

Budget

Virtual Community School Of Ohio (143537) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (177)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		262,550.00	70,662.00	4,024,580.00	3,129.00	0.00	0.00	4,360,921.00
Governance/Admin		149,141.00	52,199.00	0.00	0.00	0.00	0.00	201,340.00
Prof Development		9,931.00	5,611.00	500.00	0.00	0.00	0.00	16,042.00
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		421,622.00	128,472.00	4,025,080.00	3,129.00	0.00	0.00	4,578,303.00
Adjusted Allocation								0.00
Remaining								-4,578,303.00

Application

Virtual Community School Of Ohio (143537) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (177)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Ohio Crowdsourced Item Bank Repository (OCIBR)

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

Our consortium seeks to pool/crowdsource our collective assessment resources to create a centralized item bank repository linked to the learning management system (LMS) supporting the ilearnOhio platform, a free comprehensive e-learning platform funded by the Ohio General Assembly to support educators and students statewide. Pooling consortium assessment resources and delivering them through a shared services distribution model will eliminate redundant efforts across LEAs and lead to a greater share of resources in the classroom while also promoting significant spending reductions in the future as we minimize our dependency on costly commercial assessment solutions. Building our solution into the LMS of ilearnOhio not only makes it easily scalable and free for all Ohio educators and students, it will allow the item bank to grow exponentially in quality and quantity, thus benefitting all users.

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.

18000 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 checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Jeff, Nelson

Organizational name of lead applicant
Virtual Community School of Ohio

Address of lead applicant
340 Waggoner Road Reynoldsburg, OH 43068

Phone Number of lead applicant
(614) 501-2042

Email Address of lead applicant
Jeff.nelson@vcslern.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

Problem: Consortium LEAs spend significant funds annually purchasing assessment solutions to meet their needs. However, despite these expenditures vendor solutions still fail to meet our needs in a myriad of ways. Identified shortcomings in vendor solutions: 1. Commercial item banks lack depth across every academic standard despite claiming to have thousands of aligned items (e.g., One standard has 250 aligned items, but another in the same grade and subject only has 2.). Publishers take tangentially-aligned items and claim they are fully-aligned. These factors present challenges to providing frequent formative assessments in addition to unit summative assessments from the same bank. 2. Many CCSS are multi-dimensional in nature. For example, math 6.NS.B.3 states "Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation." An item bank may appear to have many items for this standard (e.g., 10) but each one only assesses "adding multi-digit decimals" while leaving the "subtract, multiply, and divide" dimensions unassessed. Lacking comprehensive item coverage for all dimensions leads to a false sense of item-standard coverage and leaves teachers to write their own items to fill gaps. 3. Prohibitive licenses with vendors make assessment collaboration difficult outside of a teacher's district. 4. Commercial item bank vendors frequently increase their pricing annually causing schools to pay ever increasing fees to access to their item banks. 5. An LEA may have purchased two item banks but there is no way to pool them together or use them with a single assessment engine. 6. Few Technology Enhanced Items (TEIs) or their authoring tools are available from vendors.

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

Solution: We seek to pool our collective assessment resources to create the Ohio Crowdsourced Item Bank Repository (OCIBR). OCIBR will be a centralized educator-created standards-based and searchable item bank repository and assessment engine. OCIBR will therefore allow for the upload of standard-aligned assessment items and/or complete assessments integrated into the free ilearnOhio platform. OCIBR will grow into a robust item bank that meets our needs better than commercial item banks because it will be driven by teachers' needs (unlike the profit motives of current item bank vendors) and will feature professional development to design and review quality assessments. Our experience with existing assessment vendors indicates that these companies over-promise and under-deliver with their products which are retrofitted, repurposed, cloned, or "re-aligned" as an after-thought to Ohio standards to gain market share. To provide a substantial start towards the goals of OCIBR, consortium members will contribute an estimated 10,000 items, and our technology partner, IQ Innovations, will provide services to import these items into OCIBR. To build up technology enhanced item (TEI) resources, we will have a TEI authoring tool and will pull from PARCC released and open source TEIs. These TEIs along with other item types will help prepare our students for PARCC and other high stakes assessments by allowing them to demonstrate their knowledge through multiple means of representation, expression, and engagement consistent with the Universal Design for Learning Framework (Rose and Meyer, 2002). Additional components and benefits of OCIBR include: 1. A framework for breaking down the CCSS into their unidimensional components. Items will be meta-tagged with identifiers allowing users to know exactly which dimension/component an item is aligned to when performing a search. An item coverage report will also reflect this framework so gaps can be identified and items written to fill these gaps. 2. Assessment engine enhancements to better reflect PARCC TEIs, and more efficient search/filtering. The format of these enhancements will come from the IMS Global Learning Consortium's Question and Test Interoperability (QTI) specifications. IMS has worked with PARCC to design their assessment item formats. 3. Standard-aligned item statistics, ratings, popularity, and flagging of poorly constructed items providing a feedback loop which will enhance item quality. 4. Creation/implementation of an extensive teacher PD program to ensure quality items are made available as well as technical training on how to capitalize on the OCIBR suite of tools. 5. Message boards for teachers to post invitations, collaborate with peers, and/or get assessment information from across Ohio. 6. A psychometric team conducting validity studies using item response theory and tagging vetted items to improve item quality. 7. Ability to print items/tests so schools lacking 1-to-1 electronic devices can still leverage OCIBR by providing paper and pencil administration.

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.)

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

approved by your organization's executive board or its equivalent.)

