



Race to the Top - District

Technical Review Form

Application #0018OH-1 for Springfield City School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9
<p>(A)(1) Reviewer Comments:</p> <p>a. & b.</p> <p>The state value-added evaluation system places the district in the top 4% for student growth. No direct reference is made to specific standards but later sections reference adoption of the Common Core State Standards.</p> <p>Plans for the current proposal are linked to past successes. For example, now that the state has implemented value-added measured and made these data available, the district plans to work to implement training in access and use of these data to inform instruction. Much of the proposed work will focus on low-performing students and schools looking to accelerate learning.</p> <p>The district proposed to increase student, parent, and teacher access to data in order to better personalize learning.</p> <p>The district's past internal evaluation and reform efforts resulted in goals that are well-aligned with the four core assurance areas. References are made to personalized education, high expectations (standards), and college and career success. This vision is strongly-based in the community and has a track record in the past few years.</p> <p>No specific reference is made to retaining effective and removing ineffective teachers. Reference is made to staff training and general comments are made regarding assuring all students have effective teachers.</p> <p>This section makes clear that the district has a vision that is well-aligned with the absolute priority area 1 as well as the core assurance areas. A strong emphasis is placed on using data of all types to personalize learning in order to assure growth, college and career-readiness, and the closing of achievement gaps.</p> <p>c. Reference is made to career-readiness certificates, credentials, and internships. Reference is also made to a range of options to which students will be able to choose including MOOCs, an online academy, and the use of technology and collaboration to expand offerings.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	7
<p>(A)(2) Reviewer Comments:</p> <p>The district (in its narrative) states it plans to include all students PK-12 in its reform proposal. In total 91.14% of its students are from high-need families.</p> <p>An extensive table is included in the application which shows all district schools as well as demographic details of students and teachers. However, data in this table does not support the statement that 91+% of students are high need. In the total row 7467 students are listed as participating of which only 1206 are listed as high need. This is true for individual schools as well. The percentage of high-need students in each school is far lower than would be expected if overall 91% of the district is high need. The categorization of high-need vs. low-income was not clear.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	6
<p>(A)(3) Reviewer Comments:</p> <p>The district plans to include all schools / students in its reform plan.</p> <p>Section A3 does not include all of the components of a high-quality plan. General objectives are stated (e.g., 1:1 technology, SENS computer interface, etc) but these are not linked to deliverables, a timeline, or responsible parties. Much of the information presented in this section relates to overall vision.</p>		

Section A4 of the district's application contains some of the missing information regarding high-quality plans. For example, the section A4 table includes goals and student outcomes, but rationale and activities are not connected. Goals are presented along with measurable outcomes, but it's not clear how these goals will be accomplished or who will be responsible. Some goals include more detailed timelines whereas others include none.

A second table is included in section A4 that includes goals, activities, timelines, deliverables, and responsible parties. This table is not very specific and leaves many general activities left to a number of individuals. Goals are also very general (such as "create a system of professional development") and do not suggest strong credibility. Information is included but not at a level that provides strong credibility of the overall plan.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

7

(A)(4) Reviewer Comments:

Goals presented in the tables in A4 are ambitious and achievable. Growth on summative assessments and college readiness exams is slated to show steady progress over each year of the project. This is complimented by annual decreases in achievement gaps. The plan also includes increasing rates of college attendance.

The proposal does not make clear how proposed activities / the vision will result in these positive outcomes. Only a low-level of detail is provided regarding activities and their rationale.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	10

(B)(1) Reviewer Comments:

The proposal notes that the district has been recognized by a range of outside stakeholders for its efforts in educational reform over the last few years. The district has a clear track record of innovation. Much of this innovation has focused on the use of technology to expand offerings and opportunities. However, much of the narrative in this section does not present data or evidence that these innovative tasks have resulted in increased learning. General references are made to significant efforts and success in closing achievement gaps but data are not included.

The district was 28th out of 823 public schools in terms of growth / value-added.

Nearly 13pgs of narrative are included in this section outlining a range of efforts and initiatives that describe a past record of success. However, this record is not established using data or evidence. Instead, only narrative is included to describe past success. This does not satisfy the review criteria as direct data or hard evidence are needed.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)

5

4

(B)(2) Reviewer Comments:

Reference is made to making salaries available at school board meetings. A popular annual financial report is referenced regarding access to district budget information. The proposal also notes that budget information is available to parents or outside stakeholders upon request. However, none of this demonstrates a high level of transparency. Stating that salaries are available from the state or at board meetings does not represent a commitment to transparency. Instead, what is provided meets the stated minimum criteria of making salaries and expenditures available but only to those who actively seek it out. Some information is available on a district website.

Much of the information provided in this section deals with communication and outreach but does not address expenditures.

(B)(3) State context for implementation (10 points)

10

9

(B)(3) Reviewer Comments:

The assessment and educator evaluation systems discussed are all part of state statutes, initiatives, and regulations meaning the state context is in line with district goals in these areas.

The application includes a number of letters of support from state, federal, and local stakeholders and elected officials. The application includes narrative evidence suggesting that the district is a leader in state initiatives with regard to personalized

learning.

The content included in the proposal suggests that the district has the support of the state in implementing personalized learning plans.

(B)(4) Stakeholder engagement and support (15 points)

15

12

(B)(4) Reviewer Comments:

Section B4 provides very general information regarding process and engagement. Reference is made to people who were consulted or invited to meetings but no actual data are presented regarding to what degree various stakeholders were involved. For example, all building administrators were invited to meetings, but it's not clear how many attended or what they contributed. Drafts of the proposal were shared with stakeholders throughout the crafting of the proposal but detail regarding to what degree these stakeholders contributed was not included.

Minutes from the collective bargaining unit vote on the proposal were included demonstrating strong support for the proposal. Generic letters were also included from a range of local businesses and community groups indicating support for the project.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	14
(C)(1) Reviewer Comments:		
<p>The information presented in this section does not represent a high-quality plan. General plan elements are included as well as bulleted lists or narratives that provide an overview of what is already done or will be done to address each goal. However, much of this content represents small action steps and is not tied to larger objectives, deliverables, or responsible parties. For example, a pilot group of 8th graders and their parents will participate in a CampusReady survey but this is not connected back to an objective or linked to greater student learning - both of which are necessary for a high-quality plan.</p> <p>Later in this section detailed tables are presented that include action steps, tasks, resources needed, responsible parties, who is involved, timelines, and progress monitoring. Each table is aligned to college and career readiness but no further specificity of goals is provided. This information is necessary for a high quality plan but not sufficient on its own.</p> <p>a. Personalized learning plans and learning style inventories will be used to create greater buy-in and self-directed goal setting for students. This will be included with greater internship offerings to allow students to explore deep content in an area of interest. The involvement of parents is not clear in this overall process aside from informational meetings. It's also not clear how these actions will lead to exposure to diverse contexts and cultures.</p> <p>b. Inputs of greater career counseling, career inventories, internship programs, and the general inclusion of personalized learning plans all point to a plan highly-focused on student-centered learning. Internships and collaboration with universities are included as examples of varied instructional approaches and environments (ii). Reference is made to college and career readiness but how or where various components are connected with this readiness is not clear. It's also not clear what process will make use of these new data and resources to assure students make progress toward mastery of college and career standards.</p> <p>The multi-year timeline makes clear that data will be collected from a range of sources on an ongoing basis. It's not clear how parents and students will have access to these data. In general, specific deliverables are absent from the plan. Tasks are presented but actions to be taken and their rationale are not included. These components are important as they explain why or how the tasks will result in the stated outcomes. The action steps presented are logical but do not make a high-quality plan.</p> <p>c. The action plan includes reference to professional development. Detail provided is not sufficient to tell whether or not the professional development will be sufficient to assure students will know how to use the tools and resources provided.</p> <p>In general, several components (e.g., activities and their rationale) as well a a level of detail were not provided to equate to a high-quality plan.</p>		
(C)(2) Teaching and Leading (20 points)	20	12

(C)(2) Reviewer Comments:

a. The district has an extensive assessment system covering grades K-12. This includes measures of school readiness (K) as well as measures of mastery of college and career readiness standards.

