

Budget

Steubenville City (044826) - Jefferson County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (82)

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	537,779.00	1,562,500.00	0.00	0.00	2,100,279.00
Support Services		0.00	0.00	571,856.00	0.00	0.00	0.00	571,856.00
Governance/Admin		0.00	0.00	75,000.00	0.00	0.00	0.00	75,000.00
Prof Development		0.00	0.00	928,500.00	0.00	0.00	0.00	928,500.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	2,113,135.00	1,562,500.00	0.00	0.00	3,675,635.00
Adjusted Allocation								0.00
Remaining								-3,675,635.00

Application

Steubenville City (044826) - Jefferson County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (82)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Technology and Reading Success (TARS)

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

Through this initiative nineteen (19) school districts will be able to diagnose reading deficiencies and achievement levels of 14,206 students in grades Kindergarten through three, create individualized reading improvement plans, monitoring of plans and provide intensive reading interventions with one log in. This will be accomplished by: 1. Expanding the number of highly qualified reading teachers. 300 teachers will obtain their Reading Endorsement from Franciscan University. 2. Provide a comprehensive easy to use data system for diagnosing reading deficiencies and achievement with all of a students data in one place. 3. Provide Scholastic Reading Inventory(SRI) to students in grade K-3. SRI is a research-based, computer-adaptive reading assessment. 4. Provide a customized intervention curricula for all readers in addition to their daily reading instruction.

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.

14206 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 checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input 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
Melinda Young

Organizational name of lead applicant
Steubenville City Schools

Address of lead applicant
1400 West Adams St.

Phone Number of lead applicant
740-283-3767

Email Address of lead applicant
myoung@scsohio.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

Teaching reading is a job for an expert. Learning to read is a complex linguistic achievement. Most children depend on school to learn to read, and we must provide our students with a teacher who is highly qualified to teach reading. Teachers lack a comprehensive system that provides a grade book and all student data in one place with one log in. Students lack a customized reading intervention model to meet their reading needs.

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

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

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.)

Our overall goal is to increase student's reading achievement. Each of the districts will implement DataMap. This comprehensive approach will ensure that every student including high-risk students will read at grade level by the end of third grade. To accomplish the goal of reading success we will: Provide students with highly trained and educated reading teachers, a data system that is easy to use to diagnose reading deficiencies and achievement and a customized online intervention curriculum to meet the needs of all students. The main goal of T.A.R.S is to ensure success in Reading. Secondary goals include reducing the number of referrals to special education, decreasing retention, increasing daily attendance and address family needs. This program will target at-risk students using data, develop an intervention plan, and provide a customized online reading program to meet the students needs. T.A.R.S. will also develop highly qualified reading teachers to ensure every child has an expert teaching them to read.

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.)

Over the five-year period, school districts would see significant savings in a number of expenditures, including but not limited to the following: 1. Fewer third party assessments to purchase 2. No need for an additional data analytic tools 3. No need for an additional LMS software 4. No need for an additional digital curriculum. These cost are over \$490,000 during a six year period.

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.)

1. More efficiency - less time with moving and obtaining data to and from different sites 2. Reduction in teachers spending administrative time with entering data multiple times or searching for data in multiple locations because all student performance is being captured in one location.(one site one log in) 3. Less tutoring time because data will help the educators focus on the precise area of need, provide the appropriate intervention and get the student back on track quickly. 4. Funding on certification/endorsement for staff 5. Less retentions the average retention cost is \$10,700 6. Fewer special education placements. Special education cost can be double that of regular education. Whether a student is a proficient reader by the end of third grade is an important indicator of their future academic success. Substantial evidence indicates that unless students establish basic reading skills by that time, the rest of their education will be an uphill struggle. Research estimates that fully 95 percent of all children can be taught to read. In our consortium 21 percent of our students are not reading on grade level. The school districts believe we can correct this by using data to teach in an organized systematic and efficient way.

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.)

The shared services model will help all 15 districts optimize the delivery of cost effective comprehensive reading instruction for all students. Clear service agreements will be developed in order to ensure high performance of students and teachers, cost control and continuous improvement of all districts. The benefits to the 15 district are as follows: Economic : Higher productivity for teachers and students, reduced expenses, reduced systems cost Strategic : One complete system (data, acceleration and remediation), one log in for parents, student, and teachers Quality: Better decision making by parents and teachers, higher quality of data, improved service to parents and students Speed: Reduced time for organizing and analyzing data based on student test results, teachers can quickly set growth goals and monitor progress over time

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.

