



DESTINATION

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SUCCESS STORY >

SOUTH CAROLINA DISTRICT SHOWS TRUE RETURN ON INVESTMENT USING DESTINATION MATH® AND DESTINATION READING®

The Situation

The Orangeburg Consolidated School District 5 was typical in having servers at various school sites and different software available at each site. Russell Zimmerman, Director of Information Technology and a 19-year veteran in IT, began to explore *Destination Math* and *Destination Reading* in an effort to consolidate the software. Zimmerman was looking for a more consistent, efficient and cost-effective way to provide technology-based support for reading and math.

Project Goals

1. To reduce the total cost of ownership by reducing the amount of hardware and maintenance required to support reading and math software
2. To provide sustained professional development to teachers and other staff to support implementation and utilization of the software

Solution

From the first installations, Zimmerman was working toward the Destination portal solution: "It took me almost two years to get the portal in the district, in terms of funding." He was impressed with the sales team's efforts to provide important information. Not only did they demonstrate the software, they brought in other educators to demonstrate how they use it, and provided reference sites to demonstrate results. "It wasn't like a vendor-customer relationship; it was more a customer-partner relationship. You have to be in this for the long haul, and they were committed to the district. I like that."

Destination Reading and *Destination Math* are complete curriculum solutions built on scientifically based research. Zimmerman commented, "This is the only product we need—instead of having three or four other little products, we can put all of it in this one basket now and we can reduce the different costs by having *Destination* in a portal and so easy to access."



HOUGHTON MIFFLIN HARCOURT
Learning Technology



Customer Profile

Orangeburg CSD 5
Orangeburg, SC
13 Schools
7,330 Students
72% African American
19% Special Needs
81% Free and reduced lunch

Products and Services

Destination Math
Destination Reading
Professional Development
Technical Support

Key Benefits

Return on investment was due to reduction of maintenance costs and use of *Destination* trainers for support in the district.

“The return on investment was dynamic because of the amount of time it saves us in having to go do client work, go to different servers, and do different things.”

- Russell Zimmerman, Director of Information Technology, Orangeburg Consolidated School District 5, Orangeburg, SC

The Results

A major result for Zimmerman is the savings in total cost of ownership by going to a single-server and single-application design. “Instead of having to pay maintenance on fifteen servers, I only have to pay maintenance on one server.” The software is maintained under the *Destination* contract. “But the cost is only for one application, whereas if I had different locations there would be billing for the application multiple times,” noted Zimmerman.

On-site training was provided and followed up with in-class mentoring. As it turned out, the Technology Department was required to lay off its instructional facilitators at about the same time. “But because we had those training days and they were at the point where they were doing mentoring, it actually filled a void for me. By me not having anyone in the district to do it at that time, the *Destination* Professional Development team became my on-site software facilitators,” said Zimmerman.

An important part of training, according to Zimmerman, is that “at the end, they were able to give us a document—a detailed document—on how the training days were spent, what we need to look at, and what we need to do to improve the utilization of the product. I’ve never gotten that from anybody else.” Less tangible, but of equal or greater value, is the success of the software with children. “From looking at test scores, to see how kids have improved, I can’t say 100% of it is *Destination Reading*, but I can say they’ve improved—the same thing with math. Our teachers say it’s just what we need.”

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