

Budget

Akron Preparatory School (013254) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (3)

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	91,638.00	0.00	311,100.00	0.00	402,738.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	41,269.54	0.00	0.00	0.00	41,269.54
Prof Development		0.00	0.00	505,282.50	0.00	0.00	0.00	505,282.50
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
<b>Total</b>		0.00	0.00	638,190.04	0.00	311,100.00	0.00	949,290.04
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-949,290.04

Application

Akron Preparatory School (013254) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (3)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Creating a Data-Driven Culture: Building Self-Sustaining Data Cultures in a Consortium of Ohio's Public Community Schools

2. Project Tweet: Please limit your responses to 140 characters.

A consortium of community schools will work collaboratively to implement a proven data and assessment system to improve student achievement.

*This is an ultra-concise introduction to the project.*

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				
270 Pre-K Special Education	234 K	257 1	240 2	257 3
202 4	200 5	211 6	203 7	228 8
92 9	81 10	68 11	43 12	

Year 1				
305 Pre-K Special Education	265 K	268 1	253 2	271 3
246 4	246 5	256 6	256 7	256 8
90 9	85 10	65 11	60 12	

Year 2				
305 Pre-K Special Education	265 K	268 1	253 2	271 3
246 4	246 5	256 6	256 7	256 8
90 9	85 10	65 11	60 12	

Year 3				
305 Pre-K Special Education	265 K	268 1	253 2	271 3
246 4	246 5	256 6	256 7	256 8
90 9	85 10	65 11	60 12	

Year 4				
305 Pre-K Special Education	265 K	268 1	253 2	271 3
246 4	246 5	256 6	256 7	256 8
90 9	85 10	65 11	60 12	

Year 5				
305 Pre-K Special Education	265 K	268 1	253 2	271 3
246 4	246 5	256 6	256 7	256 8

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

*This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.*

This Data Consortium has currently been implemented in 17 other Ohio community schools impacting nearly 5,000 students, 300 teachers and 50 administrators. With expansion, teachers will continue to apply data-driven methods across multiple schools and classrooms. As educators trained through this program progress to new buildings, they will expand these programs to educate additional teachers. Hundreds of students will thereby benefit from the data driven practices these teachers will provide throughout their career. There is high interest among many community schools in Ohio to participate in this program, advancing replication in more schools and increasing the performance outcomes of more students. For every 10 community schools that engage in data-driven instruction and training through this program, thousands of students and hundreds of teachers are impacted. This replication will again increase the number of students who benefit through the life of the project, and beyond.

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

First and last name of contact for lead applicant  
Brian Hairston

Organizational name of lead applicant  
Akron Preparatory School

Address of lead applicant  
1200 East Market Street, #3360, Akron, OH 44305

Phone Number of lead applicant  
330-612-5621

Email Address of lead applicant  
bhairston@icanschools.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

Many community schools in Ohio serve a limited number of students or grade levels. Although these small environments can have a positive effect on school climate, they can also hinder a school from 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. The Consortium would allow these smaller charter schools, which often operate without 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. Failures in teacher preparation, professional development and school practices translate into fewer teachers being prepared to take full advantage of data-driven assessment to make informed decisions about improvement.

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

The Data 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. Teachers will be equipped with the tools and training to help close the gap on performance, ultimately providing students with the skills they need for academic success and graduation. 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. Teachers will be able to create classroom level assessments in Illuminate that align to Ohio's Learning Standards. They will have access to an 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 26 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 improvement and student growth. During this critical second step of the Data Consortium, qualified OAPCS staff will train teachers and facilitate data team meetings throughout the year. The partnership is designed to gradually release responsibility to the 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 with a one-day Data 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 successful strategies to reach diverse learners and will take full advantage of the activities that will advance both vertical and horizontal collaboration. An electronic platform such as 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 Data Consortium, as many preservice programs do not provide coursework 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 process. - (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.*

Teachers will improve their capacity to analyze data to inform instruction. Teachers will modify their classroom instruction to meet the needs of their students based on data generated from assessments created using Illuminate. School cultures will be established that incorporate teacher collaboration to implement robust data-driven processes to improve teaching and learning. Schools will share best practices and assessment outcomes to refine instruction and expand data driven practices that produce positive results. School leaders will demonstrate sustained support and commitment to creating and implementing a data driven culture within classrooms.

