers will engage in intensive quality assessment development training provided by CAES staff (developing quality learning targets, assessment blueprinting, guidelines for MCQ item writing, constructed response item writing, rubric development, & reliability & validity assurances to be made for developing quality assessments) (approximately 16 hours); 2) teachers will have time to collaboratively create pre-post assessments (14 assessments total) using the IIS system (approximately 16 hours); 3) CAES assessment experts will provide feedback for assessment revision; 4) teacher-developed assessments will be piloted with appropriate grade level students; 5) CAES analysis of individual assessments will be conducted & reports generated; 6) teacher/CAES collaborative revisions of assessments & administration protocol will be made based on the pilot data; 7) all finalized art, music, and PE assessments with their corresponding blueprints, keys, rubrics, administration protocol,& psychometric white paper reports will be uploaded to the IIS & BGSU's CAES website for free access by teachers state-wide. The K-2 reading assessment blueprints, keys, rubrics, administration protocol,& psychometric white paper reports will be uploaded to the CAES website and the assessments themselves will be available through the IIS. The high quality professional development provided to teachers who haven't yet received it, will enable them to continue to develop assessments that meet teacher evaluation and classroom instructional needs long after the grant period ends.

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.)

When teachers are aware of their students' prior knowledge they are better able to focus instruction on helping students grow in their understanding of the content (Brookhart & Nitko, 2009). Using evidence from students about their performance to provide feedback to students about their learning has twice the average positive effect of all other schooling effects (Hattie, 2012). To obtain this knowledge and consequently improve student achievement, appropriate assessment skills are required. Teachers involved in this initiative will gain and/or refine critical assessment abilities (Spring 2013). These assessment skills will be transferable to developing LEA measures of student growth in the OTES process, as well as new abilities that will be added to the individual teachers' personal assessment toolbox, able to be pulled out & used for daily assessment practices. With high quality assessment training & access to the IIS, teachers will be able to utilize these resources to construct their own high quality SLO and classroom assessments & administer them online. Because test items in the IIS

are individually linked to Ohio's New Learning Standards, teachers and students will get information directly related to instruction. Teachers, students and parents will be able to make powerful connections between what is taught and what is learned. As a result of this project, we expect students to perform better on all levels and types of testing as they take advantage of accurate feedback. We believe at least 80-89% of our teachers achieve a student growth measure rating of 3, as measured in Ohio Teacher Evaluation System.

☑ 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.)

Right now, our district is deciding whether or not to renew a license with a state-approved vendor. The latest quote from the vendor is $3.60 per student per assessment. This grant covers 3,000 students who take art, music and PE, 900 of which are K-2 students. Using the realistic estimate of $3.60 per student, it would cost our district $45,000 over the next five years if we had to purchase only one art, music, and PE assessment each for every student. This project will fund the creation of three K-12 assessments for art K-12, four for music, and four for PE, as well as three assessments for K-2. This savings will be realized not just in our district, but in every district in Ohio using the assessments.

☑ 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.)

Time is both boon and bain for teachers. Ask any teacher to identify significant challenges they face in their work life, and time will be in the top five. The average American teacher work week is 53 hours (Bill and Melinda Gates Foundation, 2014). If, as noted above, they spent one third to one half of that time in assessment in 1992, that ratio has surely increased in the 12 years since. Making the most of the 25 or more hours of assessment work each week is critical to student and teacher and student success. The more efficiently and effectively teachers can create high quality assessments they know measure what they teach, the more time they can spend analyzing the data, providing rich, meaningful feedback to students, and using results to plan the next steps in instruction. The combination of the high quality professional development provided by the CAES and the IIS framework are what make this project both powerful and productive. In the IIS, K-2 teachers are able to immediately utilize what they've learned through the PD provided by CAES to edit pre-loaded assessment items individually linked to Ohio's New Learning Standards. The item editor also allows art, music, and PE teachers to create items based on their standards which are also pre-loaded into the system. Teachers can administer assessments online, on paper, using bubble sheets or clicker systems. The immediately available reports identify specific knowledge and skills in need of remediation and areas where students are ready to tackle the next task. The timeline for this project is primarily concentrated at the beginning of the school year, so teachers will be able to create and pilot assessments efficiently and have access to the data early so they can use it to plan. The dissemination piece of this project will enable teachers all across Ohio to spend less time recreating the wheel (the assessments) and more time doing the things that foster high student achievement.