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

Our consortium seeks to pool/crowdsource our collective assessment resources to create the Ohio Crowdsourced Item Bank Repository (OCIBR), a centralized educator-created item bank integrated into ilearnOhio and/or iQity which is a free comprehensive e-learning platform funded by the Ohio General Assembly to support educators and students statewide. Pooling consortium assessment resources and delivering them through a shared services distribution model will eliminate redundant efforts across LEAs. This is an important outcome because research has shown that teachers spend 1/3 to 1/2 of their time on assessment activities (Stiggins & Conklin, 1992). OCIBR will therefore increase the quantity and quality of teacher instructional time available to students by spreading item creation across hundreds of teachers, and thousands after it becomes available to the state. Over time OCIBR will grow into a robust standard searchable item bank that meets our consortium needs better than commercial item banks because it will quickly grow to be larger than commercial item banks, and will be driven by the needs of Ohio's teacher instead of the profit motives of item bank vendors. In order for this concept to succeed, it is important that it provide immediate value to attract users which in turn will cause the item bank to grow leveraging a network effect. To provide a substantial start towards the goals of OCIBR, consortium members will contribute an estimated 10,000 items, and our technology partner, IQ Innovations, will provide services to import these items into OCIBR. Next, to build up TEI resource access, we will pull from PARCC released TEIs as well as importing open source TEIs. This will help prepare our students for the PARCC assessments in addition to providing an item authoring tool for several TEI question types. Access to TEIs is integral to PARCC preparedness and allows our students to demonstrate their knowledge through multiple means of representation, expression, and engagement consistent with the Universal Design for Learning Framework (Rose and Meyer, 2002). Items and assessments uploaded into OCIBR will have numerous search options (e.g., by standard, item type, popularity, rating, vetted, item statistics, etc.). Our proposal includes item analysis by a psychometric team (e.g., descriptive statistics, item difficulty, reliability, distractor evaluation, etc.) to ensure reliable and valid assessment items and assessments are available. Schools and classrooms lacking 1-to-1 electronic device access will still benefit from OCIBR as they will have the ability to print many item types/tests for paper and pencil administration. OCIBR will lead to a greater share of resources in the classroom while also promoting spending reductions as we minimize our dependency on costly commercial assessment solutions. Building our solution into the LMS backbone of the ilearnOhio platform not only makes it easily scalable and free for all Ohio educators and students, it will allow the item bank to grow exponentially in quality and quantity, thus benefitting all users. An email to all Ohio superintendents and curriculum/assessment directors will be sent to inform them of the availability of these resources.

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.)

Pooling consortium assessment resources and delivering them through a shared services distribution model will eliminate redundant efforts across LEAs. A message board will allow teachers to post invitations, collaborate with peers, and/or get valuable assessment information from across Ohio. Our proposal includes item analysis by a psychometric team (e.g., descriptive statistics, item difficulty, reliability, distractor evaluation, etc.) to ensure reliable and valid assessment items and assessments are available. Teachers will also receive training to use the system and develop the skills needed to design and review items and assessments. This will lead to a greater share of resources in the classroom while also promoting spending reductions. If approximately 500 of the consortium's K-12 teachers teaching core subjects use OCIBR, and each contributes 30 items to the item bank the first year, then we will have 15,000 items. Coupled with the 10,000 items the consortium will contribute at the start of the project to seed OCIBR, we anticipate having an item bank with 25,000 items or more by the end of just the first year! If this same model is extended statewide then the item bank would quickly become comparable in size to many commercially available solutions. This goal is achievable considering that by 2019 half of all classes for K-12 will be taught online (Christensen, 2008). OCIBR will increase efficiency and effectiveness within consortium districts because item creation will be spread across hundreds of teachers, and thousands after it becomes available to the state. This will allow for standard-aligned item and assessment creation across the core subjects in K-12 to be a non-duplicative and collective community process rather than falling on a small handful of district or school-level personnel. Crowdsourcing is an emergent concept in K-12 education but proven to work (Weld, 2012; Scalise, 2013). Interestingly, the origins of the Oxford English Dictionary (OED) can be traced directly to crowdsourcing. In 1879 the OED's first editor Sir James Murray called for any and all volunteers to submit unusual words and their uses to the British Philological Society resulting in the first edition of this book (Weiss, 2013). With today's high-speed technology capabilities a more efficient and dynamic model can readily be applied to creating a crowdsourced item bank aligned to Ohio education standards. Currently, most classroom assessment involves tests that teachers construct themselves (Frey & Schmitt, 2007). Additionally, research has shown that teachers spend 1/3 to 1/2 of their time on assessment activities (Stiggins & Conklin, 1992). Individuals originally tasked with item writing and assessment creation will be able to undertake other instructional tasks that improve student outcomes. Collective development of assessment items will create an item bank tailored to the specific needs of the consortium rather than a generic national market product that has been retrofitted, repurposed, or "re-aligned" as an after-thought to Ohio standards to gain market share. The scalability of this project to the entire state of Ohio is one of the most exciting benefits. Upon completion, IQ Innovations will make OCIBR available at no cost to all Ohio K-12 schools and districts using ilearnOhio and/or iQity. Beyond the life of the grant teacher PD to use OCIBR will be available free via existing online training courses, resulting in no direct costs for adopting districts even after the grant period.

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.

4,578,304.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The primary source of funding will be the funds awarded from the Straight A Fund. Development of the Ohio Crowdsourced Item Bank Repository (OCIBR) will require funding for consortium salaries and benefits, software development, professional development and psychometric solutions from conceptualization to implementation and evaluation by our consortium and its partner, IQ Innovations. Consortium salaries, benefits and expenses totaling \$213,189 consisting of: ? \$104,870 for program coordination during grant year one. ? \$16,200 for consortium staff providing program evaluation. ? \$16,042 for professional development salaries and expenses related to training. ? \$76,077 for LEA teachers tasked with facilitating internal efforts related to item writing, gathering, submission and use of OCIBR's features at each LEA. Software development costs totaling \$3,634,900 for costs of software development, business analysis, program management, quality assurance testing and systems infrastructure planning including: ? \$531,800 to allow for search by assessment item standard, keyword and metatag items. ? \$2,215,900 to develop an assessment item creation tool allowing for drop down, double drop-down, drag and drop, hot spot, click and pop, common stimulus, slider, keyboard entry-style technology-enhanced items (TEIs), item rating & vetting, version history, quality flagging, reporting popularity rating, QTI editing and development of submission process. ? \$265,900 to create a message board to allow educators to collaborate on assessment projects and facilitate crowdsourcing across the consortium. ? \$266,750 to develop testing features including windows and timing. ? \$265,950 for creating the software infrastructure needed for uploading, editing and consumption of items consortium-wide by users for the 10,000 base assessment item pool contributed by consortium members and all subsequent items created by teachers. ? \$88,600 for creating, loading and provisioning of PD modules for iLearnOhio. Teacher PD Modules totaling \$23,780 to: ? \$8,090 to develop teacher PD to understand use OCIBR features, how to create and recognize quality assessment items, how to use data to inform instructional decision-making. ? \$6,000 for administration of teacher PD that will be provided live, in-person during the grant period ? \$9,690 for creating online video modules for self-serve PD that will be available for delivery 24/7/365 through iLearnOhio and/or iQity for subsequent implementations in other districts across Ohio at no direct cost. Psychometric Solutions totaling \$505,095 to: ? \$3,129 for necessary software (SPSS, Winsteps) for data analysis and validation. ? \$123,651 to parse Common math and ELA Common Core standards into their unidimensional items; ? \$12,415 to review, align and edit 24,000 assessment items to populate the bank with approximately 10,000 initial items. ? \$265,900 for software development of the unidimensional framework used for item alignment at a subatomic level of each math and ELA Common Core standard. ? \$100,000 for psychometric data analysis and item validation The project budget also provides for the administrative fee of 4.6% or \$201,340 allocated to the lead applicant. The project budget also provides for the administrative fee of 4.6% or \$201,340 allocated to the lead applicant.