The proposal references that all K-3 teachers must be reading certified. However, this does not explain how this will make these teachers more effective at implementing personalized learning. Reference is made to a State formative assessment professional development model that, as presented, will help teachers use data to better tailor instruction. Beyond this little is provided regarding training staff will receive in order to facilitate the implementation of personalized learning plans. Little information is provided regarding how data from educator effectiveness systems will be used to improve practice (iv).

b. Although it is clear that a range of data will be available on each students, it is not clear that staff will have the training and capacity to make best use of these data. It's also not clear how staff will have access to these data. Reference is made throughout the application to data software and technology but the process through which teachers will be trained in how to use and access these data is not presented. It's clear that the resources exist. What is not clear is that staff will have the training in how to best use these resources and/or that the resources will result in student growth toward college and career readiness.

c. The district is part of the state educator evaluation system and as such administration has access to data in this regard. A high-quality plan is not included for how administrators will be trained to make best use of these data or how these data will translate to better student learning. No information is included with regard to how teachers will be made more effective or how progress will be made toward closing achievement gaps.

d. The proposal makes reference to getting teachers to be highly qualified. However, highly qualified is not the same as highly effective as defined in this program. Information regarding "not effective" teachers and their professional development is vague and does not represent a high-quality plan.

Toward the end of this section the proposal lists action steps. However, these steps are not connected back to goals. In order to equate to a high-quality plan these steps need to be connected to goals, objectives, and the rationale for how these tasks will result in the desired goals.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, and rules (15 points)	15	11

(D)(1) Reviewer Comments:

a. The general structure of the central office and working committees is described but no information is included with regard to how this structure facilitates personalized learning. A rationale is not provided nor is a high-quality plan for what structures are or will be put in place to assure personalized learning is implemented.

b. Reference is made to a moderate degree of autonomy among LEAs (e.g., flex time). However, no connection is made between this autonomy and how personalized learning will be accomplished. Information is not presented in the form of a high-quality plan.

c. A plan called Credit Flex is presented as an option for middle school students to earn high school credit. However, little information is provided about this option. Students can earn credit but little else is presented to show the connection between this and personalized learning.

d. The proposal references after-school and alternative / online opportunities as venues through which a student may demonstrate mastery. The format through which students are assessed on their mastery in multiple ways / formats is not presented. These multiple opportunities are also not connected to personalized learning.

e. Technology (ipads) is referenced with regard to access for students with disabilities. It's not clear how these resources support students in their pursuit of personalized learning.

This section provides a range of information but never in the form of a high-quality plan. Facts are presented but not in a way that shows goals, action steps to be taken, and expected outcomes. It's not clear that the logistics of how these various components will work together to create a plan have been considered.

(D)(2) LEA and school infrastructure (10 points)	10	8
<p>(D)(2) Reviewer Comments:</p> <p>a. The district has extensive internet access at all buildings. Live video capacity also exist at all buildings which could be used to provide access to students and parents at their homes. This is not detailed. Wireless internet access at school is in process with a goal of universal access. The district is working toward all students having an age-appropriate device. This will help provide access for all students. It's not clear if students are able to take these devices home or if they are only for school use. The only resource addressed in this section is technology. Although extensive, the availability of technology is not linked back to personalized learning or a high-quality plan for how technology will aid in the delivery of personalized learning.</p> <p>b. The district plans to hire additional staff to help support the added technology. They also plan to add charging stations and open a call center in order to assure technology serves to support student learning.</p> <p>c and d. The district already has a data / software access portal in place for parents and students. The proposal also includes plans for a personalized learning portal that will connect information provided in district databases with individual student learning plans. This, though access provided to all stakeholders, will assure that data and technology support individualized learning both in and out of school.</p>		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	9
<p>(E)(1) Reviewer Comments:</p> <p>In earlier sections of the proposal the district referenced progress monitoring with regard to each action step. These provide some indication of how status will be evaluated. Information included in this section provide further detail regarding a grant project manager and a larger committee that will meet to monitor progress.</p> <p>Information regarding what will happen if progress goals are not being met is very general. For example, reference is made to convening meetings of stakeholders but little other detail is provided. Lists are also provided regarding with whom results and updates will be shared, but there is not a high-quality plan regarding what will be done to observe effectiveness, what actions will take place if progress is not being made, and exactly how results will be shared on on ongoing and regular basis.</p> <p>The proposal indicates that a new section will be added to the district website in order to keep people up to date on the grant work / progress.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	3
<p>(E)(2) Reviewer Comments:</p> <p>The information contained in this section deals mostly with staff meetings, surveys, and postings to websites. Although this will aid in communication, it is not specific and does not represent a high-quality plan. There is some structure for how ongoing decision-making will take place, but this is not spelled-out in a level of detail necessary to indicate a high-quality plan.</p>		
(E)(3) Performance measures (5 points)	5	2
<p>(E)(3) Reviewer Comments:</p> <p>No narrative is included in this section describing rationale, how the instrument will be used, or how information will be communicated. Information provided in earlier sections (E2) suggests that if the targets included in the E3 tables are not met, that meetings will be convened and a solution discussed. However, no specifics are provided. Further, given this project includes grades K-12, and given that the district has a range of assessment tools already in place, there are not enough assessment tool included in the performance measure tables. For example, no measure of social-emotional wellness is included. There are also several cases where baseline data are not included or subgroup measures were not included. This section lacked sufficient detail to result in a high-quality plan.</p>		

(E)(4) Evaluating effectiveness of investments (5 points)	5	1
<p>(E)(4) Reviewer Comments:</p> <p>There is no section E4 in the district's proposal. Further review of all section E content reveals no discussion of a high-quality plan for evaluating the effectiveness of the technology referenced throughout the proposal or the personalized learning efforts. The only information included in this regard deals with basic progress monitoring of action steps.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8
<p>(F)(1) Reviewer Comments:</p> <p>a. A budget is included which disaggregated costs by Race to the Top funded or state / local / other grant funded. Little to no information is included regarding cost sharing or the feasibility or likelihood of securing these other sources of funds.</p> <p>b. The budget deals mostly with technology (hardware), software, technology support, and training / professional development. Overall the costs appear reasonable given the project as described.</p> <p>c. Expenses are not listed explicitly as one-time vs. ongoing. However, expenses are disaggregated by year showing if they take place over multiple years or not.</p> <p>There is no budget narrative. Instead, a table is included which provides short descriptions of each item as well as cost assumptions. In most cases this does not provide a great deal of information regarding why each component is necessary.</p>		
(F)(2) Sustainability of project goals (10 points)	10	5
<p>(F)(2) Reviewer Comments:</p> <p>Much of the evidence in this section comes in the form of narrative that argues the district has worked with grants before and as such has a plan for sustainability. This does not represent a high-quality plan. In multiple places the narrative indicates that the district has a high-quality plan, but no goals, activities, timelines or deliverables with regard to sustainability are included. There is also no budget regarding the three-year post grant period.</p> <p>Evidence is included that the district has already budgeted for supporting new staff positions once the grant period is over. However, the same cannot be said for the technology. The proposal suggests that one-time expenses will require far less ongoing financial support but this is overstated. Technology will need replacement and repair and software will need updating and no information is included for how this will happen. Overall some information is provided regarding how the project will be continued but not enough to equal a high quality plan.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	6
<p>Competitive Preference Priority Reviewer Comments:</p> <p>Throughout several sections of the proposal collaboration was referenced particularly with regard to post-secondary institutions. Letters of support are included. In this section the district makes reference to several other public and private organizations. However, details of the scope of the collaboration are not made clear. For example, healthcare providers are referenced but it is not clear what role they will play in supporting personalized learning. There is also discussion of a summer bridge program, training early childhood educators, and screening students for readiness when they enter kindergarten. However, none of this is connected to partnerships. It is not clear how the partners will contribute to these efforts. A table is included that connects goals with activities and responsible parties, but most of these parties are not outside groups. Most relate back to the district itself. The goal of providing stronger early childhood education is not presented in a way that makes the partnerships clear.</p> <p>Some progress monitoring and performance measures are presented (e.g., KRA-L) that are connected back to the goal of increasing kindergarten readiness.</p>		

