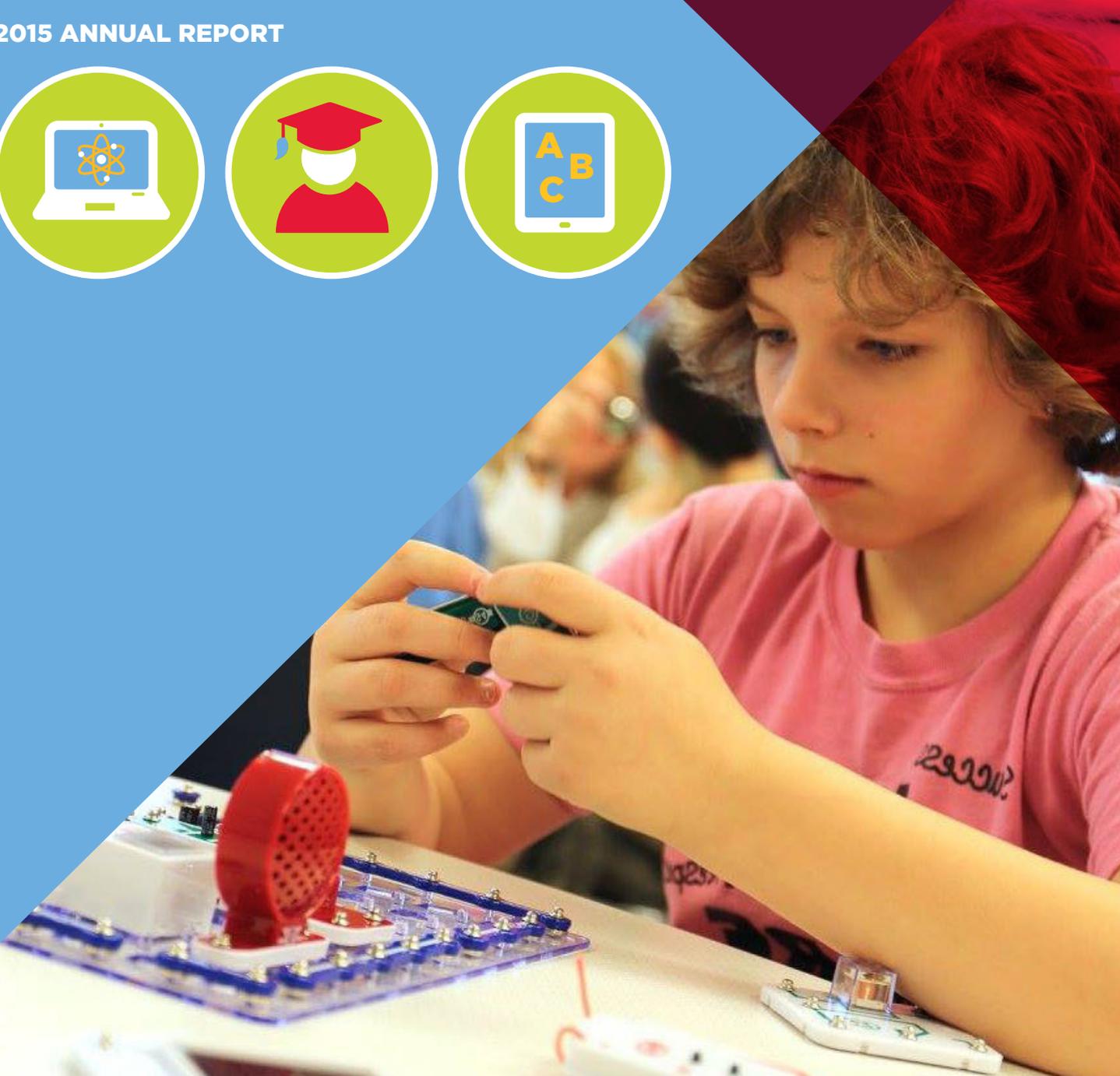
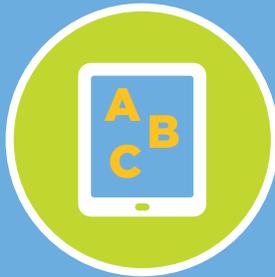


INNOVATION THROUGH

EDUCATION

2015 ANNUAL REPORT





Fourth graders at Springfield
CareerConnectED.
Photo credit: Scott Marshall.

INNOVATION

At the Straight A Fund, we define innovation as an applied vision for the future that does not shy away from disrupting current educational practices in order to achieve the most prized result, a stimulating and effective educational system for all our children.

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Visit www.education.ohio.gov/Topics/Straight-A-Fund to read the report online, download a PDF version or share it on Facebook, Twitter or LinkedIn.

LETTER FROM THE CHAIRPERSON

Innovation demands action, and action is required for Ohio's schools to lead the way in preparing students for the workforce and college with the appropriate analytical, problem-solving, forward-thinking and technological skills needed to maintain competitiveness.

Many Ohio students are learning with techniques and in classrooms that have not evolved as rapidly as our changing times. For our children to be at the forefront of the next generation, it is necessary to offer them creative and effective methods of learning that will translate to success in the ever-evolving workplace.

Ohio's Straight A Fund, founded by Gov. Kasich and the Ohio General Assembly, is helping to do that. The previous application rounds in Fiscal Years 2014 and 2015 demonstrate the abundance of creative ideas in Ohio and how the financial resources provided by the Straight A Fund are desperately needed to realize these innovations.

After rigorous screening processes, the state invested \$88.6 million in round one and \$144.6 million in round two in a total of 296 school districts to help them get innovative, locally created projects off the ground. The state has again invested in the impact of the Straight A Fund and provided continued funding for the program in Fiscal Years 2016 and 2017. This makes the Straight A program the largest state education innovation fund in U.S. history - another example of Ohio's leadership in education.



Alex Fischer, Chairperson,
Straight A Fund Governing Board

The Straight A Fund was created with the intent to sustain innovation for at least five years after the initial implementation year to increase the long-term cost savings and improve student learning. The creation of programmatic and fiscal sustainability elements to the grant ensure that the implemented changes have time to take root in the school to later present more reliable results regarding the particular innovation and the savings it generated. More than \$300 million in projected spending reductions are expected from Straight A Fund schools, meaning more money will go to Ohio classrooms.

The further innovation of the Straight A Fund is its ability to inspire districts outside of those directly awarded. Programs funded through the Straight A Fund serve as models to be replicated throughout the state and country. This function of the grant has increased relations and collaborations between schools and districts as they look to one another and apply best practices to educate students in creative and effective ways.

The Straight A Fund's investment in innovative education is not only updating the education our children receive, but it is changing the way districts and schools do business, sustaining positive changes and spending taxpayers' money more effectively. Keep reading to learn more on the early successes of the Straight A Fund.



“Programs funded through the Straight A Fund serve as models to be replicated throughout the state and country.”

Alex Fischer, Chairperson,
Straight A Fund Governing Board

STRAIGHT A GOVERNING BOARD

The Straight A Fund Governing Board oversees the Straight A Fund to ensure the grant program promotes sustainable, innovative, local ideas and programs to help transform and modernize our education system.

The Governing Board consists of the superintendent of public instruction, four members appointed by the governor, two members appointed by the speaker of the House of Representatives, and two members appointed by the president of the Senate.

MEMBERS

Alex Fischer

Chairperson, Straight A Fund
President and CEO of the
Columbus Partnership

Theodore Adams

Vice President, Government
Affairs, L Brands

James A. Barnard

Director of Operations,
Brewster Dairy, Inc.

Representative Andy Brenner

Ohio House of Representatives

Representative Kyle Koehler

Ohio House of Representatives

Senator Peggy Lehner

Ohio Senate

Dr. Lonny J. Rivera

Interim Superintendent of
Public Instruction, Ohio
Department of Education

Superintendent John Scheu

Sidney City School District

Kristina Phillips-Schwartz

Director of Education Initiatives at
the Cincinnati Business Committee



“Since Ohio started encouraging innovative new education improvements with the Straight A Fund, we’ve seen school districts across our state take new steps that have meant real cost-savings for taxpayers while simultaneously improving opportunities and outcomes for students. Our Straight A schools should be commended for taking bold steps to creatively move the needle and put kids first.”

Governor John Kasich

ABOUT THE STRAIGHT A FUND

WHAT YOU'LL LEARN FROM THIS REPORT

This second annual report on Ohio's Straight A Fund highlights innovative teaching and learning projects in schools and districts that received grants in Fiscal Years 2014 and 2015. All awarded grants completed the first year of implementation and FY14 awardees have just completed their first of five sustainability years. In reviewing the awarded applications, schools' innovative efforts have focused upon the following eight areas: college and career readiness; cost savings; early literacy; parent support; shared services; special populations; science, technology, engineering, and mathematics (STEM); and technology for learning. While the Straight A Fund website places each awarded grant into one of these categories, there is a great diversity of innovation within these categories that must not be discounted. The feature stories are identified by the broad, overarching theme the grant falls into but also detail the unique and individual impact the grant project has had on the particular school and community.

You will get a broader sense of the innovation funded by Straight A in the section that briefly describes every funded project. We've also included a section on the continuing progress and preliminary data of our 2014 and 2015 awarded grants.

Ohio law requires the Straight

A Governing Board to submit a report on the Straight A Fund annually to the Ohio General Assembly. Ohio's teachers, students and parents will find each year's report includes idea-inspiring details on current local projects.

PURPOSE OF THE STRAIGHT A FUND

With the introduction of his biennial budget proposal for FY14 and FY15, Gov. John Kasich proposed the Straight A Fund to help Ohio schools launch creative new ideas for improving education. This injection of ideas and new practices is intended to transform our state's education system into one that meets the unique needs of every student in every classroom.

To help achieve that, Ohio's Straight A Fund supports ideas from local educators that promote academic achievement and economic efficiencies within schools and districts. Educators who have innovative, workable ideas that could advance student learning, achieve significant funding reductions, reduce administrative overhead - or all three - now enjoy the opportunity to receive money to jumpstart the transformations they envision. Ohio's biennial education budget dedicated \$100 million in FY14 and \$150 million in FY15 to provide grants to:

• City, local, exempted village and

joint vocational school districts;

- Individual school buildings;
- Educational service centers;
- Community schools;
- STEM schools;
- College-preparatory boarding schools;
- Education consortia (representing a partnership among city, local, exempted village, school buildings, community schools, or STEM schools);
- Institutions of higher education; and
- Private entities partnering with one or more of the entities listed above.

Grants must be used for projects that significantly advance one or more of these goals:

1. Increased student achievement;
2. A spending reduction in the five-year forecast or positive *performance on other fiscal measures established by the Straight A Fund Governing Board* (italicized portion added for FY15);
3. Greater share of resources directed into the classroom; and
4. *Use of a shared services delivery model that demonstrates increased efficiency and effectiveness, long-term sustainability and scalability* (added for FY15).

THE SELECTION PROCESS

The Straight A Fund review process is rigorous and impartial to ensure that the best proposals are funded. A nine-member Governing Board oversees the grant process (see page 5).

The Straight A Fund used criteria established by the Department of Administrative Services to select grant application reviewers and scorers. These included standard practices for determining potential conflicts of interest in each review. The scorers received extensive training on how to evaluate each proposal.

Three scorers independently screened each grant proposal to determine its financial and programmatic sustainability. Once reviewers had determined that a proposed program was sustainable, four additional scorers independently evaluated the program's merits.

At the Governing Board's direction, a separate group of 30 grant advisors reviewed and recommended the top applicants. In the second round, grant advisors also compared the expected cost savings to the cost of sustaining the grant over five years.

The group of grant advisors then listed the proposals in rank order—with districts' names removed—for final consideration by the Governing Board. As required by state law, the board's selections then went to the Ohio Controlling Board for final approval.

After round one, the General Assembly made improvements to the process. It allowed educational service centers to serve as lead applicants, reduced maximum grant awards from \$5 to \$1 million per applicant and streamlined the application process. Maximum

consortium grants remained at \$15 million for both years.

STRAIGHT A VISION FOR THE FUTURE

Ohio's Straight A fund introduced an important concept in education by requiring that funded projects be sustainable. Districts must be financially able to maintain their projects over five years, either through program cost efficiency or by eliminating other, unneeded or unsuccessful programs or processes. The Ohio Department of Education will continue to evaluate whether this is occurring.

The department also will track the direct academic impact of each project, as well as the ways in which projects may have created ripples that alter the means for delivering instruction in other areas. For example, early evidence suggests that once technology becomes available for one intended purpose, it spurs other uses. We also have seen first-round projects replicated in the second round of grant applications and expect this trend to continue into the 2016 and 2017 application rounds.