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.

The initial costs associated with the creation of the Ohio Crowdsourced Item Bank (OCIBR) will be covered by the grant. After creation, OCIBR will have minimal expenses if any beyond basic system maintenance found with any software system. After the software customizations required for OCIBR are completed for our consortium, IQ Innovations (IQ) will make the base system and online teacher professional development modules available at no cost to all Ohio K-12 schools and districts using ilearnOhio and/or iQity. The de minimis ongoing maintenance work will be performed as a part of the IQ administration of the overall platform; therefore, OCIBR will be sustainable without requiring additional funding. Beyond the life of the grant, professional development for educators to use OCIBR will be available free via existing online training courses, resulting in no direct costs for our consortium even after the grant period. Additionally, each consortium partner already budgets sufficient resources for professional development to ensure they have the training and skills to use tools available to them; therefore, OCIBR will be sustainable without requiring additional funding.

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

Yes

No

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

106,696.00 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

As outlined in previous responses, implementation of OCIBR will lead to greater efficiency of existing human resources. We also expect to realize fiscal savings by the end of the five year grant period. Savings that we can currently verify (and are documented in our financial impact table) are costs associated with various assessment solutions that will be replaced by OCIBR. These savings will total \$106,696 annually, and \$533,480 over the five year grant period. Specifically, as outlined in the financial impact table, we will save approximately \$56,000 annually by not purchasing the NWEA item bank in two LEAs (totaling \$280,000 over the five year grant period), \$20,000 annually by not purchasing the NWEA MAP assessment resources (totaling \$100,000 over the five year grant period), and \$30,696 annually by not purchasing the iReady assessment package (totaling \$153,480 over the five year grant period).

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

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

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

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

The initial costs associated with the creation of the Ohio Crowdsourced Item Bank (OCIBR) will be covered by the grant. After creation, OCIBR will have minimal expenses if any beyond basic system maintenance found with any software system. After the software customizations required for OCIBR are completed for our consortium, IQ Innovations (IQ) will make the base system and online teacher professional development modules available at no cost to all Ohio K-12 schools and districts using ilearnOhio and/or iQity. The de minimis ongoing maintenance work will be performed as a part of the IQ administration of the overall platform; therefore, OCIBR will be sustainable without requiring additional funding. Beyond the life of the grant, professional development for educators to use OCIBR will be available free via existing online training courses, resulting in no direct costs for our consortium even after the grant period. Additionally, each consortium partner already budgets sufficient resources for professional development to ensure they have the training and skills to use tools available to them; therefore, OCIBR will be sustainable without requiring additional funding.

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 3/3/14 - 3/27/14

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

As an alternative to vendor solutions, LEA consortium members see the development of the Ohio Crowdsourced Item Bank Repository (OCIBR) as an unprecedented solution to this problem that not only upholds two goals of the Straight A Fund, but also serves as an innovative, viable and scalable statewide solution. Planning: 3/3/14 - LEA superintendents and IQ Innovations (IQ) met to discuss the vision and logistics for OCIBR. 3/10/14 - LEA treasurers met to coordinate financial planning/sustainability and documentation. 3/12/14 - Superintendents met with program evaluators to discuss logistics of program evaluation, determine necessary benchmarks, and coordinate planning efforts to draft the plan. 3/14/14 - LEA superintendents met with the VP of IQ and the assigned project manager (PM) to further planning stages. LEA implementation leads and team members were identified and assigned. 3/17/14 - IQ PM collaborated with each LEA implementation lead to define roles for the LEA implementation team. 3/20/14 - LEA lead met with the implementation team to communicate project goals and roles. 3/27/14 - LEA implementation teams met with IQ PM to create a communication plan to maintain ongoing efforts. Communication: The OCIBR communication plan informs administrators, teachers, parents and students of components of OCIBR and what it means for students and teaching. LEA staff will be notified of the grant and its benefits through official channels such as announcements at regular PD days, general employee announcements, and MS Sharepoint. Upon grant approval LEA leads will have access to a digital project management plan resource allowing them and the PM to have a single point of access with updates for project management. The plan will outline project components, milestones, and timelines for deliverables, thus providing transparency throughout the project. OCIBR and what it means to teachers will be communicated via staff newsletters, announcements, and during PD.

* Anticipated barriers to successful completion of the planning phase

Barriers: Anticipating the timing of grant awards (summer) our consortium determined that a barrier to successful completion of the planning phase would be attempting to execute planning during the summer when key personnel are least likely to be available. Furthermore, executing planning during testing or the end of the school year posed equal challenges. As such, our consortium and IQ seized the current timing and momentum of our efforts and determined the best course of action to avoid barriers during the planning phase was to actually carry out essential planning components prior to submitting the grant. With these components completed our consortium has accomplished the necessary logistics and put into place the necessary human capital and infrastructure to execute the grant immediately upon award. Additionally, there may be concerns with copyright law. The OCIBR initiative will respect the digital rights of commercial item publishers. An attorney was consulted on the matter and PD will address copyright law and users of the system will acknowledge that their items to be uploaded do not violate intellectual property rights. Another barrier affecting all three phases of OCIBR relates to research suggesting that most K-12 teachers do not believe they have the skills to be needed to develop their own assessments or evaluate pre-made assessments for their own classroom needs (Brookhart, 2001). To counter this, planning for teacher PD regarding how to effectively write items, design assessments, and use data to inform classroom instruction and how to harness the concept of crowdsourcing were made priorities to give teachers the tools needed to make OCIBR successful.

