

Budget

Cleveland Arts and Social Sciences Academy (007995) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (7)

U.S.A.S. Fund #: 466

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 | 91,617.50 | 0.00 | 292,559.00 | 0.00 | 384,176.50 |
| Support Services | | 0.00 | 0.00 | 42,499.80 | 0.00 | 0.00 | 0.00 | 42,499.80 |
| Governance/Admin | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Prof Development | | 0.00 | 0.00 | 550,912.50 | 0.00 | 0.00 | 0.00 | 550,912.50 |
| 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 |
| Indirect Cost | | | | | | | 0.00 | 0.00 |
| Total | | 0.00 | 0.00 | 685,029.80 | 0.00 | 292,559.00 | 0.00 | 977,588.80 |
| | | | | | | | Adjusted Allocation | 0.00 |
| | | | | | | | Remaining | -977,588.80 |

Application

Cleveland Arts and Social Sciences Academy (007995) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (7)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Quality Data Management: Building Self-Sustaining Data Cultures in a Consortium of Ohio's Public Community Schools

2. Project Summary: Please limit your responses to no more than three sentences.

Eight community schools will work collaboratively to implement a proven data & assessment system to improve student achievement.

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

| Grant Year | | | | |
|---------------------------|-------|-------|-------|-------|
| 0 Pre-K Special Education | 261 K | 248 1 | 240 2 | 249 3 |
| 209 4 | 197 5 | 198 6 | 198 7 | 220 8 |
| 3 9 | 2 10 | 6 11 | 4 12 | |

| Year 1 | | | | |
|---------------------------|-------|-------|-------|-------|
| 0 Pre-K Special Education | 260 K | 264 1 | 240 2 | 250 3 |
| 210 4 | 200 5 | 200 6 | 200 7 | 220 8 |
| 3 9 | 3 10 | 3 11 | 3 12 | |

| Year 2 | | | | |
|---------------------------|-------|-------|-------|-------|
| 0 Pre-K Special Education | 260 K | 264 1 | 250 2 | 250 3 |
| 210 4 | 200 5 | 200 6 | 200 7 | 220 8 |
| 3 9 | 3 10 | 3 11 | 3 12 | |

| Year 3 | | | | |
|---------------------------|-------|-------|-------|-------|
| 0 Pre-K Special Education | 260 K | 264 1 | 250 2 | 268 3 |
| 210 4 | 200 5 | 200 6 | 200 7 | 220 8 |
| 3 9 | 3 10 | 3 11 | 3 12 | |

| Year 4 | | | | |
|---------------------------|-------|-------|-------|-------|
| 0 Pre-K Special Education | 260 K | 264 1 | 250 2 | 268 3 |
| 226 4 | 200 5 | 200 6 | 200 7 | 200 8 |
| 3 9 | 3 10 | 3 11 | 3 12 | |

| Year 5 | | | | |
|---------------------------|-------|-------|-------|-------|
| 0 Pre-K Special Education | 260 K | 264 1 | 250 2 | 268 3 |
| 226 4 | 224 5 | 200 6 | 200 7 | 200 8 |

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

Since the Quality Data Management Consortium is designed to building self-sustaining and permanent school cultures in which data is efficiently and effectively used to guide instruction or programmatic decisions, every additional student that is enrolled will directly benefit from this project. Within this program, a minimum of 260 additional students will be directly impacted each year from new students entering kindergarten in consortium schools. Specifically, 1300 additional students will be directly impacted by FY2022. Any increase in the scope or replication of this project will continue to have an impact on every student in each participating school.

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

First and last name of contact for lead applicant
Debroah Mays

Organizational name of lead applicant
Cleveland Arts and Social Sciences Academy

Address of lead applicant
10701 Shaker Blvd., Cleveland, Ohio 44104

Phone Number of lead applicant
216-229-3000

Email Address of lead applicant
dmays@clevelandartsocsci.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

For many charter schools in Ohio, the ability to implement current data-driven tools and instructional improvement systems (IIS) is very limited due to budget constraints and access to experts and technology. Often community schools in Ohio serve only a limited number of students or grade levels. Although these small environments often have a positive effect on school climate, they can also hinder a school from having access to a variety of instructional resources, professional development, and technical support services. It can be challenging for an individual community school to purchase and properly implement comprehensive data management systems which are often only affordable to larger districts. Other access barriers include the acquisition cost of instructional improvement systems, the data training required to master and implement the systems and the evaluation and feedback monitoring needed to succeed in applying data-driven models to classroom teaching. The Quality Data Management Consortium would allow these small community schools, which often operate with limited personnel dedicated to curriculum and assessment, the opportunity to successfully implement a data and assessment system and to sustain a data-rich culture that would lead to increased student achievement. Beyond the successful implementation of a robust data and assessment system, this consortium focuses on how educators can use data to improve teaching and learning in order to directly impact

student achievement. This project also addresses common failures in teacher preparation, lack of accessible professional development and school practices that often translate into fewer teachers being prepared to take full advantage of data driven assessment tools to make informed decisions about classroom improvement.