☐ 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.

139,710.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

This budget represents an investment on the part of both the state and our teachers. The lions' share of the budget for this grant is devoted to the professional development and test evaluation provided by the Center for Assessment and Evaluation Services. These services include high quality professional development, assessment piloting and analysis, and project evaluation. The budget amount entered under Purchased Services for this support is 101,346.00. A total of 57 teachers will be involved in the project. The remaining costs are for instructional purposes under salaries and fringe benefits for teachers and substitutes. Substitute teachers will be needed for 21 teachers for the two training days needed. Based on previous experience, it will take teachers approximately 16 hours to create the assessments. An additional day of substitute funding will be used for all 57 teachers as they create the assessments and up to four hours of out-of-school hourly pay will be provided to teachers.

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.

Because a significant portion of the funding for this grant is being invested in teacher knowledge and skills, there will be no recurring costs associated with it. Once teachers possess the requisite knowledge and skills neeed to create rigorous, high quality assessments, they will be able to create them quickly and easily using the IIS. Once the tests are created, they will be ours to use. They will also be shared with districts across the state.

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.

45,000.00 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

This project is not incurring any sustaining or maintaining costs for our district, but as noted above, will enable us to save a significant amount of money over the course of the next five years. As noted above, this grant covers 3,000 students who take art, music and PE, 900 of which are K-2 students. Using the realistic estimate of $3.60 per student, it would cost our district $45,000 over the next five years if we had to purchase only one art, music, and PE assessment each for every student. This project will fund the creation of three K-12 assessments for art K-12, four for music, and four for PE, as well as three assessments for K-2. This savings will be realized not just in our district, but in every district in Ohio using the assessments.

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.

Give a man a fish...teach a man to fish...We believe that in addition to the self-sustaining nature of the investment in high quality professional development for OCS teachers, the dissemination of all validated assessments will enable districts around the state to sustain high quality assessment practices. Teachers state-wide will have access to these assessments that validly & reliably assess student growth free of charge. All art, music, and PE products will be held at BGSU's CAES website, so there are no management fees for document distribution. In addition to the special area assessments, a K-2 reading assessment will be available to districts using the IIS. Further, when new OCS teachers enter the district, teachers at their same grade level or OCS administrators who have participated in the training will be able to use BGSU's CAES assessment literacy training materials to internally train these new hires.

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 RangeAugust 1-22, 2014

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

-Team members from CAES and OCS will meet to establish training dates for all teachers involved in the project. Two training dates taking place early in the school year will be established for K-12 art, music, and PE teachers. Criteria and guidelines for assessment development will be collaboratively developed, based on information from previous experience. Dates for submitting assessments for review to Dr. Sondergeld, final submission, and analysis deadlines will be established. -OCS team members will work with the district student information coordinator to ensure accurate teacher and student data are entered into the IIS. -Teacher access to the IIS will be tested and access information given to teachers.-Contract with CAES will finalized and signed by both partnership members. -Training materials will be printed and work space for teacher work will be secured.

* Anticipated barriers to successful completion of the planning phase

The district is currently experiencing difficult clearing up discrepancies in the data provided to the IIS. For example, teachers in the system currently have last year's class lists in their dashboard, as well as this year's students. This doesn't affect their ability to create or administer the assessments, just makes it a bit more cumbersome. We anticipate that this will be cleared up with the first upload of 2014-15 data. We also want to make sure all teachers are able to access the system, including those who weren't in our district this year. We've had a little difficulty with that this year, but again, the developers have been very responsive in solving these problems.

18. Implementation - Process to achieve project goals

* Date RangeAugust 22-October 15, 2014

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

-CAES will provide high quality test development PD to 21 art, music, and PE teachers and refresher information to K-2 teachers.-TBTs will begin developing assessments using the IIS. K-2 teachers will edit the NWEA bank reading questions already loaded into the IIS, as well as add any of their own. Art, music, and PE teachers will input and edit their own questions into the system. They will associate the questions with standards already loaded. -CAES personnel will provide consultation to teachers as they develop the assessments to facilitate the creation of a high quality pilot assessment. K-2 teachers will develop a comprehensive reading assessment, and art, music and PE teachers will create assessments for each of the following grade levels: 5-6, 7-8, 9-12. Additionally, music teachers will create a K-4 and a high school band assessment. PE teachers will also create a K-4 assessment. -Student Learning Objectives, blueprints, rubrics, and other necessary

documents will be written to accompany each assessment. -All teachers will pilot their assessments with their students during the month of September. -CAES will score any extended response questions. -CAES will access student responses through the IIS to analyze the quality and reliability of each test item. -CAES will psychometrically analyze of each assessment and provide detailed reports to each TBT. -TBTs will make any changes recommended by CAES based on their analysis. -Teachers will administer post-tests prior to May 1, 2014.