18. Implementation - Process to achieve project goals

* Date Range 7/30/14 - summer 2016

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

7/30/14 - Superintendents will meet with VP of IQ and the PM to establish milestones and timelines for project deliverables. Regular meeting dates and times will be set to allow for progress updates and feedback loops. (Ongoing) LEA implementation teams will operationalize the communication plan to keep stakeholders informed of progress. This includes informing stakeholders of new OCIBR features as they become available. 8/1/14-PM will establish milestones and timelines for project deliverables. 8/10/14-PM will work with IQ team to build OCIBR infrastructure and design specifications around deliverables. 9/14-Existing assessment items for initial item pool for use in OCIBR reviewed and aligned to academic standards and foundational psychometric pedagogy. Approximately 10,000 surviving items will be uploaded into OCIBR by IQ. 10/14-Establish technical protocol for how items are submitted for inclusion into OCIBR as well as message board functions. 11/14-2/15-IQ will create feature prototypes for testing by consortium to ensure expectations are met. Modifications made as needed. 3/15-OCIBR piloting, quality assurance, and refinements. 4/15-7/15-Trainers at IQ will develop and implement in-person and online PD for OCIBR. 8/15-School begins. OCIBR goes live for consortium. During the school year OCIBR adjustments executed as needed. Summer 2016 OCIBR becomes available statewide. Communication: District leads have been identified to oversee grant activities at the district level to ensure fluid communication and alignment with project goals. The IQ Innovations (IQ) project manager (PM) will work with the leads to build personnel capacity and infrastructure necessary for successful implementation. LEA leads will have access to a digital project management plan resource allowing them and the PM to have a single point of access with real-time project updates on all project components, milestones, and timelines for

* Anticipated barriers to successful completion of the implementation phase.

OCIBR has an aggressive timeline impacting planning, implementation and evaluation. To ensure success a PM experienced with technology initiatives will be assigned to guide OCIBR implementation, serving as the tactical point of coordination between LEAs and IQ. This will ensure ongoing feedback loops and clear direction on timing and roles. Another barrier includes a limited availability of initial assessment items for the repository including PARCC TEIs. This is a driving reason to create OCIBR. We need to be able to pool teacher-created items and populate the repository to reduce the need for costly commercial item banks. To provide a substantial start towards the goals of OCIBR, consortium members will contribute an estimated 10,000 items, and our technology partner, IQ Innovations, will provide services to import these items into OCIBR. In addition to creating TEI authoring tools we will pull from PARCC released TEIs as well and provide access to open source TEIs to help prepare our students for PARCC assessments. It should be noted that the format for assessment engine enhancements will come from the IMS Global Learning Consortium's Question and Test Interoperability Specifications. IMS has worked with PARCC to design their assessment item formats. A final barrier relates to teacher created item quality. Because we want low barriers to entry into OCIBR, we will accept any teacher-created items uploaded within the system parameters. We recognize that these items may lack the rigor and quality of items found on high stakes exams. Item quality will increase through the item rating/flagging/popularity system, as well as the training outlined in other grant sections. In addition, the psychometric team will conduct validity studies and will tag vetted items meeting psychometric quality thresholds from field data for easy search by users. These factors will combine to create an easy to use system with quality assessment items.

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

* Date Range 8/15-5/15

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

Throughout implementation, quantitative and qualitative data will be obtained from LEA stakeholders and utilized to make adjustments as appropriate. 1. 8/15-10/15- Interim program evaluation: a. PM led meetings to evaluate progress, identify solutions to barriers, and change plan course as needed. b. Superintendents and implementation teams complete surveys to obtain feedback on utility of features, functionality, intuitiveness, and overall perceived value. 2. 10/15-5/15 Final program evaluation: a. Quantify increase of item counts from start of project to end of the first year disaggregated to have comparative data on item repository growth by content area, standard, and item type. b. Quantify and compare usage statistics within and across each LEA throughout project implementation to determine the extent to which teachers are using OCIBR. c. Superintendents, implementation teams, and teachers complete surveys to obtain feedback data on utility of features, functionality and intuitiveness, and overall perceived value. d. Focus groups held with LEA stakeholders to obtain qualitative feedback to provide further context to survey data and other quantitative data gathered. Communication: A key to success for evaluation and more broadly the implementation of OCIBR is being an active partner throughout development. IQ uses an Agile software development methodology based on iterative and continuous integration which will promote LEA collaboration and adaptive planning. This adaptive development method yields high quality quick results and will drive our involvement during the development and testing phases. These methods are coupled with a detailed project plan allowing for stringent quality maintenance throughout the OCIBR project life cycle.

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

Barriers: Surveys are easy to administer and can provide valuable data, but typically response rates are low. Anticipating this limitation, our evaluation uses multiple data sources and methods to obtain additional data. Frequently scheduled meetings provide consistent feedback loops while also allowing for multiple opportunities to conduct focus groups around pertinent needs. Next, obtaining the quantitative measures outlined in our evaluation plan and reporting the subsequent data would prove difficult for our LEAs without IQ Innovations (IQ). IQ has led multiple statewide educational technology initiatives with tight deadlines and has the technical capacity and expertise to address these data needs. Lastly, a key barrier to any new initiative impacting the classroom is obtaining teacher buy-in and participation. LEA administrators plan to educate teachers early and often regarding what OCIBR is, how it will directly benefit their students, and impact their instructional and assessment effectiveness. PD will provide hands-on training of OCIBR technology features as well as its pedagogical implications for our instructional and organizational culture. Outside of scheduled PD days teachers will be able to access a comprehensive suite of online training materials to support implementing OCIBR.

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:

*Teacher PD: Crowdsourcing will be a fundamental shift in how our teachers collaborate with peers outside of their schools to write and utilize items and assessments. As such, there will need to be a reallocation of PD resources. The effectiveness of 21st century technology and crowdsourcing depends on proper and widespread usage; therefore, the consortium will ensure PD programs focusing on assessment theory and crowdsourcing engagement are readily available to implement the project. A rough outline of PD topics will cover how to: use OCIBR authoring tools to write/review/edit/align items to standards including unidimensional components, upload items and full assessments, identify quality items, create assessment blueprints, flag and rate items, search for items/assessments, use data to inform instruction, how crowdsourcing works, use of the forum for collaboration, and OCIBR's vision. *Assessment Collaboration: Over the course of a school year teachers create hundreds of items and dozens of diverse assessments taking up significant time. Furthermore, outside of colleagues within their school, collaboration on assessments is a challenge due to difficulty of coordination and restrictive license agreements from vendors. As a result, most classroom assessment involves tests that teachers construct themselves (Frey & Schmitt, 2007). Additionally, research has shown that teachers spend 1/3 to 1/2 of their time on assessment activities (Stiggins & Conklin, 1992). OCIBR will spread these duties across hundreds of teachers in the consortium and eventually thousands statewide creating an item bank with a growing number of standard-aligned items and a variety of complete assessments available across core K-12 subjects. Items and assessments will be easily searchable using a number of filters (e.g., standard, item type, popularity, rating, vetted, item statistics, etc.). A key component will be a message board where teachers will easily be able to post invitations, collaborate with peers, or get valuable assessment information. Additionally, for the first time teachers will be able to see which assessment items are most frequently used and