These projects have forged new relationships among administrators and teachers within their districts, educational service centers, community partners including businesses and two- and four-year institutions, and health and human resource agencies. Our research will gather information over time to understand how these projects stimulate changes within these partnerships and within and among school districts. We are hopeful that new collaborative practices will emerge to improve efficiencies and better serve the girls and boys of Ohio.

FAST FACTS

ROUND ONE

720

organizations made grant requests.

\$88 MILLION

granted to 24 applicants.

150

school districts and partnering organizations funded.

ROUND TWO

662

organizations made grant requests.

\$144 MILLION

granted to 37 applicants.

200

school districts and partnering organizations funded.

TOTAL

NEARLY 200,000

students directly impacted every year for the last two years.





INNOVATION THROUGH EARLY LITERACY

PAINESVILLE AND MILTON-UNION

Early literacy is a building block for success in school. Children who struggle with reading are more likely to fall behind in other subjects because they cannot comprehend what they are reading. Students in some Ohio school districts are getting extra help to bolster their reading skills thanks to new programs designed to involve parents at home and address the needs of non-traditional students in the classroom.

A consortium of Milton-Union, Piqua City Schools and Franklin Monroe Local Schools was awarded \$2.1 million from Ohio's Straight A Fund for its REACH early literacy initiative, which seeks to engage parents and continue learning outside

the classroom. In the program, kindergarten and first grade students take home laptops to play videos and activities.

The program was developed by the three districts in partnership with Public Media Connect/ThinkTV and Wright State University. REACH provides the laptop devices as well as interactive, self-paced lessons. The collection of 32 interactive reading lessons is available on demand through PBS Learning Media.

Teachers can assign the lessons as homework, and parents, caregivers, and children can practice lessons at home or wherever they have Internet access. Each lesson is an

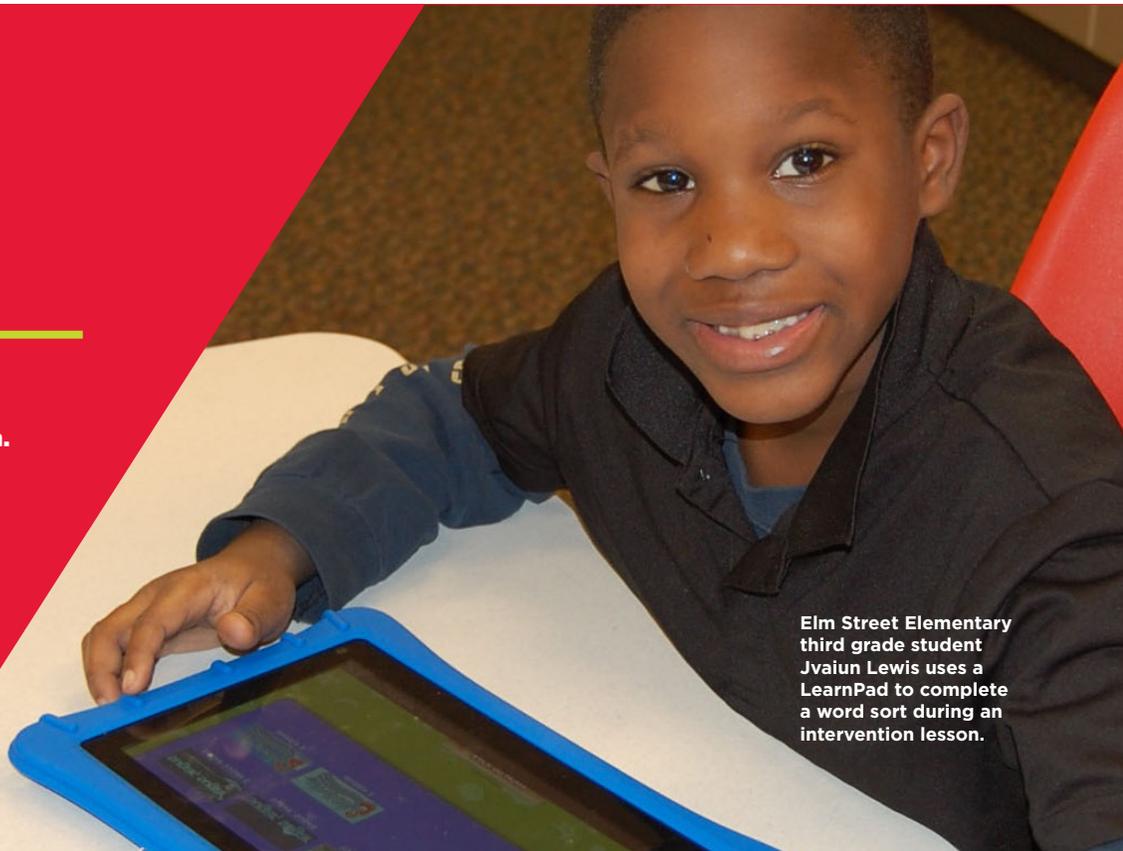
extension of what students are learning in school, giving them a chance to practice through interactive games, videos and activities. The lessons end with a list of books and activities that support reading, along with tips to help parents further engage with their children.

"The REACH program is the strongest and most effective initiative that involves parents that I have experienced in my 30-plus years in education," said Tina Watts, a Title 1 teacher at Piqua City Schools.

It's crucial for parents to get involved in early literacy efforts, said Milton-Union Schools Superintendent Dr. Virginia Rammel.

100%

Parent reaction has been positive with nearly 100 percent participation.



Elm Street Elementary third grade student Jvaun Lewis uses a LearnPad to complete a word sort during an intervention lesson.



Student-led learning with a teacher facilitating increases opportunities for individualized learning.

“We find that parents want to help their children, but they don’t always know how or have the resources,” Rammel said.

REACH is working to address those issues. When the districts piloted the program last spring, they found that families averaged 30 minutes a day, two to four days a week, practicing REACH, according to Diane Kroplin, REACH project manager. About 50 percent spent more than an hour, two or more days a week. Parent reaction has been positive and the participation rate in the program is nearly 100 percent. Plus, kids love using the devices, she said.

“It makes education fun,” Rammel added. “It’s not homework – it’s an adventure!”

In Northeast Ohio, Painesville City Local Schools also received a Straight A Fund grant to get young students on track for literacy. The district was awarded \$302,798 for its “Early Literacy Initiative: Closing the Reading Gap in the Painesville City Schools” program.

The Painesville district faces a changing student demographic, with a high percentage of English as a second language students. Upon entering school, 50 percent of kindergarteners require intensive intervention for literacy. That reading gap only expands as children get older, and it needs to be closed as early as possible, according to Wendy Camper, director of Teaching and Learning for Painesville City Local Schools. The goal of the program is to have 85 percent of students on pace in reading by the end of second grade and to have 100 percent of third graders promoted to fourth grade on schedule.

Student needs are identified through a series of assessments and performance tasks to determine if they require literacy support beyond what is offered in the traditional classroom. The learning in the literacy lab space is then tailored to each individual student, Camper said.

The cozy atmosphere of the literacy lab – with its book

nooks, bean bag chairs, games and LearnPads - makes for a welcoming spot for young students, said teacher Kristy Sabol.

“These aren’t the type of learners that flourish when they’re asked to sit still at a desk,” said Sabol, who works on reading and literacy support for English as a second language students in kindergarten through fifth grade at Elm Street Elementary.

Sabol said she’s already seen a lot of growth in kindergarten students learning letters and sounds. The literacy lab is truly engaging students by providing an inviting place to read a book or play an educational game on the computer.

“It’s a wonderful environment for some of our early learners,” she said.

“The REACH program is the strongest and most effective initiative that involves parents that I have experienced in my 30-plus years in education.”

Tina Watts, Title 1 teacher at Piqua City Schools.





INNOVATION THROUGH COLLEGE AND CAREER READINESS

MARYSVILLE AND RAMTEC

Experts say the U.S. is facing a skills gap, with millions of skilled manufacturing jobs opening up over the next decade and a shortage of workers qualified to fill them. Some Ohio schools are addressing this issue head-on, by establishing partnerships with local industries while providing students with the career readiness training and early college programs that will allow them to quickly enter the workforce.

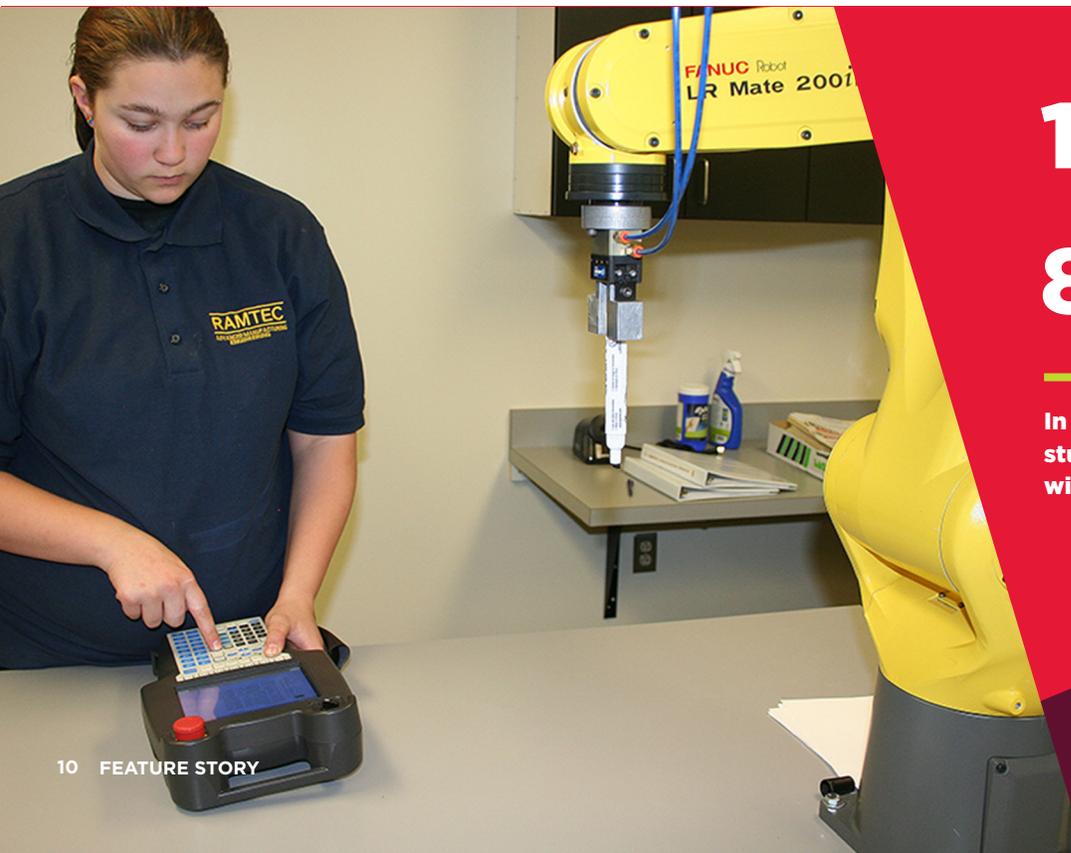
Leaders at the Tri-Rivers Career Center in Marion recognized that their students needed better opportunities to be prepared for college and careers and, in 2012,

broke ground on their Robotics and Advanced Manufacturing Technology Education Collaborative (RAMTEC) facility. The state-of-the-art facility offers adult and high school students access to an industrial training center that provides numerous industrial certifications while working toward an academic degree.

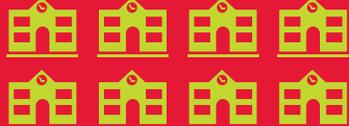
In May of 2014, RAMTEC graduated its first class with 11 high school students - the first high school students in the nation certified to use FANUC robots. Industry leaders and educators began taking notice of the RAMTEC model, and

the program began to expand throughout the state. In 2014, the program received \$14.99 million dollars through Ohio's Straight A Fund, which allowed Tri-Rivers to partner with eight additional career centers across the state.

The Straight A Fund grant was used for equipment and facility upgrades at each of the career centers, as well as training for teachers, according to Tri-Rivers Career Center Superintendent Chuck Speelman. This expansion will allow other manufacturing communities throughout Ohio to prepare their high school and adult students to enter the workforce



11 

8 

In 2014, RAMTEC graduated 11 high school students in its first class and partnered with eight additional career centers.

Student Faith Demico works with a FANUC robot.

60



Marysville allows students to earn up to 60 college credits prior to graduating.

with advanced manufacturing and engineering skills.

Each site has received the same equipment and credentialing as the Marion facility. RAMTEC's industrial partners provide the students exposure to their equipment, curriculum and credentialing at discounted prices for education.

The RAMTEC model ensures that manufacturers and education facilities work together to meet the needs of both students and industry, which in turn benefits the local economy.