* Anticipated barriers to successful completion of the implementation phase.

Because the district has had prior experience with the process and has made good use of the learning curve, we are confident the process outlined will be successfully completed.

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

* Date RangeAugust 1, 2014-June 25, 2014

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

A mixed-methods evaluation approach will be used to help the evaluation team understand both what improved & why the improvements were made. However, the greatest focus of data collection & analysis for this evaluation will focus on quantitative data. The process evaluation component will take place throughout the duration of the implementation phase of this project (August 15 - June 25). This component will assess many of the short-term benchmarks: # of assessments created, # of students who took the assessments, & # teachers completing training. Evaluating teacher assessment perceptions and skills will be done at two time points: 1) late August 2014 (prior to assessment literacy training) & 2) early June 2015. This will provide for a quantitative analysis of growth from pre- to post-training. Data will be collected with a survey of teacher perceptions (Likert-scale items & open-ended questions). Repeated measures analyses will be conducted to assess growth in quantitative measures, & content analysis will be used to assess qualitative responses. In June of 2015, once all teacher-created assessments have been developed, piloted, & psychometrically assessed, the CAES evaluation team will perform a content analysis to evaluate the quality of these measures. Once the new pre-post assessments of student achievement are implemented in the 2015-16 academic year, OCS will be able to compare the percentage of students meeting their SLO benchmark goals with this assessment to that of when they used their previously used assessments. It is hypothesized that since teachers will be using higher quality assessments and also possess better assessment skills that their students will perform better on these assessments.

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

Because the district has had prior experience with the process and has made good use of the learning curve, we are confident the process outlined will be successfully completed.

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:

Utlizing previously acquired grant money, OCS teachers in grades K-2 (FY12-13) and 3-11 (FY13014) have already participated in this training, used the IIS to create common science and social studies EOC assessments & have begun modifying their classroom assessment practices as a result. We have heard from our teachers that once they go through this training, they are unable to go back to their former, less rigorous, assessment practices. These teachers also requested access to the IIS as soon as statewide roll-out was possible in order to continue using it to develop classroom assessments. District administrators noted the significant value of teachers being able to quickly utilize their new learning. For example, when teachers learned the critical components of item design, they were able to use the IIS's item edit functionality to edit the NWEA items already loaded in the system to improve item effectiveness. As such, we expect all teachers who participate in this round of training to have a similar experience, resulting in enhanced understanding of student ability & growth, expanded knowledge of assessment design elements, increased accuracy of student test scores & more meaningful OTES narratives & ratings. We have seen this training has opened teachers' eyes & started wonderful conversations about best instructional practices in assessment & increased student achievement. Finally, the evaluation process cited in the previous question will give us useful, relevant information about sustainability & scale up possibilities.

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.

Using assessment data to drive instruction is critical for improving student achievement. As such, BGSU's CAES & OCS began collaborating on teacher assessment literacy training & teacher developed assessments of student growth with teachers in the 2012-13 academic year. As

a result, comprehensive LEA developed measures of student math ability aligned with the common core standards were created, piloted with students in their respective grades in the Spring of 2013, & revised based on the results. Assessments consisted of multiple-choice items that were pulled from ODE's IIS system as well as teacher developed constructed response items to assess higher level thinking. IIS items frequently needed to be revised (approximately 50-75% of items) to be aligned with best practices for MCQ item writing (Brookhart & Nitko, 2009). Rubrics for grading higher level tasks, & standardized directions for administration were also developed & implemented collaboratively by OCS teachers & CAES faculty. CAES staff then conducted psychometric analyses on the assessments & found the LEA measures of student math ability had high internal consistency (ranging from .700 to .892); assessed a wide range of abilities (no student scored less than 35% or higher than 95% on the overall assessments at the end of the year); & were validly aligned with the common core standards (evidenced by assessment blueprints). As CAES facilitated over 20 assessment literacy trainings in the Summer of 2013 & worked with more than 1000 teachers & administrators one of the most common concerns was teachers not having enough time to develop a rigorous and high quality assessment of student growth regardless of whether appropriated assessment skills were possessed. Additionally, none of the school districts we worked with felt they had the ability to appropriately pilot & analyze their assessment results to refine their measures. As such, when told of our pilot process with OCS teachers in other districts would often ask "why can't you just let us use the math assessments you created with Oregon City Schools since you already know they are high quality?" When taking time constraints, piloting & analysis limitations, as well as the requests for use of our collaboratively developed assessments into consideration we are confident that there will be a high desire to use these quality LEA measures once they are created. Thus, we will most certainly be able to share our resources with other classroom teachers statewide once they are developed.