highly rated by their peers creating a feedback loop that improves assessment item quality. *Crowdsourcing: The consortium will become less reliant on commercial vendors for their assessment solutions. The crowdsourced creation and pooling of assessment items and assessments will create an item bank free of the constraints found in commercial solutions and will be tailored to the consortium's specific needs as they evolve. Schools will no longer need a generic national market product that has been retrofitted, repurposed, or "re-aligned" as an after-thought to gain market share in Ohio. *Additional Supports: Widespread teacher involvement in OCIBR is critical to the crowdsourcing concept. To ensure this is the case consortium teachers will have components of their evaluations related to its use in addition to PD touch points related to the system. Teacher walk-through data, observations, and professional growth plans will have goals and expectations that teachers master the new system of assessment creation and collaboration. Individual assistance will be given to teachers through mentors to ensure the implementation is done with fidelity. *Students: OCIBR will reduce instructional barriers to achievement related to limited exposure to PARCC-like technology enhanced items (TEIs). Lack of exposure to all item-types introduces performance confounds into the testing process (Nunnally & Bernstein, 1994). The TEI authoring tools along with pooling PARCC and open source TEI resources will create a centralized repository of TEIs and other item types, better preparing our students for the PARCC assessments. These item types will allow our students to demonstrate their knowledge in diverse ways consistent with the Universal Design for Learning Framework (Rose and Meyer, 2002).

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.

Crowdsourcing: With its modern foundations frequently found today in innovative business practices, crowdsourcing is an emergent concept in K-12 education, but proven to work (Weld, 2012; Scalise, 2013). Surprisingly, the origins of the Oxford English Dictionary (OED) can be traced directly to crowdsourcing. In 1879 the OED's first editor Sir James Murray called on volunteers to submit unusual words and their uses via mail to the British Philological Society resulting in the first edition of this book (Weiss, 2013). With today's technology capabilities a model of this kind can readily be applied to create OCIBR. Existing education solutions relying heavily on crowdsourced work by educators include: *Kahn Academy translated thousands of educational videos into more than two-dozen languages. *Sophia Learning Pathways uses educators to crowdsource thousands of standard-aligned learning objects. *Knowmia has a database of crowdsourced short educational video content for high school subject areas. OCIBR will use an information-exchange crowdsourcing model (Smith, Mehdi, et. al. 2013). In this type of crowdsourcing individuals with a similar goal within a community collaborate for the benefit to all involved when an endeavor would be overwhelming for an individual or small group. In this model individuals provide and consume information. A significant focus of OCIBR PD will provide teachers with an understanding of crowdsourcing. If approximately 500 of the consortium's K-12 teachers teaching core subjects use OCIBR, and each contributes 30 items to the item bank the first year, then we will have 15,000 items. We are confident this will occur due to the communication, training, and implementation plan in place. If this same model is extended statewide then the item bank would quickly become comparable in size to many commercially available solutions. Psychometrics and Teacher Training (Nunnally & Bernstein 1994):- Psychometric theory is the key to measurement of student knowledge. PD will address item/assessment writing, design, review, as well as the concepts of parsing the ELA and math standards into their unidimensional constructs (A full rough outline of teacher PD can be found in #20). Metatags related to constructs such as Bloom's or Webb's Taxonomy and cognitive level will also be available. OCIBR will provide access via weblink to additional helpful information sources related to designing and using assessments available from sources such as ODE and PARCC. Because we want low barriers to entry into OCIBR, we will accept any teacher-created items uploaded within the system parameters. We recognize these items may lack the rigor of items found on high stakes exams such as the PARCC or SAT. PD will provide teachers with the tools they need to write and review assessment items/tests. Item quality will also increase through the innovative item rating/flagging/popularity system teachers will have access to. Even commercial item banks widely viewed as using best practices are not immune from quality issues. Items procured from NWEA were found to need revision 50-75% of the time to align with best practices in question writing (Brookhart & Nitko, 2009). Costs of Assessment Solutions. ilearnOhio's agreement with NWEA expires in August, 2014 causing schools to pay \$3.00 per student for access to their formative item bank. Similar solutions can cost significantly more. Collectively our consortium will spend significant funds on similar solutions over the next 5 years. Furthermore, vendor solutions fall short, especially with regard to access to technology enhanced items. OCIBR will give the consortium and the entire state of Ohio a free alternative to meet these needs.

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

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

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

Jill Dannemiller, the Director of Program Evaluation and Testing will oversee the evaluation measuring the impact of the project. For 12 years, Jill has provided leadership at several levels of education administration overseeing logistics and compliance with administering statewide required assessments, as well as conducting research to measure the impact of programs and policies. Jill has a B.A. in philosophy from

Bowling Green State University, an M.A. in social work and is completing her Ph.D. at the Ohio State University in Public Policy and Management. Address: 3700 S. High Street, Columbus, OH 43207 Phone: 614-492-8884, ext. 2449 Email: jill.dannemiller@ecotoh.org

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

The evaluation will utilize a mixed method approach, more specifically a concurrent triangulation design to evaluate process and outcome indicators, thus effectively using quantitative results to enhance generalizability, and qualitative results to provide context around our findings. Process indicators will measure the initial degree of program fidelity and provide formative data to guide changes in process goals throughout the project. Outcome indicators will measure the degree to which milestones and deliverables of the OCIBR project plan have been met, as well as successful achievement of the SAF goals selected for this project. Quantitative process and outcome indicators: *7/15-5/16 Stakeholders complete surveys to obtain feedback on utility of features, time saved functionality, greater confidence in assessment best practices, intuitiveness, and overall perceived value. *7/15-5/16 Quantify increase of item counts from start of project to end of the first year disaggregated to have comparative data on item repository growth by content area, standard, and item type. Counts of assessments by grade and subject. *7/15-5/16 Quantify and compare usage statistics within and across each LEA throughout project implementation to determine the extent to which teachers are using OCIBR. Qualitative process and outcome indicators: *7/14-7/15 Project manager led meetings to evaluate progress, identify solutions to barriers, and change plan course as needed. *8/15-5/16 Review of help desk record logs to examine the nature of OCIBR assistance requests to inform potential system adjustments. *8/15-5/16 Focus groups held with LEA superintendents, implementation teams, and teachers to obtain qualitative feedback to provide further context to survey data and other quantitative data gathered.

* 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.