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, the school leaders and teachers involved in the consortium must have a commitment to adopt data-driven methods that will positively impact classroom instruction and improve student achievement. School leaders and teachers must also accept a change in culture to become educators who promote data-driven instruction and they must embrace the idea that all teachers and students can learn and succeed in a data-driven environment. The teachers must be provided with the technology, tools and training to implement these goals and school leaders need to demonstrate consistent support and have processes that are put into place for active teacher collaboration and teamwork. 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 is 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. 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 can "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/my teaching that I am able to then modify and strengthen," and "It has been incredibly helpful for me to determine what concepts I need to reteach."

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% of teachers 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). Data Teams (DT) Meetings: Year 1 DT meetings implemented quarterly at minimum with full support; Year 2 DT meetings implemented monthly at minimum with decreased support; Years 3- -5 DT meetings implemented monthly at minimum with desired levels of support, ultimately being self--sufficient.

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. 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).

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 as it should, an action plan will be created to address the specific areas of concern, and the support team will provide interventions and guidance to make corrections. If it is determined internally that a school needs assistance, the first step is to discuss and create a plan of action with the administrator(s) of that particular school. Modifications are made in a time frame that aligns with where the school is in the process. Each school in the consortium will be provided with tailored support to fit their needs. Overall, if there are multiple schools not progressing as expected for different reasons, the leaders of the Consortium will reevaluate their expected outcomes and specific benchmarks to see how the schools can best be supported and what modifications can be deployed for the project's improvement and success. This could include greater on-site involvement from trainers and data team experts, classroom observation and feedback, school leader coaching and consulting, individual teacher evaluations and peer support mentoring. Mid-year evaluations will also be completed for each school to ensure timely and proactive adjustments as needed to see progress toward goals. 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. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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.*

949,290.04 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.*

\$435,750: Support services from the Ohio Alliance for Public Charter Schools (7 schools x \$62,250). \$21,000: Illuminate Data and Assessment software one-time startup fee for each school (7 schools x \$3000). \$37,056: Illuminate fees and support through June 30, 2022 (2316 students x \$16). \$33,582: Common Core aligned item bank access through June 30, 2022 (2316 students x \$14.50). \$311,100: PC laptops with 5 year maintenance plans for teachers involved in the project (\$1700 x 183 teachers). \$20,762.50 Ashland tuition for select teachers to participate in graduate level data course. \$27,240.62: External evaluator fee. \$7,595: Transportation to collaboration summit in December 2016. \$41,175: Cost for planning and facilitating summit for all teachers in the consortium to attend in December 2016. \$14,028.92: Indirect Cost to Akron Preparatory School at 1.00%.

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 onetime costs for capacity building, professional development, technical assistance, and infrastructure improvements. These expenditures are not recurring and the culture they create will continue to yield outcomes for many years. There are five main areas of expense in this project: 1) software licensing, 2) training and professional development, 3) equipment, 4) graduate credit and 5) participation in a collaboration summit. The software licensing package includes full use of Illuminate's Data and Assessment product, including support, through June 30, 2022. 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 public community 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. All equipment will include maintenance plans to ensure that the participating schools will not incur any costs for repairs and replacements through FY22. The Collaboration Summit scheduled for December 2016 will be specifically designed to support future collaboration through electronic means (i.e. Google Groups) so that these powerful collaborative practices can continue to occur without the need for a future summit.

100 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.*

The schools that will participate in the Creating a Data-Driven Culture Consortium budgeted for the replacement of staff computers in their 5 year forecasts. This project provides each teacher with a new laptop (including a 5 year maintenance plan). As a result this will create an expected savings of \$102,000 across the consortium as outlined in the Financial Impact Tables. Although the main goal of this project is increased student achievement, the expected savings that will result is also a benefit to the consortium of schools. As outlined in question #15, all of the expenses associated with this project are onetime costs for capacity building, professional development, technical assistance, and infrastructure improvements. These expenditures are not recurring and the culture they create will continue to yield outcomes for many years. 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 public community 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. All equipment will include maintenance plans to ensure that the

participating schools will not incur any costs for repairs and replacements through FY22. The Collaboration Summit scheduled for December 2016 will be specifically designed in a way that supports future collaboration through electronic means (Google Groups) so that these powerful collaborative practices can continue to occur without the need for a future summit.