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.

The evaluation for this project will be provided by the Center of Assessment & Evaluation Services (CAES). CAES is a university-based center serving the assessment and evaluation needs of large and small grants, programs, organizations, and K-12 schools, districts and agencies. The center is directed by Drs. Toni Sondergeld (assistant professor) & Rachel Vannatta Reinhart (full professor), CAES Co-Directors & Professors in Assessment, Research, & Statistics at BGSU. In the past 13 years, CAES faculty have evaluated a wide range of projects funded by agencies such as the National Science Foundation, U.S. Department of Education, Safe Schools/Healthy Students, state departments of education, and various private agencies. CAES is currently evaluating for three Round 1 Straight A Fund grants. In addition, CAES has worked with more than 200 schools on projects that span assessment literacy, early childhood, reading, mental health, special education, school safety, response to intervention, after-school programming and grant writing. By drawing on the wide range of talents at BGSU, CAES has the capacity to support any project with tailored evaluation design, training, instrument/protocol development, data analysis and reporting. Evaluation staff, Dr. Stacey Rychener & Mrs. Kandy Current, have each been with CAES for 13 years & have evaluated over 50 school-based grants. CAES currently has 10 Master's & PhD students in education as graduate assistants who will also be instrumental in assisting with the evaluation of this project.

* 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).

A mixed-methods evaluation approach will be used to help the evaluation team understand both what improved & why the improvements were made. However, the greatest focus of data collection & analysis for this evaluation will focus on quantitative data. Short-Term Benchmark Evaluation - # of assessments created (benchmark - 16 or more at varying grade levels and content areas) ? # of students who took the assessments (benchmark - 95% completion rate at each grade level) ? # teachers completing training (benchmark - 100% of teachers in OCS grades K-2 and special areas) ? Assessment quality (benchmarks - validity: alignment with common core standards; reliability: .70 internal consistency or greater; stretch: ability to assess students at all ability levels) ? OCS teacher confidence in assessment best practice skills improved (benchmark - significant growth from pre-post survey at .05 alpha level; perceptions improved qualitatively) ? Full teacher utilization of IIS to create high quality assessments & analyze results for use in instructional planning & calculating student growth Long-Term Benchmark Evaluation - OCS & teachers across the state will now have assessments aligned to Ohio's NLS standards (content validity) that produce reliable results. Thus, long-term benchmarks include the following: ? Student pre-post achievement gains (Goal 1) ? Increased number of valid and reliable pre-post assessments of student growth (available through IIS system & CAES website) ? Elimination of need to purchase art, music, and PE vendor assessments (Goal 2)

* 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 project will have multi-tiered system in place to change project plan if there are barriers to the project meeting our goals. Tier 1: Monthly Core Stakeholder Meeting with Progress Monitoring as Part of the Agenda will be conducted. Tier 2: The CAES evaluator will also create a Progress Monitoring Checklist within the Evaluation Plan. Tier 3: Formative Evaluation report in January will be presented to stakeholders in an open forum for discussion on overall modifications on service delivery, materials, support, technical assistance, & content of the PD and assessment development process as administration, collaboration, & communication of the project. Tier 4: Year 1 Summative Report will also be presented in an open forum to goals, benchmarks, outputs, & outcomes from Year 1. Modifications to Evaluation Plan, Project Plan, & Benchmarks will be addressed at this time. Then, CAES will conduct training on how to utilize instruments, tools, databases, protocols & Evaluation Plan for Years 2-5.?

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.