Tracking Progress and Plan Modification: Superintendents in the consortium have identified implementation leads to oversee project activities at the district level to ensure fluid communication, alignment with project goals/outcomes, and regulate timely implementation of OCIBR. LEA leads and the project manager (PM) will have access to a digital project management plan resource allowing for a single point of access with real time updates to track progress of the project throughout implementation. The plan will outline all project components, milestones, and timelines for deliverables, thus providing transparency for all stakeholders. The IQ PM and implementation leads will meet regularly to evaluate progress and determine when there is a need to modify or make a change to the project management plan. When/if measured progress is insufficient to meet project objectives these leaders will: a) Meet to identify perceived source/s of the barrier/s; b) Identify and review data associated with the identified barrier/s that can be leveraged to better understand the problem; c) Conduct a focus group with stakeholders to inform context surrounding the problem; d) Propose viable solutions and evaluate their feasibility; e) Establish an action plan for the selected solution outlining specific steps to be followed along with new timelines, measures of success, and project deliverables; f) Action plan integrated into the project management tool and communicate these changes with stakeholders.

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.

If approximately 500 of the consortium's K-12 teachers teaching core subjects use OCIBR, and each contributes 30 items to the item bank the first year, then we will have 15,000 items. Coupled with the 10,000 items consortium members will contribute, we anticipate having an item bank with 25,000 items or more by the end of just the first year! If this same model is extended statewide then the item bank would quickly become comparable in size to many commercially available solutions. OCIBR will increase efficiency and effectiveness within consortium districts because item creation will be spread across hundreds of teachers. This will allow for standard-aligned item and assessment creation across the core subjects in K-12 to be a collective community process rather falling on a small handful of teachers at the single district or school-level. Individuals originally tasked with item writing and assessment creation will be able to undertake other instructional tasks that facilitate student education. This collective creation of assessment items, teacher professional development (PD), the item rating/flagging/popularity system, and validity studies conducted by the IQ psychometric team will help ensure reliable and valid assessment items are created. Ultimately, we will have an item bank free of the constraints found in commercially available assessment solutions tailored to the specific needs of the consortium rather than a generic national market product that has been retrofitted, repurposed, or "re-aligned" as an after-thought to Ohio standards to gain market share. Metrics used to measure these goals include: 1) Pre/post surveys to determine assessment time saved, ease of collaboration with teachers outside their district, confidence in assessment best practices; 2) Use of platform data to quantify increase of item counts from start of project to end of the first year disaggregated to have comparative data on item repository growth by content area, standard, and item type. Coordination efforts will take place to ensure all standards in all subjects have a pool of aligned items; 3) Number of users utilizing OCIBR. The scalability of this project to the entire state of Ohio platform after the life of the grant is one of the most exciting benefits of OCIBR. The participants in this consortium will work together by sharing best practices in student assessment to be shared with the rest of the state as part of this program. Upon completion, IQ Innovations will make OCIBR available at no cost to all Ohio K-12 schools and districts using iLearnOhio and/or iQity. Beyond the life of the grant teacher PD (for new users and continuing users) to use OCIBR will be available free via existing online training courses, resulting in no direct costs for adopting districts even after the grant period. Beyond the life of the grants first year and afterwards, professional development for educators to use OCIBR will be available free via existing online training courses, resulting in no direct costs for our consortium or other Ohio school districts even after the grant period. Finally, our consortium LEAs already budget sufficient resources for professional development to ensure new teachers can be trained to use the program; therefore, OCIBR will be sustainable without requiring additional funding.

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

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

DUE TO THE NATURE OF OCIBR'S CROWDSOURCING MODEL, SEPARATING THE BENCHMARKS FOR GOAL #3 AND #4 PROVED DIFFICULT. THE BENCHMARKS TO MEASURE EACH GOAL COMPLEMENT EACH OTHER. AS A RESULT, THE BENCHMARKS FOR GOALS #3 AND #4 APPLY TO BOTH GOALS. *Pre/post surveys completed on an annual basis. Teachers will report: a) 25% less time spent creating assessments after the first year (statistically significant) b) Teachers will report that assessment collaboration outside their district is easier than before OCIBR (statistically significant) *Use of LMS system data to quantify the increase in item counts from start of project to end of the first year, effectively serving as the baseline and then recorded each year to show growth. We will disaggregate the data to have comparative data on item repository growth by total system items, content area, grade, standard, and item type. Milestones include: *Year 1: System goes live with outlined features and PD, all standards have up to 5 items each with some having considerably more. Number of complete assessments uploaded. Comparison of item counts to comparable commercial item bank. *Year 2: System becomes available statewide via iLearnOhio and/or iQity, all standards will have at least 3 vetted items, with all item types having at least 2 items: multiple-choice, true/false, multiple answer, matching questions, essay, short-answer, fill-in-the-blank, TEIs, each Common Core English and Math standard will have at least 1 item tied to each of its unidimensional constructs. Number of complete assessments uploaded will increase. Comparison of item counts to comparable commercial item banks. *Years 3-5: Total number of assessment items both vetted and non-vetted will grow each year. Number of complete assessments uploaded will increase each year. Comparison of item counts to comparable commercial item bank.

* Implementation of a shared services delivery model

DUE TO THE NATURE OF OCIBR'S CROWDSOURCING MODEL, SEPARATING THE BENCHMARKS FOR GOAL #3 AND #4 PROVED DIFFICULT. THE BENCHMARKS TO MEASURE EACH GOAL COMPLEMENT EACH OTHER. AS A RESULT, THE BENCHMARKS FOR GOALS #3 AND #4 APPLY TO BOTH GOALS. *Pre/post surveys completed on an annual basis. Teachers will report: a) 25% less time spent creating assessments after the first year (statistically significant) b) Teachers will report that assessment collaboration outside their district is easier than before OCIBR (statistically significant) *Use of LMS system data to quantify the increase in item counts from start of project to end of the first year, effectively serving as the baseline and then recorded each year to show growth. We will disaggregate the data to have comparative data on item repository growth by total system items, content area, grade, standard, and item type. Milestones include: *Year 1: System goes live with outlined features and PD, all standards have up to 5 items each with some having considerably more. Number of complete assessments uploaded. Comparison of item counts to comparable commercial item bank. *Year 2: System becomes available statewide via iLearnOhio and/or iQity, all standards will have at least 3 vetted items, with all item types having at least 2 items: multiple-choice, true/false, multiple answer, matching questions, essay, short-answer, fill-in-the-blank, TEIs, each Common Core English and Math standard will have at least 1 item tied to each of its unidimensional constructs. Number of complete assessments uploaded will increase. Comparison of item counts to comparable commercial item banks. *Years 3-5: Total number of assessment items both vetted and non-vetted will grow each year. Number of complete assessments uploaded will increase each year. Comparison of item counts to comparable commercial item bank.