"We want to have a skilled workforce so we can keep these companies in the community," said RAMTEC Ohio Coordinator Ritch Ramey.

Senior Luke Guthrie has plans laid out for his next few years after graduating from RAMTEC. The 18-year-old was offered a co-op position with Honda, with the company offering him a chance to work for them while they pay

for his degree. The job offer came during a mock interview at RAMTEC.

"They offer opportunities here that I wouldn't get in a traditional high school setting," Guthrie said.

In an effort to improve its own educational offerings, Marysville surveyed community stakeholders and Honda, one of the region's largest employers. They found a need for Science, Technology, Engineering and Math (STEM) learning, as well as early college programs.

As a result, the Marysville Early College High School opened its doors in August 2014. It was created through a partnership with Marysville Schools, Columbus State Community College, Honda, Ohio Hi Point and Union County Chamber of Commerce.

The school, which was awarded a \$12.4 million Straight A Fund grant, blends high school and college, allowing students to earn up to

60 college credits prior to graduating, said principal Kathy McKinniss. The students also get exposure to careers, which helps them to make decisions about what to study, preventing them from changing majors repeatedly in college, she said.

Sophomore Anne Grimm was part of the first class at the Marysville Early College High School. She was first intrigued about the program after learning that she could spend half her day at school and the other half in an internship during her senior year. She also appreciates the option for college credit within high school, allowing her to complete general education requirements before college.

"Then I can focus on what I care about at college and save money," she said, noting that many college students end up with tens of thousands of dollars in student loan debt. The 15-year-old plans to study engineering.

"They offer opportunities here that I wouldn't get in a traditional high school setting."

Luke Guthrie, senior at RAMTEC



344 students have participated in robotics pathways, and 1,100 students have attended Vex Robotics Camps.



INNOVATION THROUGH STEM

GEAUGA COUNTY EDUCATIONAL SERVICE CENTER AND SPRINGFIELD CITY SCHOOLS

When the current generation of students leave the classroom and enter the workforce, they must be armed with the proper skills to compete in the global knowledge economy. To prepare them for success, many schools are looking to non traditional learning environments that foster creativity and collaboration while providing academically rigorous curriculums.

The Geauga County Educational Service Center received a \$5.9 million grant from the Straight A Fund to create state-of-the-art classrooms at its new iSTEM Geauga Early College High School.

iSTEM offers advanced courses in science, technology, engineering and math in a problem- and project-based curriculum designed to prepare students for college, careers and citizenship, according to Geauga County ESC Assistant Superintendent Suzanne Allen.

Courses are graded on a mastery grading system, meaning students have multiple opportunities to

demonstrate that they have learned the context in each course. Once they show they have mastered content, students will be able to move to the next level.

iSTEM also helps students with their future college and career goals. iStem students shadow companies and are required to have internships prior to graduation. In addition, iSTEM has a College Credit Plus partnership with Lakeland Community College. In the future, officials hope to expand that partnership with other private, state and community colleges.

"What we do at iSTEM comes down to giving students access to real life success while providing rigorous educational opportunities," said iSTEM CEO/Superintendent Trista Linden-Warren. "We create a school closely linked to our community and industry/manufacturing challenges and solutions that will train students to undertake the issues of both tomorrow and today."

Recognizing the important connection between strong schools and strong communities, a group of Springfield school districts, including Clark-Shawnee Local Schools, Global Impact STEM Academy (GISA), Springfield City School District, and Springfield-Clark Career Technology Center, partnered to form the Greater Springfield CareerConnectED Consortium.

The consortium used an \$11.3 million grant from the Straight A Fund to renovate a vacant school building into an innovative learning hub to be used by educators, students and community members.

One wing of the center became the permanent home for the Global Impact STEM Academy (GISA). Another wing, known as the CareerConnectED Center, houses specialized food and bioscience laboratories designed by Clark State Community College, future manufacturing and computer science training spaces, and offices for some Springfield City School



iSTEM offers advanced courses in science, technology, engineering and math in a problem- and project-based curriculum designed to prepare students for college, careers and citizenship.

Students Rayon and Jacob listen to Mr. Polster during English class at the iSTEM Early College High School. Students at iSTEM participate in a rigorous, integrated and project-based curriculum designed to prepare them for college and the workforce.





Fourth-graders participate in an "Hour of Code" event during National Computer Science Week at the MakerSpace at Springfield CareerConnectED.

District staff. The facility also houses a state-of-the-art space dedicated to development and ongoing education for teachers from all four consortium districts.

"The CareerConnectED Center aims to spark student interest in computer science, manufacturing, and agbioscience. Our community needs a well-prepared STEM workforce in these industries, and our Straight A grant helps students explore these fields in fun and productive ways," said Kim N. Fish, director of communications and collective impact for the Springfield City School District. "We're paying special attention to developing students' success skills, such as persistence, collaboration and communication. We're also helping our teachers engage students and link learning to real world problems."

Special features of the CareerConnectED Center are

two innovative spaces where students can explore their interests.

The MakerSpace, which is primarily for middle schools students, allows kids to create, invent, tinker and discover using a variety of tools and materials. It has become a popular field trip destination for area schools, according to Susan McLaughlin, coordinator of College and Career Readiness for the Springfield City School District. During National Computer Science Week, the MakerSpace hosted an Hour of Code event. Kids had fun learning about computer science as they worked on programs where they could make Elsa from "Frozen" ice skate or make Angry Birds fly, McLaughlin said.

MakerSpace is a jumping off spot to YOUmedia for older teens. After school, high school students can come to the YOUmedia center to hang out, play video games, do homework or connect with friends

on Facebook. Students can drop in on workshops on computer programming, create music tracks in an audio studio or attend a welding or woodworking lab under the guidance of a mentor.

"It truly is a digital learning lab," McLaughlin said.

Springfield High School junior Ryan Ramirez has been involved with YOUmedia since the beginning, serving on the student advisory board, and said the experience has helped him gain skills he will use in the future.

"I think the most exciting opportunity for me has been being able to work with the administration to create the space," Ramirez said. "For students like me who consider themselves a leader, it was and has been a great opportunity to exercise my leadership skills."



"What we do at iSTEM comes down to giving students access to real life success while providing rigorous educational opportunities,"

Trista Linden-Warren, iSTEM CEO/
Superintendent



INNOVATION THROUGH **STUDENT SERVICES**

HAMILTON COUNTY EDUCATIONAL SERVICE CENTER AND CINCINNATI CITY (CLASS)

Schools work with a diverse group of learners. Some students struggle and feel alienated in traditional classroom settings, leading them to feel disengaged or to stop showing up. In some districts, a growing number of students don't have English as their first language, making it difficult to comprehend lessons.

With the help of the Straight A Fund, several districts are finding innovative ways to engage at-risk students and provide support to English language learners.

Learning RE-Engineered is a \$7.7 million Straight A grant program offered through the Hamilton County Educational Service Center that reaches out to struggling and disengaged learners in grades 7-12. Students have access to three unique courses that teach

collaboration, creativity, negotiation and compromise.

Rock & Roll Academy is a music-based program where students work in small groups with a facilitator to learn to play musical instruments and perform a selected piece. The popular and successful program has had a tremendous impact on changing students' attitudes about school, said Vikki Clemons, executive director of Instructional Services of Hamilton County ESC.

Usher's Music Industry Leadership 101 lets students explore concepts such as marketing, branding, career exploration, leadership and teamwork in the music industry. Students have been excited to participate in a course based around a current performer, Clemons said.

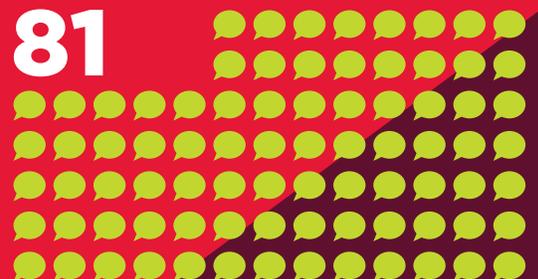
Smart Horizons is an online career-based program that allows students to select a career credential and earn an accredited workforce certificate in one of eight areas. Students can see that what they're learning directly prepares them for their careers.

The programs are proving successful at engaging students.

"We have students at the secondary level who normally do not get along working together collaboratively, teaching each other things on instruments, singing songs together," said Melissa Heitzman, principal of the Learning Center at North Norwood. "Students with poor attendance have started coming to school... because they want to come to Rock and Roll Academy."



81



81 different languages are spoken in the Cincinnati Public Schools system.

Students at Hamilton County ESC's Learning Center at North Norwood enjoy "Rocking it Out" in student-formed bands as they learn to problem solve, collaborate, compromise and negotiate.



Students in the Rock & Roll Academy work in small groups to learn to play a musical instrument and perform a selected piece.



Princeton's English language learner population is about 30 percent of the student population.

In Cincinnati, the Future CLASS (Culturally and Linguistically Appropriate Systems of Support) program offers technology in schools and professional development courses for teachers to provide assistance to English language learners and those with disabilities and diverse learning needs.

The program, a collaboration of the Cincinnati Public Schools and Princeton City Schools, was awarded a \$14.5 million grant from the Straight A Fund.

Nationally, there has been an increase in the English language learner population, and in Cincinnati specifically, there has been exponential growth over the past five years. Almost 6 percent of Cincinnati Public Schools students are English language learners, according to Marie Kobayashi, ESL/Foreign Language manager at Cincinnati Public Schools. Princeton's English language learner population is about 30 percent of the student population. In all, 81 different languages are spoken in the Cincinnati Public Schools system, Kobayashi said.

"It's been a huge challenge nationally," Kobayashi said. "We're being asked to teach more rigorous standards. To native English speakers, it's already challenging. For students with English as a second or third language, it's even more daunting."

Under the program, the two districts purchased Rosetta Stone language-development software, which not only helps students learn English, but helps staff and teachers to learn another language, she said.

The grant also covers training so teachers can find new ways to support students. The district has partnered with Xavier University to offer TESOL (Teaching English to Speakers of Other Languages) endorsed courses and SIOP (Sheltered Instruction Observation Protocol) training.

Teachers can apply for scholarships for the TESOL courses; they must demonstrate a commitment and passion to working with diverse learners. SIOP is an instruction model endorsed by the state of Ohio as one of the most effective means to teach English language learners. This training is offered to any teacher in the Cincinnati Public Schools and Princeton district.

Tanya DeLeone teaches third grade at The Academy of World Languages. Her school's English language learner population has been affected by refugee groups in the last several years. In her homeroom, 11 out of 25 students are English language learners.

"Getting my TESOL endorsement meant the world to me, because I was already implementing the SIOP model faithfully," she said. "I couldn't afford to take the classes on my own, so when the opportunity presented itself to apply for this grant, I jumped on it."

DeLeone, who has been teaching for 24 years, said she feels the training has made her a better teacher.

"This training put all of the pieces together for me when I plan instruction for my students," she said. "I have a better understanding of what my English language learning students need in order to be successful, not just in educational supports but emotional needs as well."



"This training put all of the pieces together for me when I plan instruction for my students,"

Tanya DeLeone, third grade teacher at The Academy of World Languages



INNOVATION THROUGH TECHNOLOGY/ 1:1 COMPUTING

CHAGRIN FALLS AND BEAVERCREEK

With a focus on personalized learning and critical thinking skills, some Ohio schools are stepping outside the traditional classroom setting and using modern methods to help students succeed.

Chagrin Falls Exempted Village School is building on its existing 1:1 computing project with its "Project Ignite" initiative. The district was awarded \$640,000 from the Straight A Fund for the project, which provides every student in grades 3-12 with a Google Chromebook.

Through the grant, the district was able to purchase approximately 800 Chromebooks, bringing them up to a total of nearly 1,200 districtwide. The grant also was

used to upgrade the network infrastructure required to sustain the increased access to technology in buildings.

The district has adopted Google Classroom, an online learning management system. Assignments and links to resources are posted online. Classmates can collaborate on projects, and teachers can communicate with students and families, according to Robert Hunt, Chagrin Falls superintendent.

"It's broken down the walls of the traditional classroom," Hunt said.

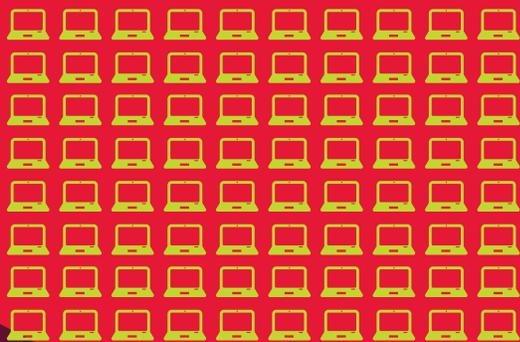
Project Ignite also moves the district toward its goal of personalized learning for each student. The 1:1 initiative and

Google Classroom provide access to countless adaptive tools that allow students with different learning needs to be successful, said Nancy Kevern, tech integration and instructional coach for the district.