3,757,635.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The budget for the Technology and Reading Success (T.A.R.S.) is as follows: The one time set up fees to develop and implement DataMap and other online curriculum are as follows: Installation and setup of DataMap is for 15 districts for a total of \$55,100. Installation and setup of Virtual Classroom is 15 districts for a total of \$18,810. Implementation of all the State diagnostic test into Virtual Classroom is \$36,000. To integrate Virtual Classroom with Jefferson County Virtual Learning Academy is \$195,000. Content Protractor setup for the content is \$50,000. Installation of reading online curriculum at the district level is \$15,000. SRI Reading Inventory \$151,946. Ebooks \$15,000 Creation of a bridge to push diagnostics results from Virtual Classroom to DataMap \$35,000. The following are the cost of increasing the number of highly qualified reading teachers. The course work from Franciscan University for 6 classes 18 hours of graduate credit is \$3000.00 per teacher (a discount of 50%) for a total of \$900,000. Other training cost include Technology Training of DataMap and Virtual Classroom \$1500 per district for a total cost of \$28,500. This curriculum training will be available for teachers, administrators and parents on the use of the online curriculum. The total professional development budget is \$938,500. The cost of using DataMap and Virtual Classroom is as follows: The 5 year district license for DataMap, Virtual Classroom and hosting fee is \$19.65 per students (14,206) for a total cost of \$279,147. The cost for the K-3 reading readiness curriculum (tutoring program) is \$20.74 per student (14,206) for a total cost of \$294,632. The total license fees are \$573,779. In order for students to use the online tutoring program a wireless device will be purchased for off-track students (as determined by DataMap, parent and teacher input). Districts estimate that in our consortium 3125 students are off track. The devices will cost \$500 each for a total cost of \$1,562,500. The programming and setup of devices will cost \$12.00 per device for a total of \$37,500. Measurement Resources Company Evaluation \$75,000.

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.

Wire-less devices will be replaced due to damage, lost etc. Beginning in 2020 ongoing costs are: \$8.68 per student (14,206) per year for a total \$123,392 This fee includes Data Map, Virtual Classroom, hosting fee and online reading tutoring. These cost will not only provide ongoing maintenance and support, they will also fund the continued development of curriculum, routine assessments, and improved software. In addition, as adoption of software solutions increases, the ITCs and Software Answers have worked together to lower the cost per student. Since we anticipate increased adoption of this solution throughout and beyond the grant period, we expect that the actual ongoing costs will be lower than the costs documented above.

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

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.

82,000.00 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

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

the financial impact table the following savings are projected for FY0215 and beyond Over the life of the project the savings would be \$492,000.

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.

Ongoing cost of this project will not start until FY2020 . The projected cost is \$8.68 a student. All 15 school districts anticipate a great deal of savings from this project. In their financial impact documents they were very conservative in estimating savings. These include equipment, salaries, benefits and supplies. New cost are a total of \$123, 392. District will save money by not using outside data collection, assessments, and online software for a total of \$82,000.00 per year.

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 9-23-13 ongoing

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

Technology and Reading Success (TARS) was developed through a collaborative effort of 15 Ohio School Districts; the Jefferson County Educational Service Center and Software solution. The first webEx conference was held on September 23, 2013. The planning team had ten phone conferences with the last one held on April 15. The Planning Team included two parents, two teachers, two curriculum directors, Franciscan University Representative, Software Solution Representative, and two principals. All members participated in at least eight meetings. The team reviewed surveys, test results, teacher's certification, and available tutoring program. Bi-weekly webEx calls were made available to the 15 school districts to update them on the progress of the grant, documentation needed, and to gather additional input. Planning will continue through out the grant period in order to adjust and reset goals as necessary.

* Anticipated barriers to successful completion of the planning phase

Making sure all districts are meeting time lines and communicating with their public and staff.