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

The Quality Data Management Consortium will significantly improve student achievement and growth by accelerating the use of data and assessment both in the classroom and in the school as a way to target and improve student outcomes. This program develops instructional strategy, provides on-site technical assistance, embeds continuous professional development for teachers and implements classroom and school-based evaluation feedback systems. The first step in the project is implementing the Illuminate Data and Assessment (DnA) system, a robust data and assessment software system, in each school. Illuminate tracks data from the classroom level, the administrative level, the state level, and any other open source vendor assessments (e.g. NWEA MAP). Teachers will be able to create classroom level assessments in Illuminate that align to Ohio's Academic Content Standards. They will have access to a CERTICA FAIB item bank featuring over 70,000 rigorously developed items aligned to the Common Core and will also have the ability to instantly view reports that will move them from data collection, to data analysis, to decision making. The consortium approach increases the power of this process, allowing teachers and administrators across schools to share their assessments and resources more efficiently through the Illuminate system. The second step in the project is to train teachers and administrators in the Data Teams process and to facilitate this work during the academic year. Schools will partner with the Ohio Alliance for Public Charter Schools (OAPCS), a nonprofit charter support organization that has a proven track record of sustained school partnerships with schools utilizing the Data Teams process. Since 2011, OAPCS has partnered with 24 charter schools to deliver high quality training and support to teachers and administrators. OAPCS' services create a sustained data rich culture in schools leading to school improvement and student growth. During this critical second step of the Quality Data Management Consortium, qualified OAPCS staff members will directly train school staff and facilitate data team meetings throughout the year. The partnership is designed to gradually release responsibility to the existing school staff as the year progresses, which will allow the Data Teams' protocols and practices to continue after the support from OAPCS is phased out. The third step is an intentional plan to ensure collaboration across the participating schools. Once each school in the consortium has successfully implemented Illuminate and has teachers significantly invested in the Data Teams process, OAPCS will facilitate collaboration between the schools. This collaboration will begin among schools that serve similar grade levels and will culminate in a one-day Quality Data Management Consortium Summit in December 2016. This summit will facilitate the collaborative objectives to improve student outcomes by focusing on maximizing the use of Illuminate and on collaborative assessment and report creation. Specifically, teachers across the consortium will focus on assessment creation and will take full advantage of the activities that will advance both vertical and horizontal collaboration. Google Groups will be established, allowing teachers and administrators to continue these collaborative efforts without the expense of an annual summit. Additionally, teachers at each partner school will be offered the opportunity to earn graduate credit in a job-embedded Ashland University course. This is a significant component of the Quality Data Management Consortium, as many pre-service programs do not provide course work on the use of data to improve teaching and learning. This course will help assure that participating teachers and administrators are up-to-date on current research, have developed solid action plans and are provided the critical opportunity to reflect on their practice.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

1) Students will benefit from a formative classroom in which there is timely and specific feedback. Student achievement will increase due to timely and specific feedback from formative, summative, formal and informal assessments. Illuminate empowers teachers to move from a system of delayed feedback to one where immediate results allow them to quickly assess student progress and adjust accordingly. The establishment of student growth and achievement baseline data in the implementation phase is critical to tracking and evaluating the success of this project. Both student growth and achievement will progress at a higher rate than before the project was implemented. 2) Students will benefit from the data analysis process. A school which is considered 'advanced' in terms of data work is one in which the students "own their data." A student having a self-understanding of their achievement and growth is powerful for both the learner and teacher. Students in all grade levels and subject areas can track data, discuss progress, and set goals in order to increase their growth and achievement. 3) Students will benefit from teacher collaboration. Data Teams discussions regarding the effectiveness of teacher instructional strategies will have a direct impact in the classroom as teachers reteach using proven strategies or celebrate success with current practices. 4) Students will benefit from the intentionality that data work requires. An essential component of success in the consortium is that schools must plan ahead and be intentional about their work plan. Involvement in this project requires teachers and administrators to be prepared. During the summer, teachers must design curriculum and assessment maps. School administrators must be deliberate about communicating expectations regarding testing dates, data analysis, and professional development plans. Schools that have organized themselves in this way are proven to be more successful in reaching performance