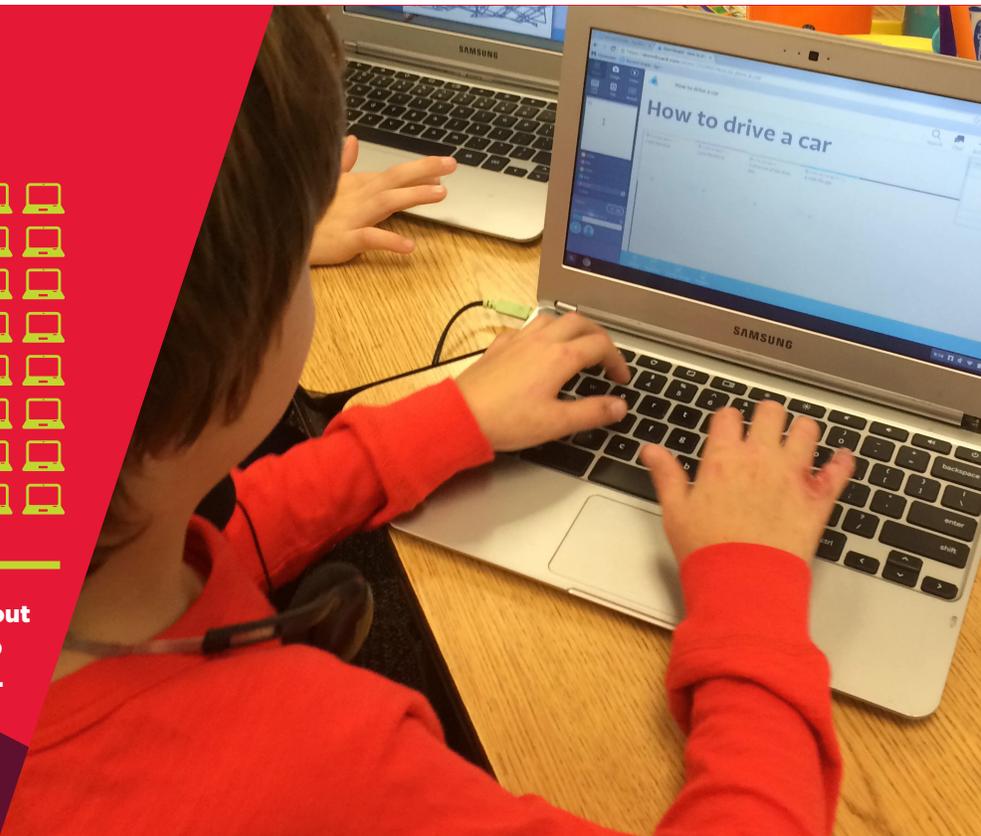
"Having each student with their own Chromebook facilitates paced instruction and endless options for differentiating and extending learning," said Mandy Marlo, sixth grade language arts teacher. "We are able to assess students easily and adjust our instruction accordingly. As a result we see significant student progress in weaker areas."

Beavercreek City Schools is taking a new approach to education

800



The district was able to purchase about 800 Chromebooks, bringing them up to a total of about 1,200 districtwide.





A group of students interview the assistant principal of Coy Middle School as part of their project to improve school security.



A group of students brainstorm for a project on designing an automated method for people with disabilities to lift heavy objects.

and career readiness to give their students a competitive edge. The district received a grant of \$995,000 from the Straight A Fund to implement its "Design Thinking Labs" (D-Labs) for students in grades 8-12.

"In the D-Labs, students are collaborating together to solve real-world problems and not just simulating a theoretical solution to a possible real-world issue," said Susan Hayward, Beaver Creek Schools' assistant superintendent. "Students research real issues and gather first-hand information from the user or users that they are designing for. Then the students create, test and implement the products and/or services that they develop."

D-Labs have a student-led structure. The teacher takes on the role of facilitator instead of the traditional role as the main provider of knowledge, Hayward said. The

classrooms have flexible seating, with areas set aside for different tasks such as presentation, brainstorming, researching and prototyping. All of the labs are fully stocked with tools and materials ranging from hammers and glue sticks to 3D printers and precision mills, Hayward said.

Students have worked on projects such as the design and construction of prosthetic limbs and the creation of a product to improve security at schools.

"This class is giving our students the ability to put into practice all of the skills and mindsets that we hope we are teaching and instilling in their various core classes. They are getting opportunities to see that they can make a difference and that we have the faith in them to further develop those skills," said design thinking teacher Jessica Parthemore.

Students say the open space inspires creativity and gives them experience in trial and error.

"If you make a mistake it is not the end of the world. You can brainstorm and go back and fix it," said eighth-grader AJ Kreill. "It helps us understand that there are no impossible ideas."

Design students will have an advantage over students in traditional education programs, Hayward said.

"Our students develop much higher levels of critical thinking skills and refine these through hands-on practice, authentic implementation and real-life experience," she said. "They have greater opportunity to develop collaboration and communication skills at levels that many students would not normally experience until they work in an internship or career-related environment."



"Our students develop much higher levels of critical thinking skills and refine these through hands-on practice, authentic implementation and real-life experience."

Susan Hayward, Beaver Creek Schools' assistant superintendent



INNOVATION THROUGH HIGHER LEVEL CURRICULUM

PORTSMOUTH AND OHIO APPALACHIAN COLLABORATIVE

Students in rural areas often face barriers in attaining higher education. When schools team up to offer opportunities for these students to earn college credits while still in high school, it helps prepare them for the rigors of college while saving them thousands of dollars in tuition in the process.

Most high school students in Portsmouth, located in rural southern Ohio, did not have access to college-level courses. They have that opportunity now, thanks to a \$447,861 grant from the Straight A Fund.

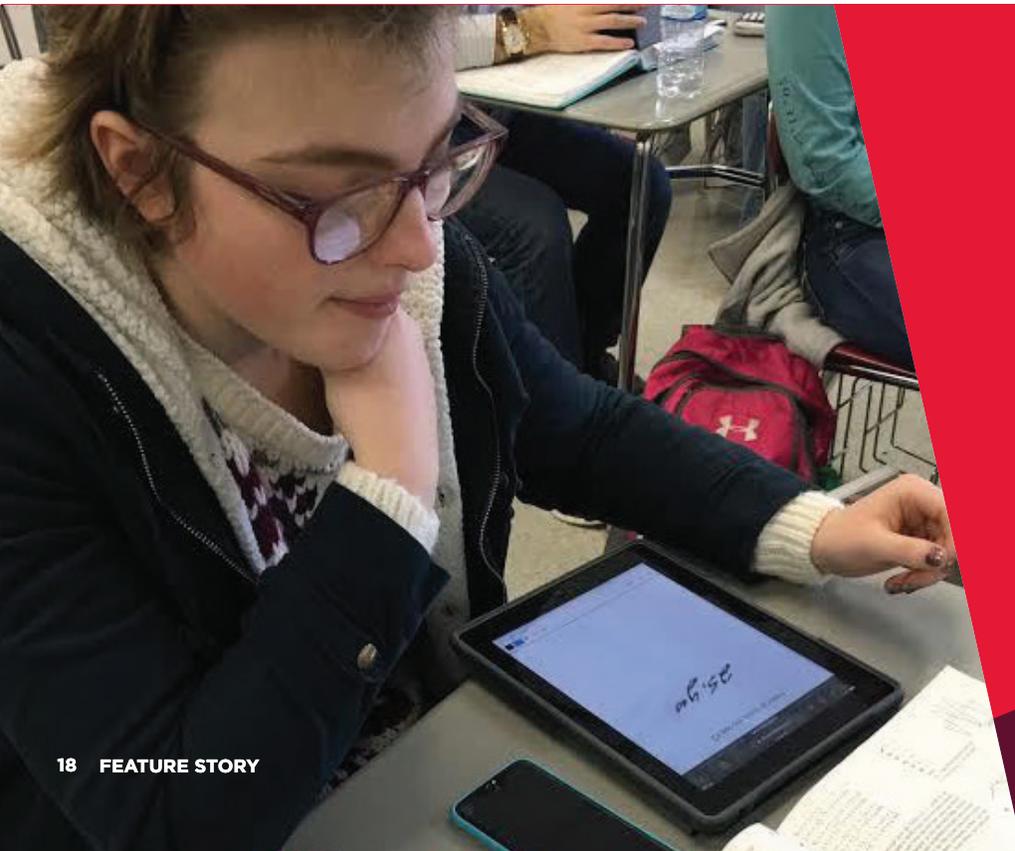
Portsmouth City School District was awarded the grant for its

program designed to train high school teachers to teach college-level math courses. It offers dual enrollment courses in mathematics, utilizing a "flipped format." Under the flipped format, teachers record video lectures that students can watch at home and students use classroom time for homework. The format allows teachers to spend more time working one-on-one with students.

Calculus, trigonometry, algebra and statistics all are being offered in the flipped format. District officials eventually would like to extend the program to other subjects, such as English, according to Dianna Reedy, treasurer of Portsmouth City Schools.

Portsmouth partnered with a consortium of 13 school districts, as well as Shawnee State University, Ohio University's Voinovich Center, and Pearson Education to implement the program.

The primary goal of the program is to increase student achievement by giving them the opportunity to learn math at the college level. It also aims to increase the number of dual credit opportunities in the region by supporting math teachers seeking to earn the credentials to teach those courses. Teachers work with the Shawnee State mathematics faculty to receive the tools and professional development needed to create the dual enrollment courses in the



10,000

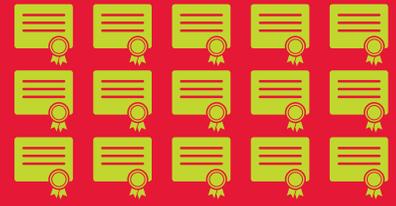


\$2.4 MIL

More than 10,000 credit hours were earned last year, saving the students and their families \$2.4 million on college tuition costs.

Sheridan High School, in Northern Local School District, uses Peardeck to incorporate technology into math classes. Student Rian Wisecarver enters a response to a math problem on her iPad that her teacher, Ms. Mohler, checks in real-time.

15



15 high school math teachers are currently receiving the training.

flipped format. Currently, 15 high school math teachers are receiving the training, Reedy said.

Another large consortium of districts is working together to pool its resources and offer more opportunities for students in rural areas to earn both high school and college credits through dual enrollment.

Northern Local School District, partnering with 26 other districts, was awarded a \$14.9 million Straight A Fund grant for the Ohio Appalachian Collaborative Personalized Learning Network. The funds largely were used to upgrade technology in the facilities of collaborative members to accommodate distance learning.

Each district had teachers qualified to be credentialed to teach dual enrollment classes in different subjects. The consortium created a course catalog, similar to that of a college, so students could see the availability of courses. Once they schedule their classes, they get on computers at their home schools and attend the classes remotely, explained Tom Perkins, superintendent of Northern Local.

Interest is growing in the program, Perkins said. So far, 2,500 students have taken at least one credit hour. More than 10,000 credit hours were earned last year, saving the students and their families \$2.4 million on college tuition costs in the 2014-2015 school year, Perkins said.

Margaret Mohler teaches college-level math classes at Sheridan High School in the Northern Local School District. The program shows students in rural areas that higher education is possible, she said.

"By taking college classes at this level, students obtain the confidence that they can do college level work," Mohler said. "I feel that more students will go on to postsecondary because they started in high school."



"By taking college classes at this level, students obtain the confidence that they can do college level work."

Margaret Mohler, math teacher at Sheridan High School

STRAIGHT A FUND 2015 **EARLY EVIDENCE**

According to data from the early phases of the statewide evaluation, the Straight A Fund is accelerating the creation of the infrastructure, talent and culture for high-quality 21st century education.

The Ohio Department of Education contracted with C H Smith & Associates, LLC to evaluate the Straight A Fund program projects over a period

of three years for both the FY14 and FY15 cohorts of grantees. The multi-year evaluation design will allow time for projects to more completely unfold and demonstrate intermediate and potentially long-term outcomes. The research team has analyzed data from interviews, surveys, artifacts, focus groups and case studies. It also has captured preliminary outcome data,

which it anticipates will be more robust when fiscal and student performance report cards become available for the 2014-2015 school year.

Some initial findings of the evaluation, which the research team will continue to monitor and measure, are highlighted here.



“The curriculum empowers the students to be connected and interested. Their drive, in turn, drives me to be better every day.”