18. Implementation - Process to achieve project goals

* Date Range 8-1-2014 ongoing

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

Technology and Reading Success (TARS) districts will be divided into three cohorts based on geographical location. To facilitate communication and coordination between the participating districts in each cohort, each will identify a contact person. These contacts will be responsible for determining the schedule for training dates, share feedback, making recommendations if needed for adjusting assessments, lessons, addressing issues and problems as they arise, etc. These contacts will work together to identify monthly training dates. One of the first issues to be addressed with the district will be negotiating individual district schedules to determine suitable training dates. Another issue will be maintaining open communication and coordination among districts and schools. There is a requirement that the schools and districts communicate regularly. October 13- Consortium of schools developed October 13- Planning and development of

proposal December -13 Grants awarded January14 - Contracts designed and signed for service August 14- Equipment purchased (wireless devices) August 14- Consortium district representatives scheduled dates for training August 14 - 1st WebEx held September 14- DataMap used by school districts October 14- Data put in DataMap October 14- WebEx Conference call ongoing one per month or more as needed October 14 - Reading Lessons assigned to student October 14 - 1st assessment with DataMap November 14- Reading lessons assigned to students November 14- WebEx conference call December 14- WebEx conference January 15- 2nd assessment with DataMap March 15- 3rd assessment January 15- WebEx calls May 15- 4th assessment June 15- WebEx conference call

* Anticipated barriers to successful completion of the implementation phase.

Meeting our deadlines. Will be accomplished with communication and re-adjusting goals.

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

* Date Range 8-1-2014 to 8-1-2015

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

A mix-method summative evaluation will be conducted by a third-party evaluation firm, Measurement Resources Company. Specifically the evaluation will look at five major result areas. 1. The increase in trained reading teachers. This will be accomplished by tracking monthly updates on teacher progress in terms of classes taken and certifications received. 2. Successful school district and classroom implementation of DataMap Data. This will be done by tracking DataMap principal and teacher training, parent training, participation in the WEbX training, and data compliance. 3. Implementation of Virutal Classroom Reading lessons. This will be done by tracking number of students enrolled and through teacher feedback. 4. Increase in Student Outcomes. This will be done by tracking % of students enrolled who are on track/off track, student achievement of Reading OAA, student retention, and student special education referrals. 5. Cost savings to districts. In addition to tracking quantitative numbers, a program impact survey will be conducted of teachers and principals to uncover any other anticipated or unanticipated impacts of the training as well identify other barriers and facilitators of success.

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

Collection of data. Clear communication.

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:

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

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

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.

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

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.

Sheri Chaney Jones, President Measurement Resources Overview, 7639 Ashworth Pl., Columbus, OH 43235, 614-893-0773, scjones@measurementresourcesco.com.

* 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).

Based on the baseline assessment administration at the beginning of the school year until February each school will set a long term goal, with interim goals for each quarter. At each assessment period progress will be reviewed and a new interim goal may be set. In addition areas of concern will be addressed at the building or district level. After analyzing the data the district will be able to track students from one grade level to the next. Each district will be asked to set their goals on: % of students on track % increase of State Assessments % of students receiving intervention % of students receiving accelerated services. By setting goals and analyzing data we can increase efficiency and make the education process more effective for each child. This process could also be implemented with other courses such as math, science and social studies. We would also like to evaluate the results from the 3rd Grade Reading OAA verses the various diagnostic test used the districts. By comparing this data we will be able to identify the best assessments for predicting the results of the 3rd grade OAA. This will also help schools by getting rid of what does not work and only using assessments that produce results. Both quantitative and qualitative methods will be used to track progress on short and long-term goals. Quantitative outputs measured will include: number of teachers attending classes, number of teachers receiving certifications, percentage of teachers who start the training process complete the process, number of principals and teachers trained in DataMap Data, number of parents trained in DataMap Data, number of classes that successful implement Virtual Classroom Reading lessons. Quantitative outcomes measured will include: percent of students enrolled who are on track/off track, student achievement of Reading OAA, student retention, and student special education referrals, and cost savings to districts. Qualitative data in the terms of a survey

* 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 T.A.R.S. project will use the Ohio Improvement Process. Stage 1 identify critical needs of consortium, districts and schools. Use data. Stage 2 Develop a focused plan. Develop goals, strategies, indicators and action steps focused on needs. Stage 3 Implement and monitor the focused plan. Implement strategies and action steps to achieve goals of the project. Stage 4 Evaluate. Review data, gather evidence and impact.

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.