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		Met

Absolute Priority 1 Reviewer Comments:

Although training and professional development were discussed extensively, the involvement of educator effectiveness measures and the processes through which ineffective teachers or other staff will be removed from classrooms was never discussed. The same holds true for turning around low-performing schools. Although the district has a track record of success in this area, it was not addressed as much as the other assurance areas. Still, the project easily satisfied the absolute priority. The focus on data and technology-driven individualized learning with an expanded list of options and opportunities for students meets the priority of this project.

Total	210	143
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Race to the Top - District

Technical Review Form

Application #0018OH-2 for Springfield City School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

(A)(1) Reviewer Comments:

a. The applicant provides a very detailed plan clearly showing it addresses the four core educational assurance areas. Details provided by the applicant clearly show the high-quality plan will initiate greater support at all levels for the target students. The applicant 's approach is to increase the use of technology through a data system which will provide better student assessment, professional development of teachers and staff. The use of this multi-level data system will also permit the staff and teachers to quickly address issues with students and unexpected results.

b. The applicant provides a very detailed plan with significant components like school-based college and career readiness tool to provide personalized feedback to individual students, showing clearly how the project will accelerate achievement of target students. The applicant conducts the implementation through "data-informed" advising and intake processes giving teachers the opportunity to identify student's needs during intake to address student interest and students falling behind the rest of the class. The data system is a solid tool of the program. These components of the program are of high-quality, insuring achievement of the program's goals.

c. The applicant clearly documents and provides evidence of high quality classroom experience of the target population. The applicant shows a multi-level approach to the options students will have in the classroom. Students can mix online courses, practical learning through credit flex, proficiency testing, traditional classroom instruction, and additional opportunities. Students will have opportunities to access instructions or classes through various means and will also be assured of a 1 to 1 process meaning at times one student, one teacher. This system is a progressive approach to involve students with their educational goals. Students will also have the opportunity for students to enroll part time to take advantage of the unique educational choices. All students will have a personalized educational plan.

(A)(2) Applicant's approach to implementation (10 points)	10	10
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(A)(2) Reviewer Comments:

a. The applicant provides a plan indicating the goals have a specific focus on intervention in the identified lowest-performing schools of the district and will be the core of the selection process of target schools. The applicant clearly provides details identifying activities and personnel responsible that make it a high-quality plan and a schedule for completion of critical components. The data provided by the applicant indicates the schools are showing a greater need to increase the options for students to personalize their education, raise student achievement and behavior, and enhance student preparation for higher education. The high-quality plan permits the students to advance in class and at the same time provides teachers and staff a vision of the progress of the student and make adjustments if needed. The applicant provides convincing documentation of a solid plan to achieve these goals. The applicant provides a chart indicating all schools have identified students within their achievement levels. This gives the program a realistic opportunity to identify which schools have the greatest needs for intervention.

b. The applicant provides a chart of all the schools in the district participating in the program. The schools are clearly identified in the narrative.

c. The applicant provides a very detailed chart showing the numbers of students and educators participating in the program by participating schools. Each student is identified within their respective needs and background. The information is well documented.

(A)(3) LEA-wide reform & change (10 points)	10	7
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(A)(3) Reviewer Comments:

3a. The applicant provides a plan showing the expected outcomes of the program. The components of the plan permit teachers to receive assistance from community volunteers and as a result teachers are able to keep track of the progress of students at any time and make changes if necessary by using the data system of the program.

The applicant's school and community involvement create specific areas of expertise and is training a larger group of advisors to provide a more personalized assistance to the target students through advising. The advising will assist students in creating a personalized plan of education and make appropriate recommendations for each individual student. What makes it a high quality plan is the guidance, advising and in-take at the core of the plan. Student progress is constantly being monitored. This is an excellent component to insure students are progressing. The plan provided by the applicant shows timelines for all components to be achieved and expected results.

The use of web-related systems will provide teachers and student easy access to material and personalized learning plans. The applicant indicates funding will allow the plan to extend to elementary and middle schools getting a jump on problems. The applicant clearly shows the adoption and implementation of the new standards through problem-based instruction will ensure access to more advance classes for all students as well as teacher progress and efficiency. For example, the 1:1 initiative will provide a mobile learning device for every student to use both in and out of school, coupled with an adaptive online tools and resources accessible through the SENS platform and IIS system to the students, teachers and all stakeholders. The applicant accompanies the narrative with a Logic Model. The Logic Model clearly shows innovation in the applicant's plan because the model includes input, activities and who will participate to show outputs and the expected outcomes for the short, medium and long term of the program. The model covers all activity of the program from start to finish.

Weakness:

The applicant does not provide sufficient evidence of how the program will result in high-quality long-term outcomes for the target population. The applicant does not clearly shows what the deliverables will be or how they will be accounted for. The section requirements more details to show the program will clearly achieve the expected results and goals.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	7
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(A)(4) Reviewer Comments:

a. The applicant provides a detailed plan showing how the program will use solid data of the progress of the program to make sure the performance of students and teachers are in line with the goals of the program. The

applicant will seek summative data from the program at various stages of the duration of the project to identify progress as well as unexpected results. This will permit the applicant to assign relevant resources to problem areas. The applicant provides a comprehensive chart showing LEA –wide goals for improved student outcomes. The chart clearly shows: Performance on summative assessments column, a Goals column and student outcomes. Student Growth will be measured by performance on summative assessments. Quality of data is central to the program or the data will not be relevant to solve the issues defined in the program.

b. The applicant uses data collected and the results are provided in a chart format to make it easier to assess the progress of the goals indicated in the application of the grant. The limits of decreasing achievements gaps are generous and clearly attainable with the deliverables of the program. The applicant provides a detailed section on a chart showing Decreasing achievement gaps, Goals; the goal is to have the gap close by 5% per year over the next four years. The last column is the expected student outcome. The expected student outcomes are reasonable in relationship to the program. The problems faced by the school system are clearly identified with narrative and charts. For example, Student Growth will be measured by performance on summative assessments. The present proficient or above will increase to 80% by 2017 as measured by the Ohio Assessments. The applicant also provides details on efforts to assist special needs students. For example, addition of staff with knowledge of Spanish. In addition, the applicant indicates the program will systematically worked to improve student achievement, focusing the available resources for specific grade levels, subsets of students, and subjects to make the most meaningful impact on all students.