Straight A school teacher



STUDENTS OWNING THEIR LEARNING, TEACHERS GUIDING

Among grantees to date, 39 projects have some significant component to individualize or personalize education through items, such as 1:1 computing technology with differentiated instructional modules in which students can master learning at their own paces, contextualized or project-based learning; and blended learning. Multiple projects have cited that the resources to more effectively individualize learning have allowed teachers to provide greater enrichment for high-achieving students, as well as provide more attention to struggling students. While the initial excitement is often simply the introduction of electronic devices and technology in the classroom, making lessons more meaningful and relevant to 21st century children, participants quickly come to appreciate the educational impact of allowing students to work at their own paces and in their own ways, with

more engaged students taking a more active role in directing their own learning and success in school.

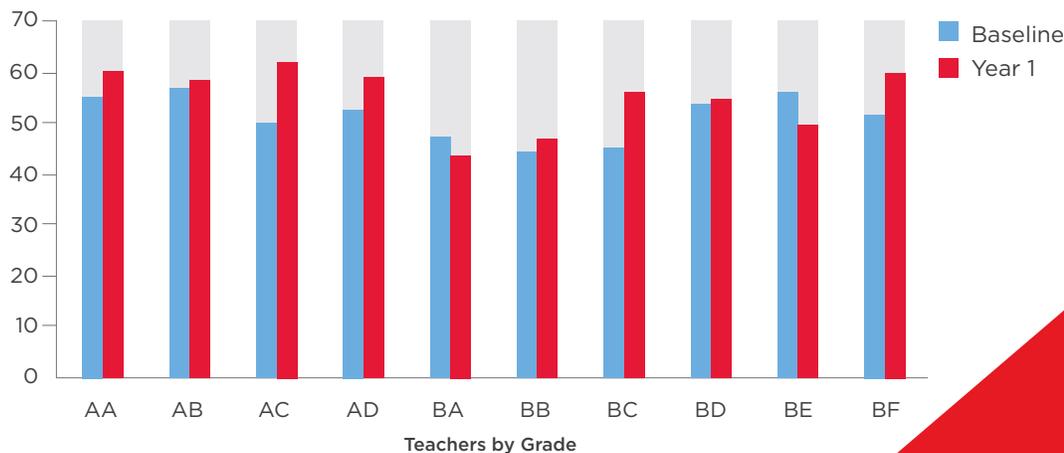
This common theme emerged in multiple parts of the research. In response to a survey question asking FY14 grant teachers and staff members what surprised them the most, one teacher stated, “The ownership the kids have taken over the lab space we have created...” In addition, case study observations and other survey responses found that the student engagement in learning also is impacting and encouraging further teacher engagement. As shared by a teacher in one project, “The curriculum empowers the students to be connected and interested. Their drive, in turn, drives me to be better every day.”

As an example of student engagement and achievement, student usage of learning modules in 1:1 computing devices in Beaver Creek’s eSpark initiative averaged 4.5 times per week. Students reported satisfaction

with 80 percent of modules. This engagement and satisfaction also came with increases in student performance with students mastering content 61 percent faster in their eSpark domains compared to the subjects for which they were not using the technology. Students met end-of-year targets in their non-eSpark domains with just classroom instruction and exceeded growth targets in their neediest domains with the e-Spark technology.

East Holmes Local also has seen gains with engaging students in learning through technology. The project has significant boosts in literacy proficiency in elementary grades through its ePortfolio project. Eight of 10 grade levels among two schools showed an increase in teacher value-added scores in literacy. One of its elementary schools hit 100 percent of its student learning objectives (SLOs) in literacy and the other school increased from meeting 54 percent to 97 percent of its literacy SLOs.

EAST HOLMES LOCAL: LITERACY VALUE ADDED IMPROVED



Source: East Holmes Local Self-Report

MAKING LEAPS, NOT JUST STEPS

Many districts took the opportunity of the grant to leap years forward in advancing their education delivery platforms and resources. These changes included new curricula, new assessments, upgrades to learning equipment, improved facilities and more. In addition, more than 5,000 teachers received professional development last year and 260 teachers earned new credentials.

Grant stakeholders are reporting that they are more effective with these investments. In a survey of teachers and staff involved in FY14 grants, majorities felt a sense that the funded program enabled teachers overall to increase their effectiveness in the classroom (70.2 percent) and improved their personal effectiveness in their own roles as teachers or staff members (54.7 percent). For instance,

examples of effectiveness shared by teachers in the survey included:

- “I am better prepared to integrate technology in my teaching.”
- “I am able to receive graduate courses in order to teach dual enrollment classes.”
- “The project has totally changed how I am teaching my classroom. It has been an extremely valuable tool in teaching the new standards.”

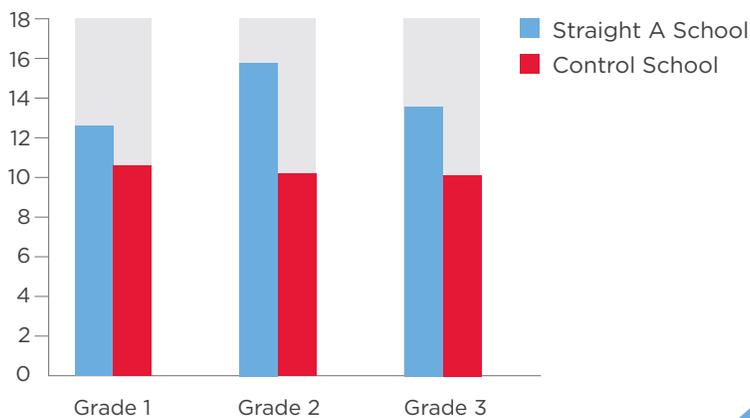
Districts and schools were able to acquire resources and create infrastructure- which may include technology, teachers with particular specializations, or access to advanced STEM equipment- that set them up to not only attempt a new improvement but also sustain the opportunities for students. According to a district superintendent in a project using blended learning, “technology is an equalizer” and is granting

access to rigorous content for students that can be accessed year after year.

These new resources are starting to show some positive results for students. In the Cleveland Heights-University Heights DigiLit program, results showing differences between Gearity Elementary, the school piloting the DigiLit initiative, and the control school not yet using DigiLit have been published in a document titled “First Steps to Language Arts Online: The DigiLit Project” by Kathleen Roskos, September 2015. Students in grades 1-3 obtained a higher mean score in the vocabulary post-test that was statistically significant.

Projects that focused on training teachers or providing technology to offer dual enrollment credit reported that students have earned 24,665 college credit hours in FY14 and FY15 projects.

MEAN VOCABULARY POST-TEST SCORES



Source: Roskos, K. “First Steps to Language Arts Online: The DigiLit Project” 2015.

24,665



Projects that focused on training teachers or providing technology to offer dual enrollment credit reported that students have earned 24,665 college credit hours in FY14 and FY15.

SHARING SERVICES AND REDUCING COSTS

FY14 grantees have completed the expenditure of the \$88.7 million awarded and are to sustain the work, dollar for dollar. FY14 grantees also reported:

- Roughly \$3.9 million this year alone in cost savings (\$2.3 million allocated back into project costs and a \$1.6 million above and beyond project expenses). This is particularly noteworthy since not all projects in FY14 expected cost savings when they applied for the Straight A grant.

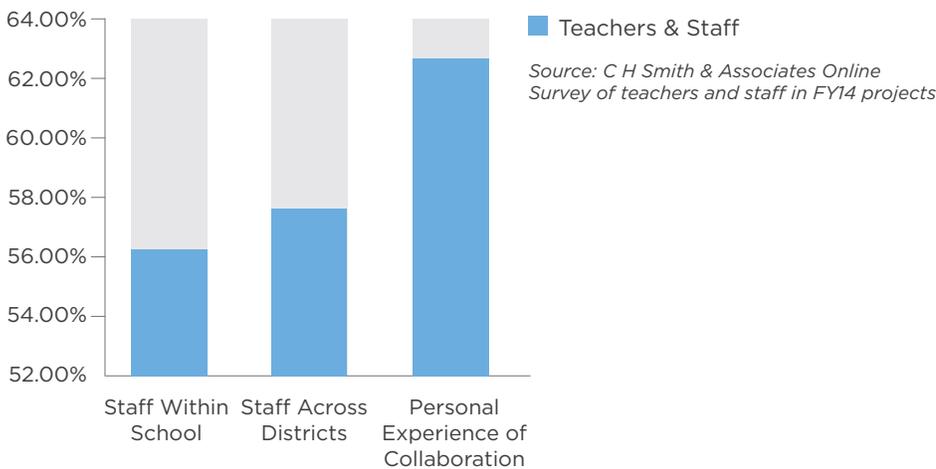
- Savings of \$.05 per \$1 granted for this year. In data cited in the 2014 Straight A Fund Annual Report, sites projected an overall \$0.19 cost savings per \$1 granted over five years and the \$.05 savings this year per \$1 granted puts them on pace toward planned savings projections. While the ratio alone is modest, it is significant considering how all of the FY14 grants had increased student achievement as a goal. The dollars invested are expected to show value for student success.

For the FY15 grant cycle, preference was given to projects

which anticipated cost savings which should expand the depth of information in this area. Next year, FY15 grantees will have completed all project spending and have a better sense of what dollars they are actually saving year after year.

While shared services was not an explicit goal among FY14 grantees, some FY14 projects also are seeing efficiency in services or education delivery. As an example, a respondent in one project shared in the online survey, “Collaboration with peers cuts down on the individual time and resources needed to create units and lesson products.”

INCREASED COLLABORATION



Twenty projects selected shared services as a goal in FY15. Some significant efficiencies already are being noted for one FY15 grantee. According to an October 2015 report from the Auditor of State’s Ohio Performance Team, the addition of Southeast Local schools to a partnership with Rittman Exempted Village, Orrville City and Green Local

school district that consolidates fiscal offices has yielded positive operational outcomes. The initiative reduced 1.1 full-time employees (FTE) in operational staff, reducing annual payroll by \$50,560. In addition, the project was able to balance the workload among fiscal functions reducing the checks per FTE by 14.5 percent and purchase orders per FTE by

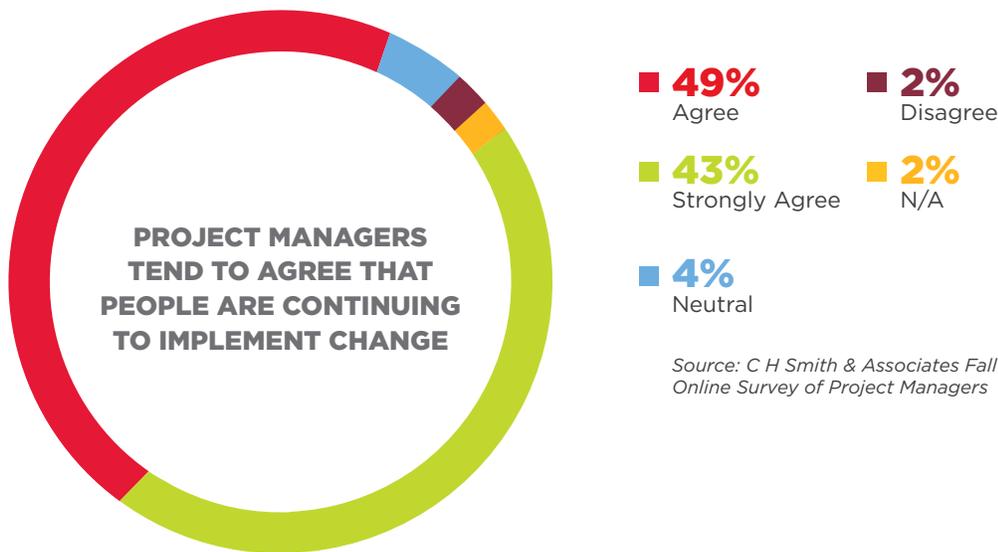
20.9 percent, while increasing productivity per FTE with the workload for pays per year, per FTE increasing by 22.4 percent and payrolls per FTE by 23.2 percent.

CONTINUING THE WORK

The tenets of the Straight A Fund on sustainability have taken root with grantees who are expected to maintain the work of the funded project for at least five years, although all grant funds had to be expended in the first

12-18 months. FY14 grantees report that 57 percent of the costs of the projects this year, considering that grants funds were previously expended, are covered by reallocation of resources and 43 percent are covered by the savings that were generated by the project.

A fall 2015 survey of project managers of FY14 and FY15 grantees finds that 91 percent agree or strongly agree that the people implementing the changes are continuing to execute the change as it was intended to be used while only one survey participant disagreed.



Source: C H Smith & Associates Fall 2015 Online Survey of Project Managers

While projects are continuing the work, some in the FY14 cohort are finding it more challenging to keep all stakeholders engaged in the reporting and evaluation processes of the Straight A Fund. The connection between grantees and the fund may continue to loosen over the next four years, particularly if there are changes in the grantee project staff and leadership.