When teachers develop assessment literacy skills, they are better able to assess their students' actual abilities (reducing error) &

consequently improve student achievement. Because we're investing in teacher assessment knowledge & skills, the benefits of the investment will extend into grade levels & subject areas not covered by the grant & will far outlast the grant's timeframe. Quantifiable measures of teacher assessment literacy skills include: increased teacher confidence & perceptions of assessment best practices, increased teacher assessment literacy skills, increased number of teachers using assessment best practices in the classroom. As CAES facilitated over 20 assessment literacy trainings in the Summer of 2013 & worked with more than 1000 teachers & administrators one of the most common concerns was teachers not having enough time to develop a rigorous and high quality assessment of student growth regardless of whether appropriated assessment skills were possessed. Additionally, none of the school districts we worked with felt they had the ability to appropriately pilot & analyze their assessment results to refine their measures. As such, when told of our pilot process with OCS teachers in other districts would often ask "why can't you just let us use the K-2 math assessments you created with Oregon City Schools since you already know they are high quality?" When taking time constraints, piloting & analysis limitations, as well as the requests for use of our collaboratively developed assessments into consideration we are confident that there will be a high desire to use these quality LEA measures once they are created. Thus, we will most certainly be able to share our resources with other classroom teachers statewide once they are developed. As noted in a previous question,

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

As noted above, when teachers are aware of their students' prior knowledge they are better able to focus instruction on helping students grow in their understanding of the content To obtain this knowledge and consequently improve student achievement, appropriate assessment skills are required. Teachers involved in this initiative will gain and/or refine critical assessment abilities (Spring 2013). With high quality assessment training & access to the IIS, teachers will be able to utilize these resources to construct their own high quality SLO and classroom assessments & administer them online. Because test items in the IIS are individually linked to Ohio's New Learning Standards, teachers and students will get information directly related to instruction. Teachers, students and parents will be able to make powerful connections between what is taught and what is learned. As a result of this project, we expect students to perform better on all levels and types of testing as they take advantage of accurate feedback. We believe at least 80-89% of our teachers achieve a student growth measure rating of 3, as measured in Ohio Teacher Evaluation System. Benchmarks associated with this goal area include: # of assessments created (benchmark - 16 or more at varying grade levels and content areas) # of students who took the assessments (benchmark - 95% completion rate at each grade level) # teachers completing training (benchmark - 100% of teachers in OCS grades K-2 and Special Areas) Percentage of students reaching SLO target scores Percentage of teachers achieving a student growth measure of 3

* Spending Reduction in the five-year fiscal forecast

The primary benchmark for this goal is the elimination of the need to purchase vendor assessments for K-12 art, music, and physical education.

* Utilization of a greater share of resources in the classroom

As we discussed above, we want to better utilize time in the service of instruction. As noted previously, evaluating teacher assessment perceptions and skills will be done at two time points: 1) late August 2014 (prior to assessment literacy training) & 2) early June 2015. This will provide for a quantitative analysis of growth from pre- to post-training. Data will be collected with a survey of teacher perceptions (Likert-scale items & open-ended questions). Repeated measures analyses will be conducted to assess growth in quantitative measures, & content analysis will be used to assess qualitative responses. Data points collected through this process include the types and amount of feedback provided to students, as well as perceptions about the connection between feedback use and student achievement.

* 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 training OCS teachers will receive has already been replicated more than 20 times over the past year with more than 1000 teachers. The basic training typically takes 2 full days (8 hours each). Similar content & grade level groups collaboratively create their assessments over the course of 2-3 more days. Field testing of the assessments typically requires an outside agency to assist with analysis & report writing. The IIS has been offered to all Ohio districts & over 75% of RttT districts have signed up to participate in this year's rollout. Access to the both the assessments & the training that made them possible will be available on a wide scale.

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).

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Consortium

Oregon City (044602) - Lucas 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

Oregon City (044602) - Lucas 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
Michael	Ogawa, Ph.D.	419.372.2481	ospr@bsgu.edu	Bowling Green State University		106 University Hall, , Bowling Green, Ohio, 43403-0230	