The goals provided by the applicant are ambitious considering previous student results in all disciplines. The goals are achievable as each component of the program was selected for the purpose of addressing and providing solutions for each goal.

c. The applicant has in place an excellent format to keep track of graduation percentages and to make projection for future improvements of the rate of graduation and the goals of the program. The applicant provides chart and narrative information showing graduation rates for the district and graduation data for the target students. In addition, the chart shows goals: the goal is to increase graduation rate by 5% per year over the next four years. The expected student outcome is shown to be the graduation rate will increase to 85% to reflect student persistence in grades 9-12.

d. The applicant keeps track of college enrollment using one of the most renown services in the educational industry, the National Clearing House. The goals of the applicant are generous in this section and with the support of the program all indications are they are achievable. The chart provided by the applicant indicates the college enrollment gap rates for students in the school system are 43%. The chart provided by the applicant clearly indicates the goal is to increase the number of students going on to enroll in post-secondary education by 8% per year over the next four years. The applicant indicates they currently use National Clearing House data to track and monitor college enrollment of the target students. The expected student outcome is 75% of the students will enroll in postsecondary programs.

e. The applicant indicates they do not have a bench mark as yet but indicate the goal is to improve results and achievements in English and Math. The expected results are 85% of SCSD students will graduate from their postsecondary program in six years.

WEAKNESS

The applicant does not clearly indicate in this section how the program will achieve the stated goals. They provide stated post-secondary graduation rates goals but are not clear what will be done to achieve the goals.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13

(B)(1) Reviewer Comments:

a. The applicant has been working to increase individualized learning for a number of years. The goals of personalizing of education and increasing college and career and the implementation of extended day instruction integrated with targeted social services support has been at the center of the applicant's efforts in improving quality of education. The applicant provides details of the efforts of the school system and records of successfully achieving results. The core of the objective

is to raise student achievement to become more college-ready.

b. The applicant indicates the comparison group is all students with the baseline and the yearly expected goals by year. The applicant provides information on their effort to assist low achieving students. For example, the Ohio Department of Education allocated funds to provide the district an Innovative Programs Grant, which provided three years funding to efforts to increase math and reading for the lowest achieving students. The goal is to remove existing barriers to increased educational achievement and career success that hinders many of the students in Grades 7-12 and their family members.

c. The applicant provides substantial information showing how student performance data is available to all interested parties through the Internet portal. In addition, the applicant indicates they have spent the last year developing and refining personalized in-take processes, which are informed by student performance data and other student-specific and school-specific factors and records available to parent, teachers and staff. The applicant has developed excellent detailed processes, flow diagrams, and documentation requirements to ensure that students who enter the district or move between schools or programs are treated consistently and take with them their school records.

The applicant indicates a web and data base is in construction to make all information available to all parents, teachers, staff and students and the community at large. A flow chart shows how information will flow.

Weakness

b. Although the applicant speaks to low achieving students, the applicant does not specifically address what has been done with persistently low achieving schools.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
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(B)(2) Reviewer Comments:

a. The applicant provides an excellent plan describing all methodology and components to make all pertinent data available to all stakeholders, staff, teachers, parent and the community. For example, the components included within the narrative show all expenses are publicly disclosed at board meetings, including salaries, and funding sources for all contracts and personnel. Board meetings are videotaped and broadcast on two local access cable television stations, and are available on DVDs. Board minutes are posted on the district website. Advance notification of all Board meetings is sent to the local media and others who have expressed an interest in such notices. It is clear data is available and easily found by all interested parties. In addition, a comprehensive annual financial report is available in hard copy and through a link on the website. This is an excellent plan because by the applicant's evidence, it is clear all information related to the program is public and available to all parties interested in and looking for this information.

b.c. d. The applicant provides information indicating the requested data such as personnel salary reporting at the requested four categories of school-level expenditures are currently available on the Ohio Department of Education's website. The website provides all information related to the program, ncluding budget information.

(B)(3) State context for implementation (10 points)	10	10
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(B)(3) Reviewer Comments:

B3. The applicant shows data indicating it has sufficient conditions and autonomy to conduct the program. The applicant provides the history behind the acquisition of the autonomy for clarification purposes within the application. For example, the applicant indicates the Ohio Legislature approved Blended Learning Plans for all school districts. Four charter school districts and SCSD applied to the Ohio Department of Education to be approved as a Blended Learning School District. One charter district and SCSD were approved for Blending Learning, making SCSD the only public school district in the State of Ohio, to receive the designation. This

designation clearly shows the school system has the necessary requirements to implement the program.

(B)(4) Stakeholder engagement and support (15 points)

15

15

(B)(4) Reviewer Comments:

a. The applicant clearly shows part of the improvement plan has been to create standing committees with district-wide participation to assist teachers, administrators and assist in addressing complicated classroom issues. The applicant provides a list of all organizations and institutions, as well as, individuals that have been involved with the structuring of the program. The applicant shows the applicant has in place a Community Engagement Team to make sure the parents are always aware of and part of changes or additions to the program. In addition, some of these institutions are: Springfield City School District Teacher Association, Springfield City Leadership Team, Building Administrators, Community Representatives, District Improvement Team, Battelle for Kids, Ohio Department of Education, Springfield Chamber of Commerce. The applicant clearly shows input from stakeholders indicating when the development of the proposal began, a district WikiSpace was created for all stakeholders to provide ongoing input. Letters of support have been included in the appendix. The applicant's information covers all requirements of the grant in detail and high quality by providing relevant information to the section.

(i) The applicant indicates with excellent details how collective bargaining representation was involved. The applicant and teacher's union representatives had a number of meetings to go over the pla and the role teachers will play in achieving the goals of the program. Of special interest is the assessment of teacher's success by the quality of knowledge the students show in the classroom. For example, the school system has a collective bargaining unit for certified staff, the Springfield Education Association. Every member of the collective bargaining unit received a copy of the grant and the bargaining unit leadership contributed to the writing of this grant application.

b. The applicant clearly shows it had the support of all sectors of the target community. The applicant provides a long list of organizations and individuals adding their support to the program. Some of the letters are: Springfield Chamber of Commerce, Dayton Development Coalition, Ohio Innovative Learning Network/Council of Chief State School Officers, Dr. David Conley, Educational Policy Improvement Center, CBD Advisors, The Coalition for Justice and Equality and others. In addition, a public presentation about what was developed and shared at a Springfield City School Board meeting. This meeting was televised locally and available to all citizens of the district. A community engagement meeting was also held. As part of the process feedback was gathered on the grant application. Comments were collected from parents, students and community members. The consensus was in support of the grant. Once the draft was fully developed it was shared with additional school and community groups so that they had the opportunity to gain information and provide meaningful feedback on the application. The Springfield Education Association president met individually with each building staff to share the grant and get feedback.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	18

(C)(1) Reviewer Comments:

c1. The applicant provides a very comprehensive high-quality plan clearly addressing all components of this section of the application. The applicant provides clearly the state graduation requirement that students show mastery of Common Core standards at least through 10th grade. This has been incorporated into the applicant's project. In addition, the applicant extends the requirement to the 12th grade for a smooth transition into higher education. The high level qualities of the plan show the plan will increase personal secondary aspirations, goals, and capacities of each individual target student. The section provides the goals and activities to achieve the expected declared achievements. Charts provided in the application provide timelines for achieving goals and personnel responsible for achievement of the components.

The applicant shows through extensive communication with all students in elementary school and also with the community and parents, they have raised the level of understanding that early academic success is a critical to the future success of the students. The applicant indicates they are currently revising policies and procedures to more deeply engage students through other grades, including eighth grade, in the discussion. The applicant shows they made every attempt to have significantly expanded educational options and supports for students at

the secondary level so that students may play a more active role in structuring their own learning as they develop their college and career interests.

Most importantly and central to the plan, in order to link the mastery of academic standards and the development of social skills, they will expand a data system and web-based portal with unique access points that are appropriate to students, parents, educators, administrators, partners, and community members to facilitate implementation of a personalized learning plan for each student. This is central to the success of the program.