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

In order for these outcomes to be realized, one must first assume that the school leaders and teachers involved in the consortium are looking for a method to positively impact their teaching and improve student achievement. Additionally, the school leaders and teachers must accept the change in culture to becoming educators who promote data-driven instruction and they must embrace the idea that all teachers and students can learn in a data-driven environment. These expectations have been clearly outlined with each school leader in the Quality Data Management Consortium, and each of their schools are committed to this work.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Considerable research has been conducted to investigate how to make schools more data driven. Organizations like The Leadership and Learning Center, ASCD, Expeditionary Learning, and the Rand Corporation have highlighted what is necessary to build a data-rich school culture. Other supportive research comes from leadership programs that emphasize the importance of collaboration. From R.S. Thomas'

"Nine Truths about Data Analysis" (2011), he emphasizes: 1) Data are not best analyzed alone. Data analyses are most effective when they are performed with other teachers who share the same standards and assessments, and who can discuss concretely and specifically, based on student results, what is working and what is not working to increase student learning in their context; 2) Teacher teams need to be able to meet in "data dialogues." This time must be held sacred for data dialogues and not used for other purposes; and, 3) We need to build the capacity of teacher teams to reflect on their work and to make ongoing instructional adjustments based on their analysis of what does and does not work for their students. The collaborative model for data assessment and team analysis within community schools was first piloted through a Straight A grant for a consortium of 17 community schools. Since the summer of 2014, these schools have implemented Illuminate as a data and assessment system to improve student achievement. This implementation has been supported by an ongoing partnership with the Ohio Alliance for Public Charter Schools (OAPCS). OAPCS has been successfully providing high-quality, job-embedded professional development that has led to a permanent and sustainable change in school culture - one in which data is effectively collected, analyzed and used to make decisions about instruction and program effectiveness. As part of this process, The Voinovich School of Leadership and Public Affairs published an external evaluation in September of 2015 that concluded "All 17 charter schools are participating in the grant activities; A majority of teachers are utilizing Illuminate DnA and use seems to increase with more exposure and training; Data Teams are being convened at all 17 schools; and, Teachers and administrators report that the grant activities are adding value to their teaching specifically through teacher-to-teacher collaboration within Data Teams and in conjunction with the use of Illuminate DnA." The evaluation report also stated that teachers in the consortium "have analyzed classroom assessment data on a regular basis" with 96% of surveyed teachers agreeing that they have analyzed classroom data to inform instruction and, according to the evaluation, this increase "could be attributed to the introduction of Illuminate DnA." Specific teacher feedback about the project includes comments such as "It has been helpful for me to identify gaps in the curriculum and my teaching that I am able to then modify and strengthen." Additional metrics from the pilot showed positive outcomes. In Columbus, the Graham Family of Schools, a network of four charter schools, joined the consortium in the 2012-13 school year. The Graham Family currently has the highest average Performance Index (PI) of any network of charter schools in Ohio. While in the Data Matters program, the PI average for the Graham Schools increased by 3.9 points, from 88.1 to 92. Columbus charter schools Zenith Academy and Zenith Academy East joined the consortium in the 2012-2013 school year when their PI average was a "D." In 2013-2014, while in the consortium, their PI moved to a "C" rating and their Value-Added rating moved from a "B" to an "A." In conclusion, the successes and lessons learned from the previous project, along with substantial research that supports data driven cultures in schools, provides a strong foundation for success in the proposed Quality Data Management Consortium.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Usage: Use In Year 1- 75% using Illuminate monthly at minimum; Year 2 - 85% using Illuminate monthly at minimum; Years 3-5- 85% or higher using Illuminate weekly. Test Scores: Years 1-5 Increase in NWEA MAP RIT scores from the fall to spring assessment in ELA and Math (where applicable). Growth from pre-test to post-test for classroom assessments (where applicable). Data Teams (DT) Meetings: Year 1 DT meetings occur quarterly at minimum with full support; Year 2 DT meetings occur monthly at minimum with decreased support; Years 3-5 DT meetings occur monthly at minimum with desired levels of support, ultimately being self-sufficient. Trainings: In Year 1 train 100% teachers and administrators; Year 2 refresh 80% of returning teachers, train 100% new teachers; Years 3-5 Onsite staff able to train new teachers; Check-in Meetings: Year 1- Admin. meetings occur bi-weekly at minimum; Year 2- Admin. meetings occur monthly at minimum; Years 3-5- Admin. meetings occur by request of school administrator(s).