REPLICATING SUCCESS

While many projects are still monitoring and measuring their successes and lessons learned, replication and exploration of replication opportunities are occurring. Projects reported more than 500 interactions

about the potential to replicate their projects. This included requested visits by other schools, presentations at conferences and more.

According to the teacher and staff survey of FY14 grantees, 44 percent of respondents report interest among fellow staff members and stakeholders in duplicating the change of the project in their environments and 50.9 percent of respondents report other student interest in participating in future similar opportunities. There is no significant difference in opinion based on job category for staff interest, but the building-level administration is significantly more likely to agree that other students

are interested in participating in this type of program in the future (56.4 percent agree), compared to teachers who only agree at a 30.4 percent level.

Most of the FY14 grantee case study sites reported some level of internal expansion (both planned and spontaneous) as teachers observe and copy some of the classroom changes being made, whether by informal observation and peer interaction or by participation in new professional development programs.

Some project coordinators have been surprised to discover a “spillover effect” resulting from professional development programs. In the Cincinnati Future CLASS project focused on

improving education for English language learners, classroom observations have documented that a control group of teachers, without Teaching English to Speakers of Other Languages (TESOL) training, are showing improvements in classroom techniques and student outcomes just by working with colleagues

who have completed TESOL courses.

PRELIMINARY CONCLUSIONS

In large part, the investments of the Straight A Fund are being used to change the culture and climate of learning in Ohio to better suit the way today's students learn and prepare students for each

step on their journey from K-12 education to college and to a career. Schools and teachers are able to pull levers that they did not have to achieve student success. Below demonstrates the number of resources deployed for the Straight A Fund.

RESULTS (reported as of October 2015)	COUNT
Number of students directly served (2015)	193,894
Number of high school students earning college credit	5,708
Number of college credits earned	24,665
Number of students in blended learning courses	43,823
Number of blended learning courses	1,008
Number of new or revamped courses developed	1,086
Number of new curricula	1,030
New assessments	12,781
Number of teachers trained	13,412
Number of teachers earning graduate credit	1,881
Number of teachers earning additional credentials	710
Replication interactions/innovation dissemination	564

Source: Grantee Self-Reports

Since July 2014, the C H Smith & Associates team continues to find evidence reinforcing the following insights about the Straight A Fund:

- Technology is being successfully integrated into the learning process in ways that appear to be leading to improved student achievement, particularly when teachers are engaged in the process and given the appropriate professional supports.
- Students are increasingly engaged in learning, with demonstrated or anticipated improvements in student achievement.
- Collaboration is valued in meeting goals and creating efficiency. This includes greater collaboration

among teachers within a school and across schools, between teachers and administrators, between teachers and students, and among students.

- Leadership is important, particularly by project managers and administrators. Leaders must set the tone while also encouraging teacher and staff ownership of the initiative. Consortia live and die by the strength of project coordination and the abilities of project leaders to engage a coalition of districts and schools.
- The fiscal sustainability design is having both a positive impact and unintended consequences. Many projects have better-planned fiscal

and programmatic sustainability to make sure that they could keep the projects going after the grant funds. However, the upfront dispersal limits the incentive (or potential recourse) for projects to continue engaging key stakeholders and participating in the reporting process.

- Awardees would like to connect with each other to share best practices and lessons related to the nature of their projects. Some stakeholders prefer virtual avenues for connections while others would like occasional face-to-face opportunities. Straight A staff members are planning networking experiences for grantees.

2014 STRAIGHT A GRANT AWARDS

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Beavercreek City School District	\$3,866,414	Not applicable	Sparking Innovation - Individualizing Learning with a Customized 21st Century Educational Platform: Deploys blended learning strategy to all K-8 students and teachers in the district. The technology allows for personalized instructions so that students can advance at their own pace with teacher support and guidance.
Carrollton Exempted Village School District	\$4,060,100	Battelle for Kids, The Ohio State University Extension, Eastern Gateway Community College, Ohio FFA Camps, Inc., Plug Smart Energy Services, EMG Epiphany Management, Carroll County Energy LLC, Portage County Educational Service Center, New Growth Group	POWER - Providing Opportunities With Extraordinary Results: Focuses on two strategies: a) Partners with energy industry businesses to create an Energy Resource Dynamics program that establishes new pathways for students leading to jobs and postsecondary opportunities in the energy field; b) Enhances project-based STEM education to prepare all students for career and college readiness in engineering, agriculture and safety fields.
Cincinnati Public School District	\$14,530,911	Princeton City School District, Global to Local Language Solutions, Hamilton County ESC Title III Consortium and Xavier University	Future CLASS (Culturally and Linguistically Appropriate Systems of Supports) for Diverse Learners: Provides general education teachers with the knowledge, skills and job-embedded resources to implement a culturally and linguistically appropriate multi-tiered system of supports within their classrooms for English language learners and serves these students and families directly with English classes for parents and additional document translation for the district's most used forms, handbooks and other documents.
Dayton Early College Academy	\$478,241	DECA Prep, Sinclair Community College, Learn to Earn-University of Dayton	Early College 2.0: Increases student achievement through five strategies: a) "Smart Summer" to minimize academic challenges for students before the school year begins; b) Blended learning and digital literacy; c) A parent partnership program, including college counseling for parents looking to further their own education; d) Better support of teachers in their roles as advisors; and e) In-house innovation opportunities that enable staff to strengthen existing practices, concretely capture what works and create a seamless continuum that puts more students on the pathway to college.
East Holmes Local School District	\$205,486	Tierney Brothers, Inc. and Tri-County Computer Services Association	Every Child a Cabinet of Wonders - Becoming Curators of Learning: Helps students create their own personal ePortfolios and builds technology infrastructure for school and community.

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Fayette Local School District	\$3,402,120	Antwerp Local Schools, Archbold Area Local Schools, Ayersville Local Schools, Central Local Schools, Edgerton Local Schools, Edon Northwest Local Schools, Evergreen Local Schools, Fayette Local Schools, Four County Career Center, Holgate Local Schools, Liberty Center Local Schools, Northeastern Local Schools, Pike Delta York Local Schools, Stryker Local Schools, Swanton Local Schools and Wauseon Exempted Village Schools	Rural Schools Partnering in Expanded Education Opportunities: Offers access to an expanded catalog of blended learning courses shared among districts to provide students access to foreign language, Advanced Placement and career exploration courses.
Groveport Madison Schools	\$1,821,895	Finneytown School District, Reading Community City Schools, Deer Park Community City Schools, Scioto Valley Local Schools, Bowling Green State University, Educational Service Center of Central Ohio	ELLIS I. (Electronic Literacy Through Internet-supported Strategies for Instruction): Provides professional development to increase technology competency of teachers and for teachers to use technology-supported instructional strategies that personalize learning and offer comprehensive learning supports for students.
James A. Garfield Local Schools	\$5,000,000	Greater Cleveland Area YMCA, Portage County Educational Service Center, Hiram College	Creating a Community of Excellence: Consolidates the district's schools onto one campus with state of the art instructional technology resulting in increased instructional time for students and spending reductions that will support sustained innovative approaches to learning.
Kelleys Island School District	\$525,092	Akron Inventors Hall of Fame, Ashland University, Biomed Science Academy, Columbus City Schools, Reynoldsburg City School District, Metro Early College Middle and High School, Indigo Strategies LLC, PAST Foundation and Westmoor Middle School	Kelleys Island STEM Outdoor Innovation Labs: Provides hands-on STEM education through an outdoor learning lab.

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Marysville Exempted Village and School District	\$12,497,282	Ohio Hi Point Joint Vocational School District, Columbus State Community College, Honda of America Manufacturing, LLC, Union County Chamber of Commerce and EDWorks	Marysville Early College High School and Union County Innovation Center: Creates manufacturing related STEM Early College High School, in partnership with Honda, where students can earn 45-60 college credits and a high school diploma in four years.
Milford Exempted Village School District	\$1,065,139	Cincinnati Public Schools, Northern Kentucky University, Mayerson Academy, Smarter Schools, Partnership for Innovation in Education	Milford STEM Case-Based Learning Consortium: Develops case-based teaching approaches, including experiential learning with local businesses and other companies such as 3M, to help elementary school teachers be more effective in the STEM fields.
North Canton City Schools	\$4,594,874	Walsh University	Viking21: Real Life Learning for the 21st Century: Redesigns the academic environment for multi- sensory learning, including a new inquiry-based media center, new classroom technology and upgraded science labs.
Northern Local School District (Ohio Appalachian Collaborative)	\$14,999,128	Barnesville Local Schools, Batavia Local Schools, Bellefontaine City, Belpre City, Bethel Tate, Bloom Vernon Local Schools, Coshocton City, Crooksville EVSD, East Guernsey Local Schools, East Muskingum Local Schools, Fort Frye, Foxfire High, Foxfire Intermediate, Franklin, Indian Valley Local Schools, Georgetown EVSD, Maysville Local Schools, Morgan Local Schools, New Lexington City, Noble Local Schools, River View Local Schools, Rolling Hills Local Schools, Switzerland of Ohio Local Schools, TriValley Local Schools, Warren Local Schools, West Muskingum Local Schools, Wolf Creek Local Schools, Hocking College, Shawnee State University, Ohio University - Voinovich School, Ohio University- Zanesville, Washington State Community College, Zane State College, Central Ohio Technical College, Ohio Dominican, Muskingum University, Muskingum Valley ESC	Ohio Appalachian Collaborative Personalized Learning Network: Trains high school teachers to instruct college-level courses and provides students with an expanded course catalog and an opportunity to earn both high school and college credit through dual enrollment.

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Oregon City Schools	\$200,431	Bowling Green State University	This grant reduces testing by providing teachers with streamlined and efficient methods to assess and evaluate student growth with a high degree of reliability and validity in grades 3-11. These will be made available to districts statewide.
Otsego Local Schools	\$855,583	Perrysburg Exempted Village School District, Springfield Local Schools, Eastwood Local Schools, Rossford Exempted Village School District, Maumee City School District, Anthony Wayne Local, Lake Erie West ESC and Bowling Green State University	Innovate, Instruct & Inspire Through Connected Classrooms and Digital Resources: Produces a digital content collection aligned to Ohio's new academic standards that replaces traditional textbooks with electronic course materials, including tools that allow teachers to measure student progress throughout each course of instruction in grades 9-12.
Painesville City Local School District	\$302,798	Not applicable	Early Literacy Initiative - Closing the Reading Gap: Differentiates programming for students in grades K-3 through the use of research-based instruction and support in a high-tech literacy lab.
Paulding Exempted Village Schools	\$1,577,780	Paulding Exempted Village, Crestview Local Schools, Lincolnview Local Schools, Wayne Trace Local, Western Buckeye Educational Service Center, Northwest Ohio Educational Technology Foundation, Paulding County Carnegie Library, Vantage Career Center, Northwest State Community, Paulding County Economic Development, Van Wert Economic Advisory Group, Paulding Kiwanis Club, Van Wert Chamber of Commerce	Beyond the Classroom: Provides a continuum of online learning opportunities for students in grades 7-12 and professional development for teachers on flipped/blended learning strategies. The project bridges the gap between local businesses and schools by hosting a business symposium and providing a forum and website to establish internships and shadowing experiences in the community.
Portsmouth City Schools	\$447,861	Adams County/Ohio Valley Local, Eastern Local, New Boston Local, Clay Local, Green Local, Minford Local, Northwest Local, Washington Nile Local, Shawnee State University, Ohio University's Voinovich Center, Pearson Education	Trains high school teachers with master's courses and offers dual enrollment courses in mathematics, expanding course availability for their high school students. Utilizes flipped classroom with personalized instruction in-person and traditional lecture online.