Weakness

The applicant indicates it has a plan for improvement and mastery of academic standards but does not provide details as to what the program will do to achieve these goals. The applicant indicates students need to know how understanding of what they are doing is critical to future success but does not explain what will be done to make the students come to this realization.

(C)(2) Teaching and Leading (20 points)	20	16
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(C)(2) Reviewer Comments:

ai. The applicant provides narrative and chart showing critical information of the plan. The chart includes columns showing Action Steps Task, Resources/Cost Estimate, Who is Responsible, Who is Involved, Date, when each task will be completed, Monitoring Checkpoint Data with Evidence of Implementation. The applicant clearly shows educators engage in on-going training. For example, the program that presently serves 230 preschool students. The program provides opportunities for teachers receive additional training by practice. These students are assessed with the Get It Got It Go preschool assessment in the fall and again at the end of the school year to measure growth over time. During the instructional school year, teachers do multiple types of daily and weekly assessments to track student mastery of the State Preschool Standards. These include observations with skill checklists and individual one-on-one assessments. Results of formative assessments are used to guide instruction on a daily basis. The plan emphasizes individual learning and one-on-one approach for students having problems and falling behind. Summative data will be compared at the end of the school year.

ii. The applicant provides a comprehensive a good plan to allow students to have a say on the path of their education according to interests and abilities. The plan shows each student will have a comprehensive personalized learning plan to prepare them for college or career. The students will have an overall plan and a day-to-day plan responding to student academic growth and interest. A model will be implemented, which will allow an instructional strategy created in response to students' academic needs, interests and learning styles. This instructional model will utilize one-on-one technology, implementing the process one phase at a time through high quality professional development of the student's action plan. In addition, action plan will use to the build capacity of the utilize data to track student individual progress as it relates to the college and career standards. Students will have formative assessments built into their daily instruction that is based on the Common Core and state standards. Technology resources will allow for constant feedback to the student and guide the necessary instructional changes to meet the educational needs of each student, whether it is remediation, reinforcement, enrichment and extension.

iii. The applicant very clearly details components to measure student progress. The narrative shows a plan to have each building Teacher Base Team will use the five-step process to utilize data to track student individual progress as it relates to the college and career standards. This concept will be applied across the board in the school system. Day-to-day collection of data and immediate corrections in instruction will be available through the use of available technology. Students will have formative assessments built into their daily instruction that is based on the Common Core and state standards. The applicant clearly shows technology resources will allow for constant feedback to the student and guide the necessary instructional changes to meet the educational needs of each student, whether it is remediation, reinforcement, enrichment and extension.

iv.

The applicant indicates the program is implementing the Ohio Teacher Evaluation System and the Ohio Principal Evaluation System. Both systems have teacher and principal observation guidelines and directions for scoring performance related to state professional standards of the staff. Each principal creates a personal portfolio of work to be evaluated and will be evaluated during formal observations. Teacher performance is rated using specific procedures during formal observations. During formal teacher and principal observations, data is entered

on laptops for immediate analysis. The summary of the rating for each standard area is e-mailed to the person being evaluated. The electronic tool in use during observation is linked to Professional Development 360, a system of online data modules of research-based best practice for leadership, instruction, and classroom management. When the evaluator rates a teacher or principal lacking in a specific area, the teacher or principal receives an email directing them to a specific module that is focused on that concept or skill development identified for growth. Records are stored on file for future action should the individual show no growth.

bi The applicant documents the plan in the narrative showing the access educators have to technology and technology training. The applicant uses a five-step process to facilitate these discussions. The focus of this process is on: Collection and charting data to identify how students are performing and progressing, using common, formative pre and post assessments; Analysis of student work specific to the data and determination of what future learning targets are needed; Establishing shared expectations for implementing specific effective changes in classroom instruction and implementing changes consistently across all classrooms and collection and analysis of data to determine the effectiveness of instructional practices. In addition, the applicant shows the applicant has aligned the curriculum with the common core standards through the development of course organizers that emphasize the College and Career Anchor standards. These standards provide a base to prepare students for college.

ii. The applicant provides a comprehensive plan of digital implementation and resources that will be available utilizing the data and dashboard system described in the narrative. The Teacher Base Team 5-step process will be used to analyze feedback from assessments and instructional approaches in the classroom. For example, a tool available to the students and teachers is a software solution as part of the language arts program at the secondary level 7-12. The applicant explains that with this online program the students completes a writing assignment and gets specific feedback based on rubrics align to the Common Core standards. The District has purchased curriculum materials that are aligned to the Common Core disciplines. All students have a license for a digital copy of these and other e-textbooks.

iii. The applicant does an excellent job providing a plan showing how the program will match student's needs and available tools not only increasing effectiveness but also contributing constant feedback to teachers. The digital resources will be available utilizing the data and dashboard system describe in other areas of the narrative The technology the applicant uses is the latest in tools for educators and common to many other school systems.. The Teacher Base Team 5-step process will be used to analyze feedback from assessments and instructional approaches. An example of a tool available to our students and teachers is a software solution as part of the language arts program at the secondary level 7-12. With this online program the students completes a writing assignment and gets specific feedback based on rubrics align to the Common Core standards.

ci. The applicant provides excellent details on how teachers and staff have access to the latest information through computerized data systems on student progress to increase school improvement. The data provided by the applicant clearly shows information from such sources as the district's teacher evaluation system that helps school leaders and school leadership team assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement. In addition, the applicant provides excellent narrative specifying components of the plan. For example, each building leadership team is using a system of formative focus walk-through to gather data on the adult implementation of effective best practices. This process is used district-wide. As part of the process, results are aggregated and feedback is shared with staff with mini-improvement plans developed by staff to assist improving results.

ii. The applicant does an excellent job structuring a program to clearly improve school progress and meet the program's goals. The applicant shows they have a program that presently serves 230 preschool students. These students are assessed with the Get It Got It Go preschool assessment in the fall and again at the end of the school year to measure growth over time and check for unexpected results. In addition, the applicant indicates how, during the instructional school year, teachers do multiple types of daily and weekly assessments to track student mastery of the State Preschool Standards, looking for improvement or if the student needs further assistance. These tests include observations of students with skill checklists and individual one-on-one assessments. Results of formative data assessments are used to guide instruction on a daily basis.

d. The applicant documents the expectations the program has of increasing the number of effective teachers to increase the quality of teaching. In addition, the applicant indicates "improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation system, will result in better teachers and administrators.

WEAKNESS

The applicant does not have a solid plan as to exactly what data collection and analysis system they will use. The applicant indicates “certain data systems will be use” but does not provide information identifying the data system. They indicate different data systems will be tested.

d. The applicant does not indicate how many students will benefit from highly-qualified teachers in the program. No specific information of this nature is provided. It is not clear how many or if there will be an increase in the number of students who will receive instructions from highly-qualified teachers.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, and rules (15 points)	15	15

(D)(1) Reviewer Comments:

a. The applicant provides a high-quality and detailed plan of how the LEA central organization provides assistance and training to all schools. The plan insures the school system has an improve teachers’ and principals’ practice and effectiveness by using feedback provided by the LEA’s teacher and principal evaluation system, including feedback on individual and collective effectiveness of the schools, as well as by providing recommendations, supports, and interventions if necessary. The quality of success of the students is the measuring yard of the job conducted by teachers and principals.