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Baseline data to measure student achievement will be determined in each school utilizing test scores either from NWEA MAP RIT scores or other vendor and/or school-level assessments. Specifically, growth will be tracked from fall to spring assessments throughout the project. Additionally, Illuminate usage, Data Teams meetings, staff training and administrative check-in meetings will be tracked and compared to the measurable indicators outlines in 9 iv. This establishment of baseline data of each specific school in the consortium is a key factor in creating the ability to track, monitor and evaluate the process and is clearly defined in the implementation scope of activities (question #22). State test data will also serve as a baseline for student and system-wide improvement.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The leaders of the Consortium take seriously their responsibility to evaluate the progress of each school in meeting the expected outcomes. Internal meetings are held weekly to discuss that week's communications with each school and the appropriate next steps. If the project is not progressing in the ways it should, an action plan will be created. If it is determined internally that a school needs assistance, the first step is to talk with the administrator(s). Modifications are made in a time frame that aligns with where the school is in the process. Big picture, if there are multiple schools not progressing as expected, the leaders of the Consortium will reevaluate their expected outcomes and specific benchmarks to see how the schools can best be supported. Mid-year evaluations will be completed for each school to avoid this potential issue. Lessons learned from the project will be shared with Consortium participants via a Summary Report to be delivered in July of each year. Interested parties will be provided a report upon request.

■ b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

977,588.80 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

\$498,000: Support services from the Ohio Alliance for Public Charter Schools (8 schools x \$62,250); \$21,000: Illuminate Data and Assessment software onetime startup fee for each school not currently using the software (7 schools x \$3000); \$32,560: Illuminate fees and support through June 30, 2021 (2035 students x \$16); \$29,507.50: CERTICA FAIB Common Core aligned item bank access through June 30, 2021 (2035 students x \$14.50); \$231,739: PC laptops with 5 year maintenance plans for teachers involved in the project (\$1769 x 131 teachers); \$60,116: Mac laptops with three year maintenance plan for teachers involved in the project (\$1582 x 38 teachers); \$8,550: Extended maintenance plan for Mac laptops to ensure that they are covered through June 30, 2021; \$704: Two Sharpac kits for each school in the consortium (2 x 8 x \$44); \$33,800 Registration for Collaboration Summit for teachers and administrators in December 2016 (\$200 x \$169); \$19,112.50: Ashland tuition for teachers to participate in data course; \$28,052.67: External evaluator fee (3% of subtotal); and, \$14,447.13: Indirect Cost to Cleveland Arts and Social Sciences Academy (1.5% of total).

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

All of the expenses associated with this project are one-time costs for capacity building, professional development, technical assistance, and infrastructure improvements. These expenditures are not recurring and create sustainable best practices that will drive continuous improvement and increase student performance. The term of each Illuminate Data and Assessment agreement, which includes access to the CERTICA FAIB Item Bank, lasts through June 30, 2022. This agreement includes all necessary access, software upgrades, and support. All the associated hardware, such as laptops and other capital outlay, include maintenance plans to ensure that the participating schools will not incur any costs for repairs and replacements through FY22. All training, professional development, and technical assistance will be provided by the Ohio Alliance for Public Charter Schools (OAPCS), which has a proven track record of building capacity in Ohio's charter schools to continue data

work to improve student achievement long after the official partnership and support has phased out. Each school will enter into an agreement with OAPCS that specifically outlines a systematic release of responsibility to each school as the work progresses. These agreements specifically outline a decrease in support annually. Teachers will have the opportunity to attend a Collaboration Summit in December 2016. This summit will be specifically designed to support future collaboration through electronic means (Google Groups) creating powerful collaborative practices that can continue to occur without the need for a future summit. In summary, all of the software and hardware is fully sustainable through the terms of each agreement and through extended maintenance plans. More importantly, the practices, systems, and procedures that will be developed in each school will allow the schools, individually and collectively, to continue to capitalize on a culture of data and assessment that has been created in order to continually collaborate and enhance student achievement.