0 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.*

N/A

#### 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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

*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 03/21/2016-05/04/2016

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

03/21/2016 - 04/15/2016: Prospect and select schools to join the Data Consortium a. Hold regional information meetings b. Reach out to potential partner schools 04/15/2016: Select schools for Data Consortium 04/15/2016 - 05/04/2016: 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 e. Set up weekly meetings to develop implementation plan

22. Implementation (grant funded start-up activities)

a. Date Range 08/08/2016-06/15/2017

b. Scope of activities - include all specific completion benchmarks

08/08/16: Inform stakeholders of grant outcome 08/08/16 - 08/19/16: Work with OAPCS to clarify roles and responsibilities 08/08/16 - 09/02/16: 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 e. Schedule training and professional development dates 1) Use of the product (Illuminate Data and Assessment) 08/22/16 - 09/16/16: Establish data configurations in Illuminate 09/19/16 - 10/14/16: SIS Integration, Data Troubleshooting 08/08/16 - 09/02/16: Schedule Illuminate demonstration for teaching staff at each school 09/16/16 - 11/04/16: 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 e. Update users on new features 8/22/16 - 9/23/16: 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 08/08/16 - 09/02/16: Meet with administrators to discuss needs, goals, and scheduling 8/22/16 - 10/14/16: Train Data Teams at each school, and give culture survey 8/22/16 - 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 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 year 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 Range 08/08/2016-07/14/2017

b. Scope of activities - include all specific completion benchmarks

8/8/16 - 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 statistics, 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 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:

At the conclusion of the project, the schools will have a comprehensive data-driven culture that has teacher collaboration, school-wide dissemination of best practices in data informed instruction and decision making, and an improved system of personalized learning for diverse students. Further, the project will ensure continuous improvement and progress, particularly for urban, economically disadvantaged students that require an array of resources to reach their potential. Through the data and technology infrastructure created, the schools will better meet assessment benchmarks and integrate a data literacy mindset and approach to learning. Both teachers and students will be empowered through higher engagement to maximize learning. Illuminate will become the go-to source for teachers and principals to create, administer, and analyze assessments in order to improve instruction. 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, set SMART goals, and select instructional strategies based on identified needs. This implementation requires administrators to lead a shift in school culture by making data work a priority for the school. With the help of OAPCS, they will establish school calendars, schedules, and meetings, and must be willing to create accountability measures and monitor the progress. Schools will be focusing on supporting teachers in their professional growth and administrators will take on a greater role as instructional leaders. Educators must be willing to be transparent and reflective about their data practices, willing to share their experiences with others, and open about making changes when adjustment is required. Establishing the Consortium will provide high-quality support and resources for the creation and implementation of teaching and learning best practices through data-driven practices

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.*

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 Data 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: 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 7/14/17: Report findings from final summative evaluation to Consortium schools & other parties

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 Data Consortium is designed to create a replicable model for all schools and districts across the state, building the foundation and solving the known challenges of utilizing data to inform teaching and learning. The Data 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. The implementation of Illuminate, the Data Teams process, and the gradual release of responsibility to sustain the work have all been 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 goal of OAPCS, serving in its role as Ohio's largest charter support organization, is to continue to expand this work to a greater number of community schools across the state, and to potentially build partnerships between teachers in 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. The planned expansion and replication of the Data Consortium would allow any 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 course work 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, 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). Brian Hairston.