The applicant’s goals are to develop great teachers and leaders, to increase student achievement in order to personalize learning including, increasing family and stakeholder engagement. As the program is implemented, it has provided the program with flexibility to personalize learning opportunities. Students, staff, family members, and community members are taking advantage of “anytime, anywhere” learning, high school credit-bearing classes, tutoring programs, traditional online courses and college readiness activities. Clearly, the applicant has a solid program to create an environment favorable to personalize learning and to involve the community.

In addition the applicant indicates a district professional development plan is evaluated and updated annually covering all schools. The plan aligns with teacher, building and district needs and priorities, advancing educators' content knowledge and providing instructional strategies to enable educators to assist students in meeting local and state achievement standards.

b. The applicant clearly shows the program will provide all school leaders and building leadership teams training, policies, tools, data and resources enabling them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college and career ready standards or college and career ready graduation requirements. For students, this means the institution of teacher based teams will generate common, formative, short-cycle assessments that are fully aligned with the new standards, and administered every three weeks. Information, from such sources as the district’s teacher evaluation system that helps school leaders and school leadership team assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement. According to the applicant, the teams will have sufficient flexibility to adjust school environment to achieve the goals of the project, including budget.

c. The applicant clearly provides data showing students will have the opportunity to earn credit by showing knowledge and mastery of a subject. The applicant provides information showing all students will develop personalized learning plans that focuses on college and career standards and data will be collected that demonstrates the level of mastery of those standards. Feedback will be provided for individual students and teachers will be able to tailor instruction using the 1:1 technology in order to re-teach and enrich students, based on the observed data indicating individual levels of student .

d. The program clearly demonstrates students will have ample opportunities to show mastery of standards. The narrative provided indicates with ample details students will have many opportunities to demonstrate mastery of standards, as the applicant offers students flexibility in when and how to learn the material required to achieve mastery. The applicant indicates through The Learning Café, students may enroll in credit-bearing Class-after-class, have teacher support in flipped classes or online classes, or pursue more traditional instruction in a two-day-a-week block schedule from 3 – 5 PM. These classes are all open to students in grades 7-12; transportation is provided free from several locations within the district.

e. The applicant clearly provides assurances that the program will provide a wide range of learning supports to students with disabilities and to the staff to serve students with disabilities and students who are English

language learners. The applicant provides information on new staff hired to meet the needs of English language learners. The applicant provides details showing the program provides many services for students with disabilities. English Language Learners also receives the required assistance that includes a district coordinator who works with teachers to implement the Sheltered Instruction Observation Protocols strategies in the classroom. Tutors work with small groups of ELL students and on-line supports to make all resources available to the target students. The plan meets most potential requirements of students with special needs.

(D)(2) LEA and school infrastructure (10 points)

10

7

(D)(2) Reviewer Comments:

a. The applicant provides a plan indicating how resources will be available to teachers, staff, administrators, family, students and community at large as a result of the program. For example, each of the Special Education teachers in PK-12 have 1 to 4 iPads to use with students with disabilities along with an array of assistive software such as Boardmaker, Earobics and WriteOutLoud. The plan is technologically oriented in all aspects. The applicant indicates the High School has an additional 100 iPads on carts and the Alternative school has 200 iPads on carts for students to use during school hours. These items will be available to all stakeholders regardless of income.

b. The applicant provides reassurances that technical assistance will be provide to all stakeholders in the program. For example, the applicant indicates the applicant have an extensive offering of online courses from several providers, including Pearson and Edmentum, both offering Common Core aligned classes for students in K-12. Access to these courses is provided through the K-12 OnCourse program, which provides access to computers, coursework, and teachers and tutors as needed. In addition, the applicant indicates Springfield High School and Keifer Academy both operate and fully staff computer labs for students to pursue online courses, and to support students who choose to pursue online learning at home. In addition, the Student Support Call Center would be a new but critical initiative providing much needed after hours support. The expansion of services will allow parents to call the center during evening hours to request technical support for the devices. Parents may also bring the device to a "depot" for repair during evening hours or in person for training. A more complete service for technical support is available for staff and teachers.

c. The applicant clearly shows plan assures the applicant, students and the program staff will have access to and utilize a diverse array of technological system, software and hardware for the collection, storage and analysis of program data. For example, tablets, laptop, processes and tools to match student needs with specific resources and approaches to provide continuously improving feedback about the effectiveness of the resources in meeting student needs will be available. The digital resources will be available utilizing the innovative data and dashboard system described in the narrative. The TBT 5-step process will be used to analyze feedback from assessments and instructional approaches. The applicant is implementing the new evaluation systems OTES and OPES and has purchased a software system (Observation 360) that allows the completion of teacher and principal evaluations on an iPad. A report of results is emailed to the teacher. This software will be utilized for teacher observations and has a component to link directly to cogent professional development.

d. The applicant clearly describes the interrelationship of the data system in place to take full advantage of the technology available and open to all stakeholders in the program. For example, the applicant indicates the data system is accessible through an Internet adaptive portal, which enables more personalized teaching, learning and assessment that guides implementation of a longitudinal personal learning plan for each student; the system permits professional development to accelerate the spread of effective teaching practices within the school system; the portal provides data related to student level of success and available courses. A responsive infrastructure including policies, procedures, technology and support services to support personalized learning implementing data-informed advising and intake processes to aid subsets of students and families.

Weakness

c. Although the applicant indicates the system will have a grade book component that will export grades back to the Progressbook Gradebook system, the applicant does not show if parents will have access to technology to export information in an open data format or through other electronic learning systems.

Weakness

d. Although the applicant provides copious informatio0n on the data system, still the application does not show the LEA will insure the system will have an interoperable data systems.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	10
<p>(E)(1) Reviewer Comments:</p> <p>E1. The applicant has a plan for continuous, on-going improvement on feedback and progress of the project. The applicant has an initial “post plan” to insure quality of administration. For example, the first step of the committee will be to understand all of the grant’s assurances and performance measures. The baseline data and performance measures will also be discussed and understood. After this step is accomplished, the committee will determine monthly, quarterly, and yearly targets, milestones and deadlines for each year of the grant.</p> <p>The applicant provides ample narrative showing the program will use Continuous Improvement Software Evaluation Tool so the committee will determine monthly, quarterly, and yearly targets, milestones and deadlines for each year of the grant. The applicant shows these timelines will consist of steps to meet the assurances as well as to communicate the progress of the grant to individuals such as the Race to the Top transformation team, district staff, parents, board members, and other community stakeholders. In addition, in relationship to staff and teachers, new professional development offerings will be developed internally, using the process of Academic Growth Units and acquired from outside experts. Teachers can earn a growth unit every two years. Each offering will be publicized, scheduled, and tracked via the comprehensive Professional Development management system, MyLearningPlan. As the work of the committee progresses, checks will be made by the committee to ensure the performance measures are being met.</p> <p>Weakness</p> <p>The applicant indicates there are components in place to show and identify un-expected and aberrant results. However, after reports are made, the applicant does not show what will happen and who will be responsible for actions and corrections.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	4
<p>(E)(2) Reviewer Comments:</p> <p>E2. The applicant has a good plan to inform all stakeholders of the progress, action and decisions made by the grant management team in a timely manner. The applicant indicates external stakeholder communication will include sharing the grant’s progress through a variety of regularly scheduled meetings that District leadership attend, including the Business Advisory Council, Council of Neighborhood Associations, Coalition for Justice and Equality, the NAACP, Rotary, Kiwanis, Chamber of Commerce Workforce Development Committee, and others.</p> <p>Internal stakeholder communication to will be critical as they can provide strong feedback about how the personalized learning plans and tools are working for them. Surveys and other reflective formats will be used to determine how well we are meeting their needs. Other meetings, such as school Building Improvement Teams and Labor Management Committee meetings will also keep staff informed as well as provide forums for them to ask questions of the committee. District administrators will be kept informed by the committee of the grant’s progress through meetings such as the Leadership Team and Extended Cabinet meetings.</p> <p>For example, the applicant indicates internal stakeholder communication will provide strong feedback about how the personalized learning plans and tools are working for them. The plan includes surveys and other reflective formats will be used to determine how well the program is meeting needs. Other meetings, such as school Building Improvement Teams and Labor Management Committee meetings will also keep staff informed as well as provide forums for them to ask questions of the committee. District administrators will be kept informed by the committee of the grant’s progress through meetings such as the Leadership Team and Extended Cabinet meetings. The applicant indicates they will collect and analyze data from each of the action plans shared in the grant. Each action plan has built-in progress monitoring.</p> <p>WEAKNESS</p> <p>The applicant does not cover all the required components of a high-quality plan by not indicating personnel responsible for implementation and deliverables of the section.</p>		
(E)(3) Performance measures (5 points)	5	3