* Other Anticipated Outcomes

1) We will track the number of district, school and teacher accounts outside of the consortium who adopt OCIBR. By the end of the 5-year grant period we hope to have multiple school districts within each of ODE's 16 State Support Team regions who have adopted OCIBR. 2) With a better system of assessing student behavior in place, we anticipate that academic outcomes will improve. However, because of the complex multi-causality of student achievement crediting those improvements to OCIBR would only be speculation. 3) As outlined in previous responses, implementation of OCIBR will lead to greater efficiency of existing human resources. We also expect to realize fiscal savings by the end of the five year grant period. Savings that we can currently verify (and are documented in our financial impact table) are costs associated with various assessment solutions that will be replaced by OCIBR. These savings will total \$106,696 annually, and \$533,480 over the five year grant period. Specifically, as outlined in the financial impact table, we will save approximately \$56,000 annually by not purchasing the NWEA item bank in two LEAs (totaling \$280,000 over the five year grant period), \$20,000 annually by not purchasing the NWEA MAP assessment resources (totaling \$100,000 over the five year grant period), and \$30,696 annually by not purchasing the iReady assessment package (totaling \$153,480 over the five year grant period).

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

Yes

No

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

* Explain your response

Our proposal blends 21st century technology and crowdsourcing which will revolutionize how consortium districts and Ohio procures solutions to assess student knowledge by creating the Ohio Crowdsourced Item Bank Repository (OCIBR). If approximately 500 of the consortium's K-12 teachers teaching core subjects use OCIBR, and each contributes 30 items to the item bank the first year, then we will have 15,000 items. Coupled with the 10,000 items consortium members will contribute, we anticipate having an item bank with 25,000 items or more by the end of just the first year! If this same model is extended statewide then the item bank would quickly become comparable in size to many commercially available solutions. Our technology partner, IQ Innovations (IQ) supports the technology solution that powers iLearnOhio. iLearnOhio is a free comprehensive e-learning platform funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses. This statewide platform includes a searchable repository of standards-aligned educational content (courses and digital resources), an e-commerce marketplace, and a learning management system with an integrated assessment engine and item authoring tool to facilitate the delivery of course content from multiple providers to various end users. iLearnOhio is administered by

the Ohio Resource Center, located at the College of Education and Human Ecology at The Ohio State University, under the direction of the Ohio Board of Regents. AFTER THE SOFTWARE CUSTOMIZATIONS REQUIRED FOR OCIBR ARE COMPLETED FOR OUR CONSORTIUM, IQ WILL MAKE THE BASE SYTEM AVAILABLE AT NO COST TO ALL OHIO K-12 SCHOOLS AND DISTRICTS USING ILEARNOHIO AND OR IQITY {emphasis added}. The system will be available statewide the following school year (2016-2017) with schools permitted to make their own decisions regarding whether or not and when they want to adopt. Schools will also be able to use OCIBR and not use the full LMS or content repository. Schools lacking sufficient electronic devices can still benefit from OCIBR because many question types can easily be printed and administered by paper/pencil. Costs to make OCIBR available statewide will be minimal because the system will be an integrated ilearnOhio/iQity feature. As the provider of ilearnOhio, IQ will only need to provide Ohio districts a user permission to use the system. Beyond the life of the grant PD to use OCIBR will be available free via existing online training courses, resulting in no direct costs for adopting districts even after the grant period. Lessons learned from this project will be readily available to other districts throughout Ohio. The teacher PD, validity efforts, assessment items, assessments, teacher forum, item authoring tools and assessment engine, will all reflect a full school year's cycle of evaluation and system refinement across a large-scale consortium consisting of 18,000 students. New assessment items and assessments can be added at the discretion of local districts. Schools using OCIBR will have access to all assessment resources available. With OCIBR, standard-aligned assessment items can be created within a district, loaded into the platform, and shared with other schools across the state. This can significantly reduce assessment expenditures statewide. The comprehensive, free suite of training materials will exist in the form of video tutorials and an online training course. A rough outline of PD topics will cover how to: use OCIBR authoring tools to write/review/edit/align to standards including unidimensional components/upload items and complete assessments, identify quality items, flag and rate items, search for items/complete assessments, use data to inform instruction, how crowdsourcing works, use the forum for collaboration, and OCIBR's vision and benefits.

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, to abide by all assurances outlined in the Straight A Assurances.

Consortium

Virtual Community School Of Ohio (143537) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Tyrone	Olverson	513-728-3700	tolverson@finneytown.org	Finneytown Local	047332	8916 Fontainebleau Ter, Cincinnati, OH, 45231-4806	
Rick	Teeters	614-492-8884 x2271	Rick.Teeters@ecotoh.org	Electronic Classroom Of Tomorrow	133413	3700 S High St Ste 95, Columbus, OH, 43207-4083	

Partnerships

Virtual Community School Of Ohio (143537) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

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

Implementation Team

Virtual Community School Of Ohio (143537) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Tyrone	Olverson	Superintendent	Responsibility: Tyrone will serve as the implementation lead in his district wherein he will be responsible for oversight and administration of the grant to ensure the project vision is realized, funds are disbursed appropriately, and timelines are met.	Qualifications: Tyrone holds a master's degree in education and has completed all coursework for his Ph.D. (ABD).	Prior experience: Tyrone has over a decade of experience as an educational administrator. He is currently the superintendent of Finnytown Local School district. Before becoming superintendent, Tyrone served as the director of K-12 curriculum and instruction. Prior to coming to Finnytown, Tyrone served in numerous administrative capacities including high school principal, junior high school principal, elementary school principal, and high school assistant principal.	
Jeff	Nelson	Superintendent, Virtual Community School of Ohio	Responsibility: Jeff will serve as the consortium's lead and will be responsible for oversight and administration of the grant to ensure the project vision is realized, funds are disbursed appropriately, and timelines are met.	Qualifications: Jeff completed his bachelor's degree in secondary education from Ohio University and his master's degree in educational leadership from Barry University. Jeff completed his Juris doctorate at Capital University Law School and is a member of the Ohio Bar.	Prior Experience: Jeff has 19 years of experience in education with 12 years in various administrative roles (Dean of Students, Assistant Principal, Principal, and Superintendent). Jeff has successfully led innovative changes within his districts using multi-year/multi-million dollar initiatives such as SIG, RtT, OTES, and OPES.	
Rick	Teeters	Superintendent	Responsibility: Rick will serve as the implementation lead in his district wherein he will be responsible for oversight and administration of the grant to ensure the project vision is realized, funds are disbursed appropriately, and timelines are met.	Qualifications: Rick completed his bachelor's degree in elementary education from Ohio University and a master's degree in educational administration from Ashland University.	Prior experience: Rick has 26 years of experience in education with 16 years in various administrative roles (Assistant Principal, Intermediate Principal, K-12 Curriculum Director, EMIS Coordinator, Director of Continuous Improvement). Rick has successfully managed large-scale program implementations such as RtT, RTI, CCSS, OTES and OPES. These multi-year/multi-million dollar initiatives were geared towards improving instructional capacity and student outcomes.	
Bert	Wiser	Executive Director of Accountability and Assessment	Responsibility: Bert will provide psychometric expertise to ensure valid and reliable assessment items/assessments are utilized.	Qualifications: Bert has a bachelor's of psychology from the University of Rochester, a master's degree in experimental psychology from Purdue University, and is ABD in psychometrics and measurement from City University of New York.	Prior experience: Bert has held the position of Executive Director of Accountability and Assessment for the past 24 years, first for Columbus City Schools, then for Worthington Schools, and finally, for our LEA. Bert has served as a member of the Ohio Technical Advisory Committee, and has taught graduate courses (statistics, research design, and measurement) at the Ohio State University, as well as at the State University of New Jersey. He has also served as Director of Applied	