0 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Of the schools that will participate in the Quality Data Management Consortium, 50% of them budgeted for the replacement of staff computers in their 5-year forecasts. Since this project provides each teacher with a new laptop (including an extended maintenance plan through FY 22), these forecasted expenses would be eliminated. This would cause an expected savings of \$108,280 across the consortium, as outlined in the Financial Impact Tables. Although the primary goal of this project is to increase student achievement, the savings that will result is also a benefit to the consortium of schools. PLEASE NOTE: Questions 16 and 18 are not applicable since there are no sustainability or reallocation costs for maintaining this project through FY22. The sustainability cost from section A of the Financial Impact Table for each school in the Quality Data Management Consortium is zero. Also, the reallocation cost from section C of the Financial Impact Table for each school in the Quality Data Management Consortium is zero. The Ohio Alliance for Public Charter Schools (OAPCS) has a proven record of partnering with community schools to create permanent shifts in school culture that are sustained long after the support from OAPCS is phased out, therefore allowing these schools to continue to improve student achievement and growth without any increase in programmatic costs.

100 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

Once again, this question is not applicable to the Quality Data Management Consortium since there is no reallocation of funds necessary for maintaining this project through FY22. As stated in question #17, the reallocation cost from section C of the Financial Impact Table for each school in the Quality Data Management Consortium is zero. The Ohio Alliance for Public Charter Schools (OAPCS) has a proven record of partnering with community schools to create permanent shifts in school culture that are sustained long after the support from OAPCS is phased out, therefore allowing these schools to continue to improve student achievement and growth without any increase in programmatic costs.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

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

21. Planning

a. Date Range October 2015 - January 2016

b. Scope of activities - include all specific completion benchmarks.

10/4/15 - 11/2/15: Prospect and select schools to join the Quality Data Management Consortium a. Hold regional information meetings; and, b. Reach out to potential partner schools. 11/2/15: Select schools for Quality Data Management Consortium 1/4/16 - 1/29/16: Outline details of project implementation and evaluation a. Coordinate with OAPCS to clarify roles and responsibilities; b. Communicate with external evaluator

desired outcomes and measures; c. Align scope of work plans with Illuminate Education; d. Clarify financial projections; and, e. Set up weekly meetings to develop implementation plan.

22. Implementation(grant funded start-up activities)

a. Date RangeJanuary 2016 - May 2017

b. Scope of activities - include all specific completion benchmarks

1/29/16: Inform stakeholders of grant outcome 2/1/16 - 2/22/16: Work with OAPCS to clarify roles and responsibilities 2/29/16 - 3/4/16: Hold meetings with representatives from each school a. Review contractual agreements and outcomes; b. Review the 2016-2017 academic calendar; c. Demonstrate Illuminate; d. Outline school-specific implementation and expectations; and, e. Schedule training and professional development dates. 1) Use of the product (Illuminate Data and Assessment) 3/1/16 - 3/25/16: Establish data configurations in Illuminate. 3/28/16 - 4/29/16: SIS Integration, Data Troubleshooting. 4/18/16 - 5/20/16: Schedule Illuminate demonstration for teaching staff at each school. 5/2/16 - 6/30/16: a. Import Vendor Assessment Data; b. Import Past Years' Assessment Data; c. Import Next Generation Assessments Data; d. Enhance Illuminate usage through technical support, emails, and webinars; and, e. Update users on new features. 8/1/16 - 9/9/16: Train Illuminate at each school. 12/7/16: Quality Data Management Summit. 1/20/17: Mid-year check-in with all users. 4/15/17 - 6/15/17: Plan for next year's implementation. 5/19/17: End-of-year surveys. 2) Implementation of school-wide, data-driven processes/practices 7/18/16 - 8/19/16: Meet with administrators to discuss needs, goals, and scheduling. 8/19/16 - 10/14/16: Train Data Teams at each school, and give culture survey. 8/19/16 - 10/14/16: Establish and record baseline data to measure student achievement and growth. 10/14/16-6/9/17: a. Check-in meetings with administrators; b. Identify additional sources of data that schools can utilize; c. Teachers meeting in Data Teams; and, d. Administrators monitoring teachers' Action Plans. 12/7/16: Quality Data Management Summit 12/7/16 - 6/9/17: OAPCS provides on-going professional development 5/15/17 - 6/15/17: Plan for next years' implementation 5/19/17: End-of-year surveys