Consortium

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**Consortium Contacts**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Deirdra	Shobe	216-361-9720	dshobe@icanschools.org	University of Cleveland Preparatory School	012541	1906 E 40th St, Cleveland, OH, 44103-3557	
Philip	Penn	216-341-1347	ppenn@icanschools.s.org	Cleveland College Preparatory School	012010	4906 Fleet Ave, Cleveland, OH, 44105-3328	
Michael	Tatonetti	330-455-0498	mtatonetti@icanschools.org	Canton College Preparatory School	013255	101 Cleveland Ave NW, Canton, OH, 44702-1707	
Robert	Williams	216-453-4550	rwilliams@icanschools.org	Ohio College Preparatory School	013253	21100 Southgate Park Blvd, Maple Heights, OH, 44137-3004	
Brian	Hairston	330-247-6232	bhairston@icanschools.org	Akron Preparatory School	013254	1200 E Market St Ste 3360, Akron, OH, 44305-4018	
Samuel	Lockhart	216-453-4556	slockhart@icanschools.org	Lake Erie College Preparatory School	013132	14405 Saint Clair Ave, Cleveland, OH, 44110-3433	
Tyler	Roberto	216-965-0580	troberto@icanschools.org	Northeast Ohio College Preparatory School	011923	2280 Professor Ave, Cleveland, OH, 44113-4467	
Veda	Giles-Weeks	216-965-0580	Vgiles-weeks@icanschools.org	Northeast Ohio College Preparatory School	011923	2280 Professor Ave, Cleveland, OH, 44113-4467	

Partnerships

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**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Jesse	Truett	(614) 744-2266 ext. 212	jtruett@oapcs.org	Ohio Alliance for Public Charter Schools		33 North Third St., Suite 600, Columbus, OH , 43215	
Ryan	LaCivita	(330) 518-6682	rlacivita@illuminateed.net	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		Building 21, The Ridges, Room 204, Ohio University, , Athens, OH , 45701-2979	

Implementation Team

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Stefanie	Hatfield	Data Support Specialist at OAPCS	Train teachers and administrators in Illuminate and the Data Teams process. Will provide Illuminate troubleshooting and recommend 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 in Educational Leadership: American College of Education; Bachelor's in Early Childhood Education: Wittenberg University	50	
Jesse	Truett	Chief Operations Officer at OAPCS (Project Manager for this Consortium)	Project manage the Data 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 in Educational Policy and Leadership: The Ohio State University; Bachelor's in Mathematics and Theatre: Otterbein University	50	
Linda	Peavy	Director of Grants Administration and Proposal Development	Write, edit, and review grant application. She shepherds the administration and distribution of funding for the grant in conjunction with each network school's board of directors.	Linda has managed the grant administration process for several grants in her current role that encompasses all network schools. She oversees seamless grants procedures and communications with funders; ensuring all grant-reporting requirements from network campuses are completed.	Nine years of grant writing experience. Linda is owner of LiPav Consulting, a fund development and communication company. Secured over \$3 million in funding for I CAN SCHOOLS network.	M.B.A. in Management and B.S. in Marketing/Business Administration, The University of Akron, Akron, Ohio	10	
Brian	Hairston	Principal, Akron	Serve as lead applicant for	Principal of Akron Preparatory	As Assistant Principal for Millennium School, Brian	Bachelor of Art, History, Hampton	10	

	Preparatory School	grant.	School and former Assistant Principal, Millennium School	<p>utilized the Illuminate Data Assessment System. Brian is an experienced workshop facilitator in the area of utilization of data-driven assessments to increase academic achievement. Brian served as Principal Fellow Mentor for the 2014-15 school year where he provided oversight, training and support for an onsite leader preparing to become a school Principal as a part of the I CAN SCHOOLS Aspiring Leaders Fellowship Program. Brian conducted a weekly school leadership book study with the Fellow providing feedback, context, and questions to challenge and deepen the understanding of the text. Assisted with and co-evaluated the fellow's leadership projects. Brian is a Principal Mentor for the 2015-16 school year. He provides bi-weekly on site visits and feedback to current school Principals in order to support the development of the school environment.</p> <p>Accomplishments: 2013-14 School Year: School earned an "A" in overall student progress in Math and Reading from the Ohio Department of Education School earned an "A" in student progress for students in the lowest 20% in achievement School earned an "B" in student progress for students with disabilities School recognized by the Akron Beacon Journal newspaper as having the highest student progress in Summit County 2014-15 School Year: School earned an "A" in overall student progress in Math and Reading from the Ohio Department of Education School earned an "A" in student progress for</p>	University, Hampton, Virginia		
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					students in the lowest 20% in achievement School earned an "B" in student progress for students with disabilities			
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