(E)(3) Reviewer Comments:

- a. The applicant provides narrative and charts with details of the plan and the rationale for selecting actions and components of the program. The committee will determine monthly, quarterly, and yearly targets, milestones and deadlines for each year of the grant. The timelines will consist of steps to meet the assurances as well as to communicate the progress of the grant to individuals such as the Race to the Top transformation team, district staff, parents, board members, and community stakeholders. New professional development opportunities will be developed internally, using the process for Springfield Academic Growth Units. This will increase the number of highly trained teachers. If the data demonstrate un-anticipated progress, the committee will analyze why the performance measures are not being met and how the strategies set forth in the grant will be revised to meet those measures.
- b. The applicant provides charts for Performance Measures for groups, subgroups for the life of the program.
- c. The applicant provides information on the portion of the plan to review and improve the program. Data will be collected and analyzed from each of the action plans shared in the grant. Each action plan has a built-in progress monitoring. The grant's action plans will be reviewed and updated and will change based on the ongoing monitoring. Specific responsible parties are identified in each action.

Weakness

The applicant indicates "At this time, this measure has not been developed so it is unknown where all students and each subgroup are performing. 2 points not awarded.

(E)(4) Evaluating effectiveness of investments (5 points)

5

3

(E)(4) Reviewer Comments:

E4. The applicant provides evidence that the program will identify the effectiveness of the teachers and leaders of the district by utilizing performance measures that can then be linked to the progress of students in meeting their personalized learning plans and student growth ratings as measured by state assessments. In other words, teachers and administrators will be rated according to the achievements and success of the student body. These results will directly be a core indicator of the effectiveness of the program to achieve the goals.

The applicant clearly describes the components of the program geared to implement professional development and the application of high skill technology, all producing data to evaluate the effectiveness of the program. For example, the applicant gives details indicating a new professional development offerings will be developed internally, using the process for Academic Growth Units and acquired from outside experts. These are the deliverables. Teachers will be able to seek out additional training through allocated time provided by the school system.

The applicant provides information indicating the program is in the second year of a three-year pilot of a district-wide K-12 online program, which has allowed the applicant to develop processes to evaluate a variety of online curriculum providers and platforms, SCSD's plan for implementing a 1:1 initiative for all students will be implemented with a unique approach. Every student will be provided with a device such as a tablet or laptop. Instead of one standard type of device distributed to all students, age appropriate mobile devices will be selected for students in K-3, 4-8, and 9-12. The District Improvement Team's Technology Research Committee will lead the selection process. The Technology Department will also employ a Professional Development Facilitator that creates professional development content currently for staff as well as facilitates most of the Professional Development offered in the district. The Facilitator would work with the Technology Subcommittee and a small group of parents and students to demonstrate user-friendly online training options.

Weakness

The applicant does not clearly show District funded activities or a rigorous evaluation plan.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

F1. a, b, c, I, ii

The applicant provides an excellent budget narrative showing careful consideration has been given to costs of the components of the project. The applicant states the budget has been developed after careful planning and determination of the needs of the program. All funds to support the program are identified.

The applicant presents all expenses of the program in an orderly fashion. The budget is reasonable and capable of supporting the objectives and scope of the program, through the end of the program. The applicant states the budget has been developed after careful planning and determination of the needs of the program. Costs are reasonable in relation to the objectives and scope of the project. Expenditures and personnel responsible for the budget are clearly identified. All funding from all sources are clearly identified within the narrative of the application. One-time investments and on-going expenses are clearly identified and personnel in charge of each clearly identified.

(F)(2) Sustainability of project goals (10 points)

10

8

(F)(2) Reviewer Comments:

F2. The applicant provides a plan to sustain the projects funded in this grant. The applicant shows the plan has definite goals a plan of action, expected results and the sections in charge of accomplishing the sustainability program. A large portion of the funds requested will be used for non-recurring expenses to build data systems, technology (1:1), curriculum and staff capacity. The applicant provides data showing they have carefully considered the ongoing expenses related to these aspects of the plan, and have also carefully considered which aspects of the plan require long term financial and other forms of organizational support. The District has a high-quality plan to sustain the projects funded in this grant. The plan is centered on the re-allocation of human as well as financial resources. In addition, the applicant shows the applicant provides narrative showing how the applicant will be able to sustain the program once federal dollars are gone. The applicant shows once fully implemented the district will be able to maintain the program at the highest levels with a minimum investment.

The applicant projects \$400,000 from state, local and other federal funds to keep the contracts renewed and learning devices up-to-date each year. In addition, the applicant has a plan to seek local foundation funds, state funds, and other grant funds to continue support of the "Promise Neighborhood" project. The program will re-allocate financial resources to support the learning plan coordinators. Other positions will be sustained by re-allocation of human resources.

Weakness

The applicant provides fair plan for Sustainability of project goals but the plan depends too much on expectations and not real facts since they indicate they "will seek" other sources of funding. As such, this is not a high quality plan. 2 points not awarded.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	8

Competitive Preference Priority Reviewer Comments:

The applicant has a good plan because it will be enabling more data-based decision making in projects that are designed to collect, analyze, and use high-quality and timely data, including data on program participant outcomes. In addition, the program will be improving student outcomes relating persistence, and completion and leading to school career success, and provide reliable and comprehensive information on the implementation of components of the programs and participant outcomes by using data from high-quality data systems

The applicant provides convincing data showing how it will meet the requirements of the competitive preference priority. For example, the applicant indicates as part of the application process the district will build long term partnerships that will provide a foundation to expand the career development of every target school in the LEA. The applicant provides substantial documentation showing the community has already made significant commitments to expanding student opportunities in the target area. The list of organizations and individuals involved with the application, implementation and creation of the program is adequate. The applicant completed an extensive and solid strategic planning process during 2012 to bring significant community participation in the

program. The narrative provided indicates the program will be designed to provide three basic services; the first includes direct interventions for students in areas that have been identified as deficient in the common unit assessments. The second is to provide a location and time to receive homework help. The deliverables for the services are excellent and clearly identified.

Once all components are in place, every student will have the opportunity to attend the afterschool programs and technology centers. The applicant shows the program interventions will focus on the students with the greatest need. The after school staff and key staff will actively recruit students to participate in the projects. The applicant has developed a consortium of community partners including several dozen businesses and community organizations who will serve as the center of the school to career resource pool and contribute to the success of the project. The applicant provides charts identifying desired results and goals. The applicant indicates the program is going to set up afterschool programs at each of the targeted schools and other sites. The applicant indicates the program going to track the number of students who receive targeted remediation and the rate of mastery attained by the participants. Structures have been built and will be implemented in a way that every student has the opportunity to meet college and career ready expectations.