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date RangeAugust 2016 - July 2017

b. Scope of activities - include all specific completion benchmarks

8/1/16 - 9/9/16: Track training statistics, meeting attendance; 9/12/16 -10/10/16: Distribute and collect pre-surveys; 10/10/16 - 5/19/17: Use rubric to evaluate Data Team effectiveness; 12/12/16: Gather feedback on Collaboration Summit event on 12/7/15; 1/20/17: Complete midyear check-ins, gather meeting stats, and run usage reports; 2/13/17 - 5/19/17: Observe classrooms; 2/13/15 - 4/14/17: Finalize outcome measures with external evaluator; 4/14/17: Evaluate use of Data Binders; 5/1/17: Begin post surveys; 5/19/17: Run usage reports; 5/19/17: Collect and evaluate graduate course work; 5/19/17: Run assessment reports; 5/19/17 - 6/16/17: Gather post-test scores, analyze pre/post-test growth; 6/16/17: Analyze post surveys; 6/16/17 - 7/14/17: Summarize overall Consortium success, challenges; and, 7/14/17: Report findings from final summative evaluation to Consortium schools and other related parties.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

Use of the product (Illuminate Data and Assessment) Teachers and administrators will utilize the Illuminate system on a daily basis to create assessments, often using the item bank for test creation. Teachers, administrators and students will analyze assessment results via Illuminate's pre-built reports and custom reports. Schools may choose to use the Gradebook feature to enter student assignment scores. Additional features include the online testing component through a student portal. OAPCS will support the creation and use of standards-based report cards if a school decides to use them. A parent portal is available for parents to check student scores and grades. Activate Instruction is another feature that teachers and students can use to access playlists of resources to enhance the learning experience. Overall, Illuminate will become the go-to source for teachers and principals to create, administer, and analyze district-created assessments in order to improve instruction. Implementation of school-wide, data-driven processes/practices The research-based practice of Data Teams requires teachers and administrators to collect, chart and use data to inform instructional decisions. In team meetings groups analyze data and prioritize their needs, they set SMART goals and select instructional strategies based on the identified needs. Implementation of such processes requires administrators to lead this shift in school culture by making data work a priority for the school. Administrators must also help to establish school calendars, schedules, and meetings. With the help of OAPCS, they must be willing to create accountability measures and monitor their progress. Schools will be focusing more on supporting teachers in their professional growth and thus administrators will take on a greater role as instructional leaders. Involvement in the Quality Data Management Consortium Teachers and administrators must be willing to be transparent and reflective about their data practices. They must be willing to share with others their experiences and be open about making changes to the processes. While there is competition among some community schools, the desire for positive systemic change and commitment to student growth and achievement is the consistent goal among the schools participating in the Quality Data Management Consortium. Establishing the Consortium will provide high-quality support and resources for the creation and implementation of teaching and learning best practices. The work already being done by OAPCS has allowed schools to focus on creating school cultures that use data to inform their classroom instruction and to make effective curricular decisions. These best practices lead to improved student achievement.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

External Evaluation Marsha Lewis Voinovich School of Leadership and Public Affairs Ohio University Building 21, The Ridges, Room 204 Ohio University Athens, Ohio 45701-2979 (740) 593-1435 lewis5@ohio.edu