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Reynoldsburg City Schools	\$14,449,663	Westerville City Schools, Columbus City Schools, Canal Winchester Local School District, Olentangy Local School District, Licking Heights Local Schools, Whitehall City Schools, Upper Arlington City Schools, Grandview Heights City Schools, Hilliard City Schools, Gahanna Jefferson City Schools, South Western City Schools New Albany Plain Local School District, Marysville Exempted Village, Pickerington Local Schools, Battelle for Kids and Columbus State Community College	Combines early college, career tech and exploratory education for students to graduate with college credits or with a credentialed skill recognized by business. As part of a national initiative, it focuses on information technology, advanced manufacturing, healthcare and logistics.
South Central Local School District	\$111,500	Battelle for Kids	Strategic Human Capital Systems Focused on Educator Quality and Continuous Organizational Improvement: Uses new software and processes to reduce staff-related costs attributed to recruiting, selecting and inducting highly effective employees to the district while also increasing the capacity of educators.
Springfield - Clark Career Technology Center	\$212,490	Apollo Career Center Technical Center, Franklin Monroe Local School District, Greeneview Local School District, Springfield Clark Career Technical, Vandalia Butler Local School District, and Valley View Local School	Building an Educational Foundation for the Future with a Sustainable Peer to Peer Curriculum Focus: Creates green classrooms as hands-on learning labs while also identifying energy cost savings for the participating districts. This grant exposes the students of this consortium to career pathways in the field of energy auditing.
The Electronic Classroom of Tomorrow (ECOT)	\$2,951,755	IQ Innovations	A Personalized Learning Roadmap for Every Student Grades 6-12: Develops digital personalized education and assessments for students in grades 6-12 math.
TRECA Digital Academy	\$219,000	Marion City Schools, Sandusky Perkins Local Schools	Optimizing Medicaid in Ohio Schools: Helps claim funds available through Medicaid for the cost of clinical services provided to low income students with special needs. Utilizes a tool that increases communication among classroom teachers, special education instructors and support service providers.
Trumbull Career & Technical Center	\$297,842	Not applicable	The Mind Body Connection: Increases the nutritious offerings available in the school lunch program; implements opportunities for physical activity before, during and after school; creates an exercise science career pathway in a new exercise science career-technical classroom; and raises student and staff awareness about the importance of a healthy lifestyle.

2015 STRAIGHT A GRANT AWARDS

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Arts & College Preparatory Academy	\$2,075,428	The Charles School at Ohio Dominican, City Day Community School, Graham Expeditionary Middle School, Graham Primary School, The Graham School, Imagine Integrity Academy, Millennium Community School, OAK Leadership Institute, Par Excellence Academy, Premier Academy of Ohio, Renaissance Academy, The Road to Success Academy, Schnee Learning Center, Stepstone Academy, Zenith Academy, Zenith East Academy, Ohio Alliance for Public Charter Schools, Illuminate Education Inc., and The Voinovich School of Leadership and Public Affairs at Ohio University	A data and assessment system that will help improve student achievement and provide training for teachers to help students use the system. The system will streamline data analysis, enabling more informed classroom instruction through software, appropriate technology and training.
Beavercreek City Schools	\$995,000	Wright State University	D-School Learning Labs – The D-School Labs will have three learning zones: a collaborative region, a prototyping station and a presentation area. Four D-Schools are being built with two in the middle school, one in the ninth-grade building and one in the high school. The labs will be ready May 1 and will reach 3000 students.
Butler County ESC	\$718,147	Madison Local, Monroe Local, Talawanda Schools and Miami University	Zulama: New technology to enhance curriculum offerings. Member districts are working to integrate Zulama into their curricula to provide a comprehensive gaming curriculum researched and backed by Carnegie Mellon that crosses multiple courses and subjects. At full implementation next year, it will involve approximately 600 students.
Canal Winchester Local	\$878,583	Educational Service Center of Central Ohio, Envision EdPlus, Instructional Design Innovations, Nationwide Children’s Hospital and TS Tech Americas, Inc.	Science-rich learning zones: Chromebooks and iPads have been purchased for the K-2 elementary building and innovative learning zones are being furnished in the classrooms at the grades 3-5 elementary building. Teachers in grades K-5 will receive project-based learning professional development.

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Canton City Schools	\$988,972	Not applicable	K-2 literacy and math-centered schools: A restructuring of 14 K-5 buildings to create seven K-2 literacy and math-centered schools in order to reach 100 percent proficiency of all grade 3 students in reading and math. Each building has a family resource center and focuses on 21st century skills. The district is working with Keystone Literacy and Carnegie Learning for math, and teachers are attending intensive professional development and training to learn the best teaching strategies for students in literacy and math.
Chagrin Falls Exempted Village	\$639,535	Not applicable	1-1 technology learning environment: Chromebooks were purchased for all students in grades 3-12 to create a 1-1 technology learning environment. A technology integration specialist was hired to help teachers better integrate technology in the classrooms. Because students are allowed to take the Chromebooks home, teachers have started communicating with students and parents through the Chromebooks, and students can work together on group assignments.
Cincinnati City School District	\$985,620	University of Cincinnati, Teachers College	In order to improve reading instruction among third-grade teachers, Cincinnati Public Schools are working with the University of Cincinnati, Teachers College to provide professional development and reading endorsements. Thirty teachers are on track to finish their reading endorsement.
Clear Fork Valley Local	\$221,200	Ashland University, Clear Fork High School, Knox County ESC and Mount Vernon Nazarene University	Expands the current combination of online and face-to-face learning in grades 6-12. iPads were purchased for the middle school and Chromebooks for high school students. Teachers and student teachers worked together to develop engaging online courses in math, English, science, social studies, foreign language and the arts.
Cleveland Heights - University Heights City	\$484,608	Case Western Reserve University, Cleveland State University, Cleveland Heights- University Heights Public Library, Geary Professional Development School PTA, John Carroll University and The University of Akron	Creates a 90-minute literacy block for elementary students. Nearly the entire literacy block infuses technology and builds 21st century skills to increase student achievement in literacy and vocabulary academics. Teachers will be receiving professional development through John Carroll University two days every month to develop innovative literacy instruction strategies and skills through the use of technology, including apps purchased for assessment and data collection, modeling and guided practice.
Columbiana County ESC	\$975,250	Columbiana County JVSD, Crestview Local SD, Leetonia EVSD, East Palestine City SD, Lisbon EVSD, Southern Local SD, Westerville Local SD, Youngstown State University and Kent State University, Salem Campus	Increased shared STEM resources and services: The creation of a consortium to aid in increasing shared STEM resources and services while incorporating stimulating, real-world, problem-based curriculum will build excitement and high interest in STEM programs for existing career opportunities. Students are able to learn at a regional medical center, including a lab school at Kent State University's Salem Campus, while earning dual credit.

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Columbus City School District	\$677,648	City Year of Columbus, Communities in Schools of Columbus, I Know I Can, Johns Hopkins University School of Education, Junior Achievement of Central Ohio, Learning Circle and Learn4Life Columbus	Diploma Now Program: Increasing student access to tutoring and mentoring and providing social workers to aid students with any issues outside of the classroom.
Delphos City Schools	\$511,535	The Ohio State University	Virtual classrooms: Creation of apps and training to enable virtual classrooms and tracking of learning objectives and student achievement. Training will be extended to interested parents to support students at home.
Dublin City School District	\$996,000	Cardinal Health, City of Dublin, Columbus State Community College, Cybervation, Inc., ESC of Central Ohio, Halcyon Solutions, Inc., Honda Logistics North America, Inc., Murphy Epsom, Inc., OCLC, Tolles Career & Technical Center and Xcelerate Media, Inc.	Dual enrollment: Creation of partnership to offer students in grades 9-12 dual enrollment with an associate degree in information technology. The program will incorporate a research- and project-based virtual mentoring program for teachers and students and professional development for teachers in utilizing industry practices in the classroom. In addition, the district will offer students in grades 4 and 5 a career aptitude test to help students think about possible careers.
Educational Service Center of Central Ohio	\$13,523,301	Berkshire Local, Bio-Med Science Academy, Cardinal Local, Columbus City, Dublin City, Geauga County ESC, Global Impact STEM Academy, Hilliard City, Kenston Local, Metro Early College High School, Perkins Local, BatelleEd/Ohio STEM Learning Network and The Ohio State University: College of Education and Human Ecology and Learning Technology	College Ready Ohio: Expanding high school students' college readiness via mobile learning and open digital resources.

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Educational Service Center of Central Ohio	\$8,878,249	Canal Winchester Local Schools, Columbus City Schools, Delaware city Schools, Graham Schools, Grandview Heights City Schools, Groveport Madison Local Schools, Hamilton Local Schools, Licking Heights Local Schools, Marysville EV Schools, New Albany-Plain Local Schools, Olentangy Local Schools, Pickerington Local Schools, Reynoldsburg City Schools, Westerville City Schools, Whitehall City Schools, Worthington City Schools, Battelle for Kids and Columbus State Community College	Providing students in multiple districts with expanded pathways in IT, business and logistics, health management and advanced manufacturing. Participating students will get placement assistance.
Fairfield County Educational Service Center	\$8,312,431	Amanda Clearcreek, Berne Union, FBloom Carroll, Fairfield Union, Lancaster City, Liberty-Union Thurston Local, Pickerington Local and Walnut Township Local Schools. Best Buy for Business, Eastland- Fairfield Career and Technical Center, Fairfield County Board of Developmental Disabilities, Fairfield County Juvenile and Probate Court, Ohio STEM Learning Network/ BattelleEd, PAST Innovation Lab, Schlechty Center and Winners Academy	Project FAST Forward: A shared services approach that will provide multiple college and career pathways to student success while significantly reducing district costs, especially those related to serving county's most challenged students. Project FAST Forward will repurpose a closing school building as the Fairfield County Student Success Center; leverage the expertise of partners to transform teaching and learning to increase student engagement, personalize learning and support college and career readiness skills for all students; and establish a county-wide approach to technology that expands access to college and career readiness.
Fairfield County Educational Service Center	\$7,771,873	Columbus City, Fairfield County ESC, Gahanna-Jefferson City Schools, Hamilton Local, Hilliard City, Lancaster City, Liberty Union-Thurston, Pickerington City and Worthington City	Math Matters: Will transform the way math is taught and learned in the classrooms through the implementation of ST Math (a blended learning tool designed to personalize math for each student). The program increased the capacity for more than 1250 teachers serving 27,556 students in 71 buildings.

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Fairfield County Educational Service Center	\$1,082,437	Columbus City Schools (Starling PreK-8), Reynoldsburg eSTEM, Reynoldsburg Baldwin Road Middle School, Bio-Med Science Academy, Metro Early College High School and Middle School, Columbus City Schools (Westmoor Middle School), Columbus City Schools (West High School), Lancaster City Schools (Lancaster High School), Fairfield Union High School and Middle School, Akron City Schools (NIHF STEM Middle School), Walnut Township High School, Kelleys Island Local Schools, Federal Hocking Local School District, PAST Foundation, Hocking College	Growing Soil: An innovative blend of STEM curriculum development, teacher professional development and student field experiences. Building from the already existing nine SOILabs to 15 and adding 15 additional participating districts, students will be able to expand their knowledge and research of the already existing Straight A Fund project from FY14 SOIL.
Finneytown Local Schools	\$625,163	Electronic Classroom of Tomorrow, IQ Innovations, LLC and Reedeus.com.	An instructional toolkit for Ohio's New Learning Standards will outline exactly what a student should know, understand and be able to demonstrate for every standard. Content created will be uploaded to a free, statewide e-learning platform and shared among each consortium partner.
Geauga County Educational Service Center	\$5,957,360	Auburn JVSD, Berkshire Local SD, Cardinal Local SD, Ledgemont Local SD, Newbury Local SD, BattelleEd/ Ohio STEM Learning Network, Geauga Growth Partnership, Lakeland Community College and Kent State University-Geauga	STEM program to reach the rural areas of Geauga County: iSTEM Geauga County Early College High School will repurpose four of Auburn Career Center's room to provide increased science, technology, engineering, and math programs available within the district. In addition to increasing high school course offerings, job and career readiness is being incorporated into middle school curriculum. Teachers also will receive professional development to build capacity for a robotics mobile lab for seventh- and eighth-graders.
Hamilton County Educational Service Center	\$7,728,192	Deer Park Community Schools, Finneytown Local Schools, Norwood City Schools, Reading Community SD, Beanstalk Innovation, Center for Collaborative Solutions, SRG Technology and the University of Cincinnati	Re-engaging struggling learners by redesigning the classroom to incorporate 21st century learning. The students will have access to three engaging instructional programs aimed at keeping students in school. The programs will use blended learning practices to help engage students.