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

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

June 2014 95% of the 200 teachers selected will complete the Reading Course work from Franciscan University. August 2014 100% of K-3 teachers will use DataMap to collect data. October 2014 Baseline be determined at this time (normally it will be done at the beginning of the school year) to track student data. October 2014 100% of teachers will assign students who need intervention or acceleration to online intervention lessons. May 2015 25% decrease in the number of students off track at each grade level. June 2015 Expanding the number of highly qualified reading teachers. July 2015 5% increase at the proficient level on the 3rd Reading Assessment from 2013. August 2015 95% of the 300 teachers will receive a reading endorsement on their Ohio Teacher License. August 2015 100% of 14,206 students will be taught by a highly qualified teacher. Other areas we hope to accomplish are a reduction in the number of students referred for special education, a reduced need for intervention and less intervention and fewer retentions.

* Spending Reduction in the five-year fiscal forecast

August 2015-20 90% of the 15 districts will not pay for third party assessments not included in this grant. August 2015 -20 100% of the 15 districts will not pay for other analytic tools for data collection. August 2015 20 100% of the 15 districts will not purchase additional online

curriculum. This will save a total of \$82,000.00 per year.

*** Utilization of a greater share of resources in the classroom**

August 2020-50 % decrease in tutoring students. Baseline will be established in August 2014 and yearly there after. Goal is a reduction by 10% per year. August 2020 25% decrease in retentions in grades K-3. Goal is a reduction by 5% per year. Average retention cost is \$10,700. 700 students equals a saving of \$749,000. August 2020 10% decrease in special education placements Goal is a 2% per year. Average special education cost 15,900. 280 students equals a savings of \$4,452,000

*** Implementation of a shared services delivery model**

October 2014 95% of teachers grades PreK-3 will use Data map October 2014 95% of students who need tutoring will use the online tutoring system

*** Other Anticipated Outcomes**

n/a

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**

After the funding for Technology and Reading Success is over we are confident that the gains we expect to make in students reading achievement will be substantial and that our network will continue to grow. This project has already invested in infrastructure, as well as the development of highly qualified reading teachers and online student lessons. Software Solutions is currently serving over 75% of Ohio Schools with ProgressBook, Grade Book and Student Information. Over 450 school districts currently use Progress Book, it would be a natural progression to use a DataMap. Teachers would have access to one login, one system for their students. DataMap would also be able to be used for Science, Social Studies, and Math. The 15 consortiums of schools will encourage other districts to implement the project. As the number of districts increase cost will decrease.