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Methods to be used: Illuminate generates usage reports of teacher login frequency and created assessments/reports, along with student and parent usage of the portals. The number of people trained for Illuminate and the Data Teams process will be recorded as will meeting agendas and attendance. Progress notes will be shared using Google Docs. Using a rubric designed by the Consortium, evaluators will examine items like the types of collaboration (vertical/horizontal) and teachers in leadership roles. Data Teams meetings will also be observed and evaluated using a rigorous rubric that includes scoring criteria like the sharing of ideas and the presentation of data. The Consortium will implement monthly meetings with administrators to obtain data related to teacher progress in areas like Illuminate, collaboration, teams, creation of reports, and assessment literacy. Evaluators will observe teachers' use of assessments, formative classroom environment, implementation of Action Plans made in Data Teams, use of Data Binders, use of curriculum and assessment maps, instructional strategies such as re-teaching, and student ownership of data. All teachers who choose to pursue Ashland graduate credit will complete a reflective assignment that will be assessed by Consortium leaders. Robust pre/post-surveys will ask teachers and administrators to reflect on the practices and processes at their schools. Google Forms surveys will collect data about the quality and value of the summit. Data such as NWEA MAP scores and classroom test results will be used to measure achievement outcomes. Use of the product (Illuminate Data and Assessment) Data to be collected include: pre/post survey responses about Illuminate; usage reports assessment creation, report building and sharing. OAPCS will also formatively track other measures such as the number of: a. Teachers and administrators trained; b. Teachers creating assessments that are Illuminate-friendly; c. School leaders focused on report creation; d. Students and parents utilizing the portals; and, e. Schools/teachers utilizing Custom Reports, Gradebook, Activate Instruction. Implementation of school-wide, data-driven processes/practices Data to be collected include: frequency of Data Teams meetings; pre/post survey data about the Data Teams process, the use of data to inform teaching and learning, and culture of each school OAPCS will also formatively track other measures such as: a. Efficacy of Data Teams process in accordance with research-based protocols; b. Vertical and horizontal collaboration; c. Observation formative classroom environments (re-teaching and spiraling); d. Teachers take leadership roles; e. Teachers collaborate outside of Data Team meetings; and, f. Students taking ownership of their own data. Involvement in the Quality Data Management Consortium Data to be collected includes: evaluation of graduate coursework on data use by participating teachers; student achievement as measured by NWEA MAP testing (for schools that provide it) and grade reporting at the end of each term. ? Evaluation Timeline: 8/1/16 - 9/9/16: Track training statistics, meeting attendance; 9/12/16 -10/10/16: Distribute and collect pre-surveys; 10/10/16 - 5/19/17: Use rubric to evaluate Data Team effectiveness; 12/12/16: Gather feedback on Collaboration Summit event on 12/7/15; 1/20/17: Complete midyear check-ins, gather meeting stats and run usage reports; 2/13/17 - 5/19/17: Observe classrooms; 2/13/15 - 4/14/17: Finalize outcome measures with external evaluator; 4/14/17: Evaluate use of Data Binders; 5/1/17: Begin post surveys; 5/19/17: Run usage reports; 5/19/17: Evaluate graduate coursework; 5/19/17: Run assessment reports; 5/19/17 - 6/16/17: Gather post-test scores, analyze pre/post-test growth; 6/16/17: Analyze post surveys; 6/16/17 - 7/14/17: Summarize overall Consortium success, challenges; 7/14/17: Report findings from final summative evaluation to Consortium schools.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

The Quality Data Management Consortium is designed to create a replicable model for community schools and districts across the state, building the foundation and solving the known challenges of utilizing data to inform teaching and learning. The Quality Data Management Consortium expands a robust collaboration network providing tools to strengthen and sustain best practices which support a continuous increase in student achievement. The time and effort necessary to replicate this project with community schools and districts would closely mirror what is contained in this proposal. As answered in question #10, this project is a "replication," and therefore is built on best practices that have proven to be both successful and sustainable in schools in Ohio. The implementation of Illuminate, the Data Teams process, and the gradual release of responsibility to sustain the work have all been continually achieved with community schools in Ohio since FY13 as evidenced by OAPCS' successful partnerships with these schools. Additional elements, which include increased collaboration between community schools and the development of a job-embedded graduate level course, have strengthened the consortium model for schools and individual teachers across the state. The team at OAPCS continually evaluates its work with community schools and reports the results in workshops and conferences sharing research based best practices. The goal of OAPCS, serving in its role as Ohio's largest charter support organization, is to continue to expand this work to an even greater number of community schools across the state, and to potentially build partnerships between teachers in public community schools and districts with the ultimate shared goal of increasing student achievement. Every student in the state deserves a quality education and this project will play a key role in assuring quality exists. Many community schools in Ohio serve only a limited number of students or grade levels, and the need for this model exists in order to have access to a variety of instructional resources, professional development, technical support services and to properly implement a comprehensive data management system. The planned expansion and replication of the Quality Data Management Consortium would allow any community

school or district in Ohio the opportunity to successfully implement a data and assessment system and to sustain a data-rich culture that would lead to increased student achievement. The developed graduate level coursework would be available to all public community school and district teachers, allowing them the opportunity to grow in their use of data to improve teaching and learning to directly impact student achievement.

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

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

I agree.

Consortium

Cleveland Arts and Social Sciences Academy (007995) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Consortium Contacts