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Hamilton Local Schools	\$1,427,278	Cincinnati Public Schools, West Muskingum Schools, Battelle for Kids, Dublin Arts Council, Ohio Alliance for Arts Education and The Ohio State University	Creating and building capacity of arts educators to develop high-quality arts assessments through professional learning in assessment literacy. The project will develop 44 arts assessments and scoring rubrics for all grades.
Kettering City School District	\$8,288,566	Montgomery County ESC, Dayton Metro Library, Sinclair Community College and the University of Dayton	Creation of digital learning hubs in the already existing school libraries. These spaces are designed to be flexible, active learning stations to suit the needs of all ages and classes. Grades K-2 will receive tablets and grades 3-12 will use Chromebooks.
Lake Erie Academy	\$116,635	Bowling Green State University and the Leona Group	Read Naturally: Development of professional development for teachers to better help student growth in grades K-8 and make the necessary instructional adjustments to assure student success in the classroom.
Mentor Exempted Village	\$13,811,122	Kirtland Public Schools and the University of Maryland-College Park	Online and in-person learning opportunities to high school students through distance learning. Learning centers and classrooms are being renovated to accommodate the new learning strategy. Students will be equipped with a MacBook Air and teachers will be receiving professional development on how to use the new devices and the learning tool <i>Schoolology</i> .
Metro Early College High School	\$920,530	The Ohio State University, Office of Academic Affairs and Community Partnerships BattelleEd/ Ohio STEM Learning Network, Learning Blade, Media Flow and Science and Technology Campus Corporation (SciTech)	The Metro Early College has a remediation and intervention initiative to help students meet standards to take early college coursework.
Milton-Union Exempted Village	\$2,107,977	Franklin Monroe Local School District, Piqua City School District, Public Media Connect, (Think TV), The Ohio State University Crane Center for Early Childhood Research and Policy and the Wright State University	Video and online content for at home and in the classroom through 1:1 technology. Teachers, parents and even after- school care workers will be trained to use the devices so they can better serve the needs of the students.

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Noble Local School District	\$1,763,900	Barnesville EV Schools, Bellaire Local SD, Bridgeport EV Schools, Buckeye Local SD, Caldwell EV Schools, Cambridge City SD, East Guernsey Local DS, Edison Local SD, Harrison Hills City SD, Indian Creek Local SD, Jefferson County ESC, Martins Ferry SD, Muskingum Valley ESC, Northern East Central Ohio ESC, Northern Local SD, Rolling Hills Local SD, Shadyside Local SD, St. Clairsville-Richland City SD, Switzerland of Ohio Local SD, Toronto City SD, Union Local SD, Jefferson County Board of Developmental Disabilities, Ohio University Voinovich Center, Ohio Valley ESC, OMERESA, Public Finance Resources and SEOVEC	Partnership of 20 rural districts and three ESCs to improve transportation efficiency: The program will realize a cost savings of \$4 million by streamlining student transportation and will reduce miles traveled. In addition, parents will be able to track buses and coordinate pick-up times via GPS technology.
Parma City School District	\$732,647	Not applicable	Increased parental involvement: Parma City will have more productive parent-teacher conferences by mapping student progress to get parents more involved in their students' classrooms. Parents are now involved in goal setting for the students.
Rittman Exempted Village	\$187,790	Green Local School District, Orrville Public Schools, Southeast Local Schools, Aspex Solutions, Inc./Applitrac, Auditor of State of Ohio, Frontline Technologies/Aesop, Midland, Council of Governments, Ohio School Boards Association and Timeware, Inc.	Shared services savings by combining all fiscal services and functions under one chief financial office. The treasurer will be able to provide efficient, cost- effective services through a new digital management system.

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Ross Local School District	\$949,987	University of Cincinnati	Providing digital resources for middle and high school students: Resources selected by teachers based on student need. Teachers also provided professional development to better utilize technology.
Sandusky City Schools	\$494,671	Bowling Green State University, Bowling Green State University-Firelands, Erie County Chamber of Commerce and Rotary Club of Sandusky	Expanded pathways for seniors: A traditional international exchange experience with project- based learning for six to eight weeks, a local or regional internship in a STEM related field, and a volunteer-based community service project. All programs are individualized to the students and also allow for students to enroll in dual enrollment/college credit plus programs.
Springfield City School District	\$11,289,980	Air Force Research Laboratory, Battelle for Kids, Clark County Department of Jobs & Family Services, Clark County ESC, Clark State Community College, Dayton Development Corporation, Dayton Regional Manufacturers Association, Educational Policy Improvement Center, Greater Springfield Chamber of Commerce, Hobsons, MacArthur Foundation, McGregor Metalworking, Navistar, Inc., Ohio Farm Bureau, Opportunities for Individual Change of Clark County, Propper Daley, Office of STEM Education Partnerships, Reed Elsevier, Inc./ LexisNexis and Wright State University	Greater Springfield Career ConnectED Center: Created out of a vacated school that is centrally located and co-located with a regional STEM school, the school will enable students to take classes in manufacturing, computer science, and food and bioscience. Professional development will be included for staff.

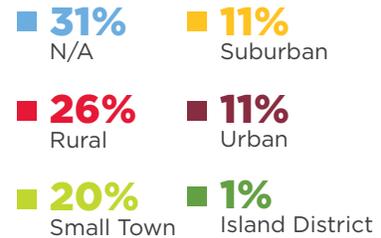
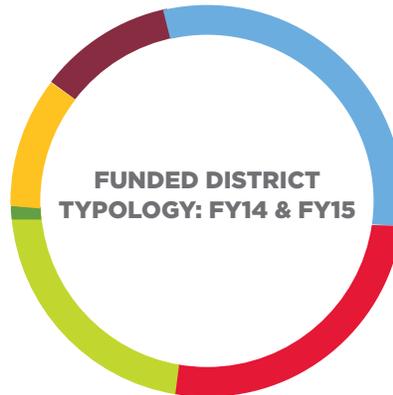
LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Stark County Area Vocational School District	\$13,604,214	Brown Local Schools, Carrollton Exempted Village Schools, Green Local Schools (Summit County), Green Local Schools (Wayne County), Marietta City Schools, Massillon City Schools, Mid-East Career and Technical Center, Minerva Local Schools, Orrville Exempted Village Schools, Osnaburg Local Schools, Rittman Local Schools, Sandy Valley Local Schools, Southeast Local Schools, Wayne County Career and Technical Center, American College Testing (ACT), Battelle for Kids, Believe in Ohio, Building Bridges to Careers, Canton Regional Chamber of Commerce, Marietta College, Ohio STEM Learning Network Akron Hub, Small Business Development Center Kent State-Stark, Stark County ESC, Stark Development Board, Stark Education Partnership, Stark State College of Technology, University of Akron and Wayne County Economic Development Council	The Young Entrepreneur's Consortium: Teachers and students will have the opportunities to advance their education, with teachers earning graduate credit and students earning either associate degrees, credits toward associate degrees or a certificate. Students also will be able to participate in entrepreneurship camps where they will be exposed to the business community. Students will have the opportunity to either pursue internships or develop a mentoring relationship.

LEAD APPLICANT	AMOUNT	PARTNERS	PROJECT DESCRIPTION
Tri-Rivers Career Center	\$14,993,781	Ariel Corporation, Auto Tool Robotics Automation, Inc., FANUC Robotics and CNC, Ferrotherm Corporation, Honda of America Services, LLC, Ohio ACTE (Adult and Career Technical Education), Siemens Product Lifecycle Management, Stanley Electric U.S., THK, Whirlpool, Yaskawa Motoman Robotics, Cuyahoga Valley JVSD, C-Tech JVSD, Great Oaks Institute of Technology JVSD, Miami Valley Career Tech JVSD, Penta JVSD, Pioneer Career and Technology JVSD, Portage Lakes JVSD, Tolles JVSD	Robotics centers: Replicating the work of an already existing robotics and manufacturing education center by creating nine robotics centers that will serve the districts in their consortium. Each center will have a consistent curriculum with additional unique curriculum geared toward the local economy of the center. This program is already impacting the courses offered at OSU-Marion Campus and Bowling Green.
Westerville City School District	\$8,386,034	South-Western City Schools, Buckeye Valley Local Schools, Licking Heights Local Schools, Fairbanks Local Schools, The Ohio State University	Statewide Digital Evaluation Portal: EDCITE (Evaluating Digital Content for Instructional and Teaching Excellence) has partnered with The Ohio State University to create a statewide Digital Evaluation Portal to guide all Ohio school districts in selecting the best, most cost-effective digital curriculum. This increased personalized learning and enhanced everyday classroom experience will use a variety of methods that will include increased professional development for 560 teachers in grades 4-12 and technology for students in the classroom.
Willoughby - Eastlake City Schools	\$578,355	TIES Teaching Institute for Excellence in STEM	The School of Innovation: The first platform school in Ohio that infuses STEM education, flexible learning spaces and project-based learning for grades 3-5. Every year, the district plans on adding a grade per year up through grade 12. Up to 75 students will be enrolled per grade level available and the district already is expecting a higher demand than the space available.

STRAIGHT A GRANT RECIPIENT DATA

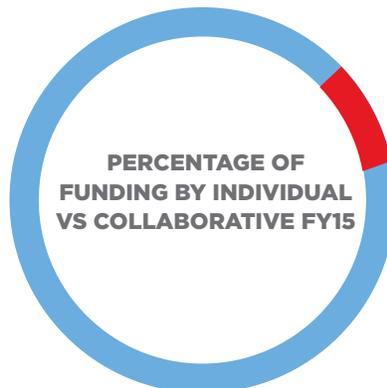
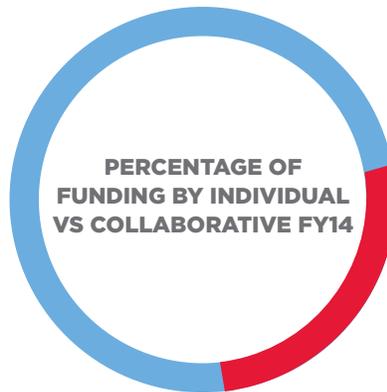
DISTRICT TYPOLOGY

- Each school district in Ohio falls within a distinct typology of schools with similar geographic and demographic characteristics.
- Straight A Projects, while chosen exclusively on the merits of their programs, represent a diverse selection by typology when considered across lead districts and consortium members.
- N/A includes community schools, joint vocational school districts, STEM schools and educational service centers.



PERCENTAGE OF FUNDING

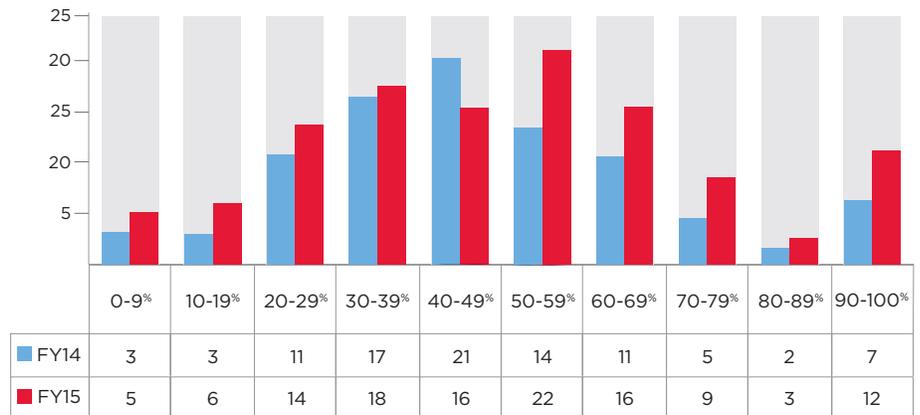
- In the first round of grants, individual projects could apply for up to \$5 million in funding.
- For the second round, two factors encouraged collaboration. Individual projects were capped at \$1 million and a new goal of shared services was added as an option. This resulted in a dramatic shift in the percentage of project funding being spent on collaborative efforts.



ECONOMIC DISADVANTAGE

- Ohio tracks the percentage of students in each district and building who fit criteria for economic disadvantage.
- Both rounds of Straight A Funding, making decisions exclusively on programmatic merits of the individual projects, funded innovation that will impact districts and buildings across the economic spread.
- Data include project leads and collaborative partners, with the exception of educational service centers and joint vocational school districts for which data are unavailable.

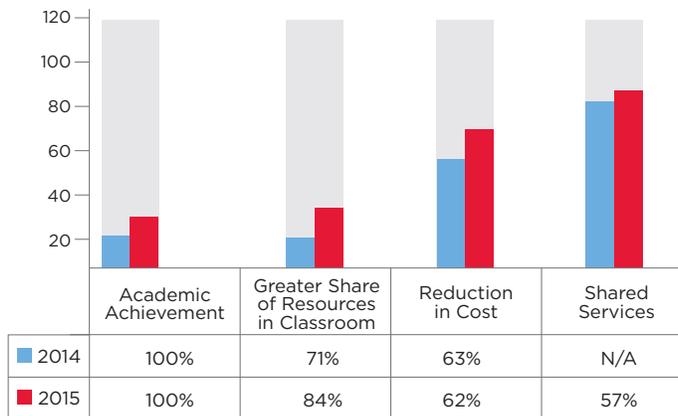
PROJECTS BY PERCENT OF ECONOMIC DISADVANTAGE



PROJECT GOALS

- Academic achievement was highly favored by projects, with all selected projects in both rounds selecting this as one of their goals.
- The second round, in addition to the selection of the new goal of shared services by 57 percent of projects, saw an increase in the percentage of projects setting a goal of moving a greater share of resources into the classroom.

PROJECT GOALS



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