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

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

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

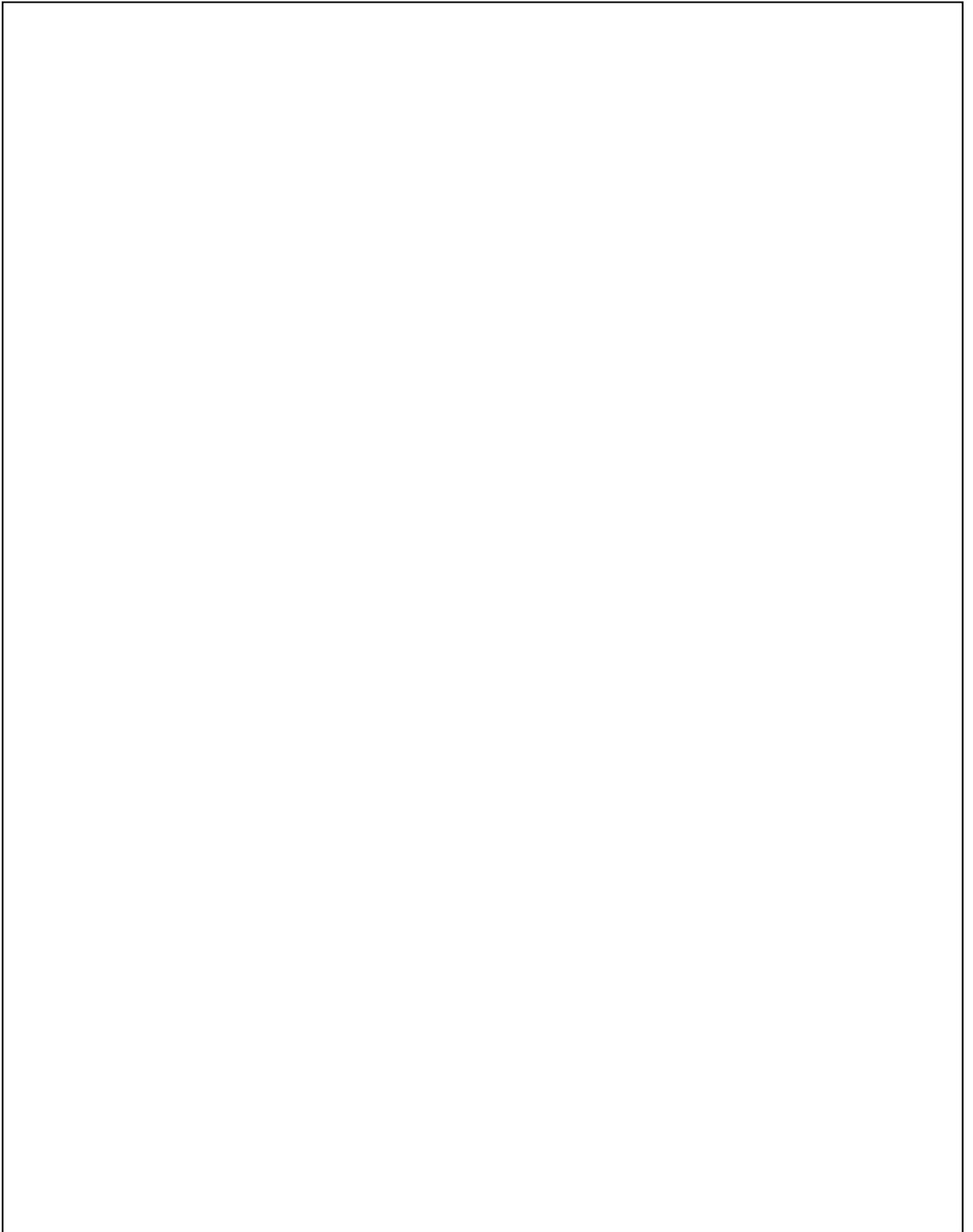
Consortium

Steubenville City (044826) - Jefferson County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

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Partnerships

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Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Charles	Joyce	740-284-5292	cjoyce@franciscan.edu	Franciscan University		1235 University Blvd., , Steubenville, Ohio, 43952	
George	Ash	740-283-3347	gash@omeres.net	Jefferson County ESC	047779	2023 Sunset Blvd, Steubenville, OH, 43952-1349	

Implementation Team

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Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Charles	Joyce	Dr.	He will be a part of the implementation team and will coordinate the on-line graduate classes for teachers.	Has 30 years experience in administrative positions in Education (K-12 and Higher Education), he has been responsible for the administration of several grants. In his current position at Franciscan University, he has administered several grants: HB119; Ohio Core Grant (\$100,000), HB 115 Dual Credit Grant (\$90,000) and OBR Improving Teacher Quality Grant (\$124,000).	In the K-12 setting, as a Superintendent he had ultimate responsibility for overseeing a 19 million dollar budget as well as a construction budget for a new addition (11.4 million).	
Melinda	Young	Mrs.	Manage the grant and act as liaison with the other districts in consortium.	Her current role is Director of Programs. In her current position she manages over 2.3 million per year in grants.	Educator who has been in PK-12 education for more then 24 years. She has served as a Title One Reading Teacher, Parent Coordinator and Principal. She has managed the Ohio Reads Grants, Even Start, Parent Mentor, 21st Century, RtT, School Age Child Care etc.	
Paul	Chaffee	CEO	He will be overseeing the necessary deliverables from Software Answeres for this project.	He is the co-founder of Software Answers.	He has been leader of Software Answers since the beginning and during his tenure Software Answers created and launched the ProgressBook suite of applications which serve the K12 market.	
Charles	Kokiko	Dr.	Assist in online learning for the students.	He has authored online courses under the guidance of Quality Matters as well as taught virtually for grades 6-12 as well as graduate students as an adjunct professor in a graduate education program specializing in online instruction.	Educator who has worked in PreK-12 for 19 years serving as a high school comprehensive science teacher, assistant principal, elementary principal, district curriculum director and ESC supervisor.	
Sheri Chaney	Jones	Principal Investigator	Provide comprehensive educational evaluation services.	Over 14 years of experience implementing data-driven planning processes with public organizations and initiatives designed to improve the education, health and quality of life of Ohioans. Measurement Resources' work has transformed the culture of local and state initiatives, resulting in saved public dollars, improved outcomes, demonstrated effectiveness, and increase grant funding.	Measurement Resources helped several school districts and education service centers across Ohio design evaluation plans and determine outcome measures as part of the Ohio College Access Network's Achieving Evaluation series in both 2012 and 2013.	