Implementation Team

Oregon City (044602) - Lucas 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**
Terri	Hook	Lead Teacher, Resident Educator Program Director	Terri's current position as full time Lead Teacher enables her to provide one-on-one support to teacher-based teams engaging in the extensive change work ongoing in our district. Her responsibilities for this project will include working with teams as they create the assessments, coordinating TBT work times and other logistics. and assisting in oversight of the project budget and progress monitoing of grant activities.	Terri has been a teacher for 29 years, with experience in grades 3-8. She has been an instructional mentor for five years and the resident educator director for our district for the past four. She is a 10-year adjunct professor at Ashland University, teaching a course in reading comprehension instruction. She also serves as the vice president for the Oregon City Federation of Teachers. Terri is the co-facilitator of the the district's District Leadership Team. She received her Master Teacher Designation in May, 2012.	Terri's experience in grant writing and administration started at the local level beginning with grants for the Oregon Foundation, a non-profit organization that supports teacher work. She was also part of the teams writing successful Ohio Venture Capital, ARRA, RttT, and Round 1 Straight A grants. Terri has worked extensively with teachers as they've implemented research-backed assessment practices through her work in the district's Educational Research and Dissemination program.	
Toni	Sondergeld, Ph.D.	Assistant Professor - Educational Assessment, Research, & Statistics Co-Director - Center of Assessment & Evaluation Services (CAES)	Dr. Sondergeld will work to deliver assessment PD, provide feedback on assessments developed, and conduct reliability/validity pilot studies on all assessments, as well as work with CAES staff to externally evaluate the overall project.	Dr. Sondergeld is an assistant professor in Assessment, Research, and Statistics at BGSU and co-director of the Center for Assessment and Evaluation Services at the University. She is a former K-12 teacher, as well.	Dr. Sondergeld has created & facilitated teacher training/workshops on assessment development for the OTES process to numerous districts, SSTs, & ESCs; served on Ohio's Performance Assessment Pilot ELA Range Finding Committee; presented sessions on how to create high quality & rigorous LEA assessments for OTES at ODE's Connecting the Dots Symposium; developed a reading program training assessment for an evidence-based reading intervention to be utilized in their certification process; facilitated teacher PD on data-driven decision making; developed & regularly teach college courses in assessment, statistics, & research methods; & are both former K-12 teachers. In addition, she has conducted a workshop on scaffolding & assessing students' engagement with science content for National Science Teacher Association; implemented workshops on MCQ item writing for National Math + Science Initiative PD trainers; Facilitates bi-yearly meetings for item creation, standard setting, & assessment protocols of multiple National Surgical Board Exams based on psychometric analysis for the American Osteopathic Board of Surgery; & provided psychometric consultation	

					for the American Board for Certification of Teacher Excellence's multiple-choice written assessments for teacher certification.	
Rachel	Reinhart, Ph.D.	Professor, Educational Assessment, Research, & Statistics, Co-Director, Center for Assessment and Evaluation Services (CAES)	Dr. Reinhart will work to deliver assessment PD, provide feedback on assessments developed, and conduct reliability/validity pilot studies on all assessments, as well as work with CAES staff to externally evaluate the overall project.	Dr. Reinhart is a full professor of Assessment, Research, and Statistics at BGSU and co-director of the Center for Assessment and Evaluation Services at the University. She is a former K-12 teacher, as well.	Dr. Reinhart has created & facilitated teacher training/workshops on assessment development for the OTES process to numerous districts, SSTs, & ESCs; served on Ohio's Performance Assessment Pilot ELA Range Finding Committee; presented sessions on how to create high quality & rigorous LEA assessments for OTES at ODE's Connecting the Dots Symposium; developed a reading program training assessment for an evidence-based reading intervention to be utilized in their certification process; facilitated teacher PD on data-driven decision making; developed & regularly teach college courses in assessment, statistics, & research methods; & are both former K-12 teachers.	
Dawn	Henry	Director of Teaching and Learning, Oregon City Schools	Dawn's responsibilities for this project include scheduling BGSU PD sessions for teachers prior to assessment development, ensuring teacher participant access to the IIS, overseeing project budget, direct assistance and involvement in test development, participation in assessment review and overall project review. She will also provide PD to participants who are unable to attend both sessions of PD. Also included is monitoring progress of grant activities for state review and board updates.	A 29-year educator, Dawn Henry, was an intervention specialist, building principal, special education supervisor, and Director of Student Services over the course of her career in four districts prior to becoming the Director of Teaching and Learning. She earned her Bachelor's Degree in special education from BGSU and her Master's Degree in Educational Leadership from the University of Toledo.	Dawn has written successfully written and implemented Venture Capital grants, overseen the implementation of an ARRA grant and currently oversees implementation a $250,000+ RttT grant. The Scope of Work for the RttT grant includes the transition to the NLS, implementation of a 3-year formative assessment PD curriculum, and launching OTES. In addition to coordination duties, she has personally provided over 40 hours of professional development training related to formative assessment, teacher evaluation, and standards alignment throughout the course of the RttT grant work.	