| First Name | Last Name | Telephone Number | Email Address | Organization Name | IRN | Address | Delete Contact |
|-------------------|------------------|-------------------------|--------------------------------------|--|------------|--|-----------------------|
| Tina | Bennett | 614-272-6300 | tbennett@zenithacademy.org | Zenith Academy West | 015234 | 3385 South Blvd, Columbus, OH, 43204-1213 | |
| Deirdra | Shobe | 216-338-3388 | dshobe@icanschools.org | University of Cleveland Preparatory School | 012541 | 1906 E 40th St, Cleveland, OH, 44103-3557 | |
| Phillip | Penn | 216-386-8814 | ppenn@icanschools.org | Cleveland College Preparatory School | 012010 | 4906 Fleet Ave, Cleveland, OH, 44105-3328 | |
| Pharon | Holtrey | 330-641-3135 | Pharon.Holtrey@middleburyacademy.org | Colonial Prep Academy | 134221 | 2199 5th St SW, Akron, OH, 44314-2405 | |
| Brian | Hairston | 303-612-5621 | bhairston@icanschools.org | Akron Preparatory School | 013254 | 1200 E Market St Ste 3360, Akron, OH, 44305-4018 | |
| Brad | Herman | 303-359-5600 | Tesc_bherman@tccsa.net | Beacon Hill Academy | 012501 | PO Box 285, Mount Eaton, OH, 44659-0285 | |
| Debroah | Mays | 216-229-3000 | dmays@clevelandartsocsci.org | Cleveland Arts and Social Sciences Academy | 007995 | 10701 Shaker Blvd, Cleveland, OH, 44104-3752 | |
| Pharon | Holtrey | 330-641-3135 | Pharon.Holtrey@middleburyacademy.org | Middlebury Academy | 134213 | 88 Kent St, Akron, OH, 44305-2544 | |

Partnerships

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Partnerships

| First Name | Last Name | Telephone Number | Email Address | Organization Name | IRN | Address | Delete Contact |
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| Jesse | Truett | 614-744-2266 | jtruett@oapcs.org | Ohio Alliance for Public Charter Schools | | 33 North Third Street, Suite 600, , Columbus, Ohio, 43215 | |
| Brad | Hytrek | 773-262-0823 | bhytrek@illuminateed.com | Illuminate Education Inc. | | 47 Discovery, Suite 100, , Irvine, CA , 92618 | |
| Marsha | Lewis | 740-593-1435 | lewism5@ohio.edu | Voinovich School of Leadership and Public Affairs at Ohio University | | Build 21, The Ridges, Room 204, Ohio University, Athens, OH, 45701-2979 | |

Implementation Team

Cleveland Arts and Social Sciences Academy (007995) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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| Implementation Team | | | | | | | | |
|---------------------|-----------|--|---|---|---|--|-------|----------------|
| First Name | Last Name | Title | Responsibilities | Qualifications | Prior Relevant Experience | Education | % FTE | Delete Contact |
| Stefanie | Hatfield | Data Support Specialist at the Ohio Alliance for Public Charter Schools | Train teachers and administrators in Illuminate and the Data Teams process. Will provide Illuminate troubleshooting and provide professional development as needed. | K-5 Ohio teaching license, K-6 Ohio Principal license; Currently provides on-site coaching and support to teachers and administrators in public charter schools using Illuminate and participating in Data Teams. | While acting as principal at Zenith Academy, was responsible for day-to-day management of building and staff. Worked as a leader to implement the culture change to create a data-driven building by using Illuminate and implementing data teams with K-12 teachers. | Master's Degree in Educational Leadership: American College of Education; Bachelor's Degree in Early Childhood Education: Wittenber | 50 | |
| Jesse | Truett | Chief Operations Officer at the Ohio Alliance for Public Charter Schools | Project manage the Quality Data Management Consortium. Specifically will handle all contractual agreements and deliverables within the project. Supervises OAPCS Data Support Specialist and any other employee, vendor or contractor associated with the project. | Former public school administrator in Ohio for 9 years and current member of the Grandview Heights City Schools Board of Education. | Has successfully managed similar projects at OAPCS for the last 4.5 years, including a Straight A consortium project that has been successful and is proving to be sustainable as planned without any additional revenue requirements. | Master's Degree in Educational Policy and Leadership: The Ohio State University; Bachelor's Degree in Mathematics and Theatre: Otter | 40 | |
| Debroah | Mays | School Principal | Lead Grant Applicant: Will provide instructional and learning leadership that focuses on the four basic elements of: curriculum, instruction, performance and evaluation. To insure and oversee the accurate maintenance of administrative records meeting all state and regulatory requirements. | Currently serving in a dual role as Regional Vice President and a School Principal. In the role of School Principal she shares the responsibility for the development and implementation of the school's strategic plan to insure that education goals, assessment standards and benchmarks are met according to the charter agreement. | Previously held the position of Associate Vice President for an Employment and Training Firm. In addition, she has been an educator in a high school setting, teaching math and language arts to grade 9-12. | Master's Degree in Adult Learning and Development and a Bachelor's Degree in Psychology. | 15 | |