					<p>Research for the Education Measurement Division of Harcourt, Brace Jovanovich in New York, Cleveland and San Antonio. Prior to working for Harcourt, Mr. Wisner was psychometric fellow at Educational Testing Service in Princeton and survey director at University of Chicago.</p>
IQ	Innovations	IQ Innovations	<p>Responsibility: The consortia will work with our technology partner, IQ Innovations, to implement the OCIBR project and develop appropriate user-training modules during the grant timeframe. For this initiative IQ will serve as the consortium's partner handling OCIBR configurations, system maintenance, and uploading assessment items for consumption by consortium members (and disseminating them to the state via its iQity LMS which serves as the ilearnOhio platform).</p>	<p>Qualifications: Established in 2007, IQ Innovations has extensive experience in large-scale transformational education technology initiatives from inception to completion. Our Learning Management System (LMS), iQity, was originally created to meet the unique LMS and digital curriculum needs of the K-12 education market. This process involved utilizing extensive input from teachers, administrators, parents and students. Across all of these K-12 educational entities, iQity is supporting over 51,000 users and has the capacity to handle 2,000,000.</p>	<p>Prior experience: ilearnOhio is Ohio's version of iQity rebranded as a statewide virtual clearinghouse for digital courses offered by multiple publishers for all Ohio students in grades K-12. ilearnOhio provides a comprehensive e-learning platform and digital curriculum funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses. This statewide platform includes a searchable repository of standards-aligned educational content (courses and digital resources), an e-commerce marketplace, and an LMS provided at no cost to facilitate the delivery of course content from multiple providers to various end users. ilearnOhio is administered by the Ohio Resource Center, located at the College of Education and Human Ecology at The Ohio State University, under the direction of the Ohio Board of Regents.</p>
Greg	Dye	Vice President, Operations	<p>Responsibility: Greg will collaborate with the consortia to determine specifications for OCIBR and serve as the technical lead for IQ, effectively overseeing execution of logistics and implementation.</p>	<p>Qualifications: Greg completed his bachelor's degree in geophysics and his M.B.A. at the University of Akron.</p>	<p>Prior Experience: With over 20 years of experience, Greg is a multi-disciplined executive with a broad background in IT systems development and implementation, business management, operations, quality assurance, customer service and project management. Throughout his career he has shown a proven ability to select, train and lead cross-functional teams to achieve ambitious goals on time and on budget. Greg has led projects from large scale enterprise-wide ERP builds and implementations down to small business third party software configurations. In his current role as VP of Operations, Greg provides leadership and overall management to the development, quality assurance, business analyst, client support and project management teams. This has spanned major educational product feature enhancements and roll-out of the statewide ilearnOhio platform. Discovery, implementation and maintenance of strategic partnerships with educational administration and educational</p>

					content providers are a major focus. He has overall responsibility for the high quality and feature rich user experience of each of the products offered. Greg regularly interfaces directly with educational administration and content providers to translate feedback into consumable requirements for development and optimizes internal processes and procedures for the most efficient and productive results.	
Xavier	Webb	Ed.D., Psychometrician	Responsibility: Xavier will provide psychometric expertise to ensure valid and reliable assessments are utilized.	Qualifications: Xavier holds a bachelor's degree in secondary English education, a M.Ed. in school administration, and an Ed.D. in educational leadership with a PME of quantitative research methods, assessment, and evaluation.	Prior Experience: Dr. Webb has 10 years of experience as an educator and has served in various administrative and teaching roles in K-12 public education. Before coming to IQ Innovations, Xavier worked for the College of Education at the University of Kentucky focusing on linking educational research and innovations to issues faced in P-12 schools. As the psychometrician for IQ Innovations, Xavier leads research and development efforts.	
Kate	Morris	Project Manager	Responsibility: On this project Kate will Acts as the tactical lead for cross-discipline teams throughout the OCIBR project handling day-to-day communications between consortium stakeholders and the IQ Innovations team ensuring project deadlines are met and completed in the manner envisioned.	Qualifications: Kate has a bachelor's degree in economics and journalism from Ohio Wesleyan University.	Prior experience: Kate has 9 years of project management experience. Her career covers a diverse history in project management dealing with multimillion dollar accounts in fields ranging from health care and pharmaceuticals, marketing, E-commerce, search engine optimization and K-12 education. Kate's primary responsibilities at IQ Innovations are overseeing the management of software development practices and major client initiatives ensuring that projects are completed on-time and as envisioned.	
Justin	Wolfe	Research and Development Specialist	Responsibility: Justin will provide psychometric expertise to outline the item bank requirements to ensure valid and reliable assessments are utilized.	Qualifications: Justin earned a bachelor's of psychology from the University of Nebraska-Lincoln, a master's in industrial-organizational psychology from the University of Nebraska at Omaha, and has an MBA from the University of Alabama at Birmingham.	Prior Experience: Justin has 9 years of experience in the testing and assessment industry. Prior to joining IQ, he worked 5 years at the Personnel Board of Jefferson County as an Assessment and Development Specialist and 2 years at CE Outcomes as an Assessment and Analytics Manager. He has provided large-scale assessment development training and guidance in a federal consent decree environment, the pharmaceutical industry as well as K-12 education. Since arriving at IQ, Justin has worked to develop assessment solutions that drive the personalization of student learning.	