Weakness

The applicant does not clearly show how the administration infrastructure is clearly involved in the implementation of all segments of the competitive preference priority. Explicit management intervention is vague.

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		Met

Absolute Priority 1 Reviewer Comments:

Through the application the applicant demonstrates a persistence willingness to employ the latest technology and research to improve and enhance the learning environment within the target schools. The application indicates a transparency of objectives and goals and a desire to involve parents, educators, teachers and the community as a group in the creation of the program, implementation and responsibility to the students. The applicant shows ingenuity and energy in it approach to increase success in the educational experience of the target population. The applicant provides significant and ample documentation on how it plans to meet all the requirements of the grant. All budgetary components are clearly explained and identified with adequate resources available for the program after federal dollars have ended.

The applicant provides ample evidence through the application it will meet the core educational assurances significantly improve learning and teaching through personalization, support for students and educators, accelerate student achievement and deepen student learning and increase the effectiveness of the educators. The application is adequate for the priority.

Total	210	179
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Race to the Top - District

Technical Review Form

Application #0018OH-3 for Springfield City School District

A. Vision (40 total points)

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	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7
<p>(A)(1) Reviewer Comments:</p> <p>This item describes the history of the district's work to date in making changes to existing conditions in order to create a "fresh slate" for reform. Description is provided regarding gains that have been made so far, along with proposed increases for future, and a focus on providing career-embedded training and/or postsecondary degree attainment as a strategy for serving both students and economic growth in the area. A plan to provide electronic devices to each student is cited, in order to emphasize the technological focus of their plan. An assessment plan on a three-week schedule is identified, and professional development for staff is cited, as well as plans for elevating the progress of identified low-achieving schools. The applicant does a good job of articulating a vision for reform that cites a focus on student achievement through personalizing the educational process. While the applicant articulates a credible approach to meeting goals, additional detail regarding what the classroom experience will be like for students and teachers would be welcome as required in (c).</p> <p>As a result, this is not a comprehensive and coherent reform vision at this time.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	6
<p>(A)(2) Reviewer Comments:</p> <p>The applicant provides tabular data regarding the schools' participation, as well as numbers and percentages of staff and students who will participate. As a high poverty district, percentages of participants are high. Additional narrative to describe the selection process would be welcome,</p> <p>As a result, the reform proposal does not support high-quality LEA-level and school-level implementation at this time.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	5
<p>(A)(3) Reviewer Comments:</p> <p>The applicant describes a plan that includes an improved counseling process utilizing the talents of both staff and community members, and a plan to use grant funds to amplify SENS to provide access to electronic personalized learning plans. Tabular information is provided to chronicle both long and short-term outcomes and outputs that are anticipated. The applicant has a good start on a high quality plan but additional information about how the problem-based approach cited will bring about desired outcomes.</p> <p>As a result, the proposal does not provide a high-quality plan at this time.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	5
<p>(A)(4) Reviewer Comments:</p> <p>Tabular data are offered to define goals and anticipated, measured student outcomes. District commitments are described, and some timelines are provided, as well as history on measuring outcomes and instruments used in these measurements, although no data are available for the optional measure of 4e. Additional information regarding why those goals should be met by identified strategies would be welcome. Goals appear achievable, although more ambitious percentages for graduation rates and test scores might be recommended.</p> <p>As a result, the goals do not meet the standards of being ambitious at this time.</p>		

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	11
<p>(B)(1) Reviewer Comments:</p> <p>Applicant describes progress made toward making important changes, with respect to funding and accountability. The district has received some adulation regarding progress. Blended strategies are identified, including extended day instruction, hybrid methods of learning and expanded social services. Partners who provide free content are identified, and</p>		

applicant has a plan for disseminating student performance data available to students, educators and parents designed to improve communication and planning. Applicant indicates that personalization has been most prevalent in high school, but that more choices have been, and will be added, at lower levels, including course choice in middle school.

Applicant cites improved literacy scores as a result of its efforts and a position of 28th of 823 districts in the state which represents improvement.

As a result, this proposal has demonstrated a clear record of success in the past four years regarding student achievement, and equity in teaching and learning.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	4
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(B)(2) Reviewer Comments:

Applicant reports having made significant changes in district leadership and financial responsibility; applicant has received a commendation for changes made and reports a concerted effort to provide financial information to interested parties in a searchable, publicly available website. Applicant has placed 1.5 staff members in charge of communication with respect to budgets and expenditures, and reports a consensus decision-making process for fiscal issues. A Popular Annual Financial Report is available in layman's terms to explain school funds and a forecast for five years out.

(B)(3) State context for implementation (10 points)	10	9
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(B)(3) Reviewer Comments:

Applicant reports being the only district in the state to receive blended learning designation, and is developing a dashboard format to include measures of college and career readiness, including requiring the PSAT for all students. Some courses have been articulated with colleges for transfer of credit, and there has been movement from a "seat time" evaluation to one of evaluating proficiency based on demonstrated knowledge and internships. Applicant reports multiple interactions with state and community organizations as well as with CCSSO as a leader in reform which produce a good matrix for implementation of the proposal.

As a result, the applicant has demonstrated evidence of successful conditions and sufficient autonomy to implement personalized learning environments.

(B)(4) Stakeholder engagement and support (15 points)	15	12
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(B)(4) Reviewer Comments:

Applicant reports having a RttT development team that included district staff, teachers and union, community members and students who met twice a week to draft the proposal. Their work was supplemented with a Wiki. Plans were shared with business constituencies and through a community engagement meeting. A draft was shared individually with the staff of each building for feedback. The state department of education declined to review the grant, but acknowledged having received a copy of the proposal. Letters of support have been provided from the mayor, legislators, IHEs and various groups.

The applicant has provided evidence of meaningful stakeholder involvement in the development of and support for the proposal.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	14

(C)(1) Reviewer Comments:

Applicant cites development of personalized educational plans and a commitment that students will graduate with little or no remediation needed for post-secondary success. Included are early exposure to various career opportunities and educational venues. Career fairs and interaction with business professionals are included. Alumni/ae are involved in advising students through discussion. IHEs are offering a series of workshops and advising sessions to assist students in

reaching their goals. Applicant is using the EPIC assessment to evaluate high school students' college readiness with respect to dispositions. Measures of academic progress and non-cognitive characteristics are used in advising students to advance their progress toward college and/or career, and this effort will begin to include middle school students soon.

Transformation coaches will assist with a personalized assessment and plan for individual students, meeting many of the goals of this criterion. Applicant is partnering with Chamber of Commerce to provide internship opportunities for students. Students are offered many pathways for advancement, including summer, after hours, and accelerated or part time coursework to advance their progress. A plan is underway to have students take more responsibility regarding their progress, however the details and strategies associated with actual responsibility-taking are unclear. Simple access does not ensure this. Additional information about how this strategy would be expected to impact outcomes would be welcome, as it could possibly have a deleterious effect if not monitored appropriately. More detail regarding this initiative is desirable.

As a result, the proposal does not represent a high-quality plan for this criterion at this time.

(C)(2) Teaching and Leading (20 points)	20	15
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(C)(2) Reviewer Comments:

Applicant reports beginning efforts in preschool, since a large percentage of local children are deemed at risk for kindergarten readiness/success. Applicant cites a "third grade guarantee" for all students to be on grade level for reading, following diagnosis and prescription in reading progress at the conclusion of third grade. While such promises are commendable, and while the applicant cites assessments, teacher credential requirements, and literacy interventions that will be employed in this effort, a hard and fast "guarantee" may lead to a situation - as in "No Child Left Behind" - where waivers will be required. Applicant concedes that they fall short in the percentage of students who are proficient or above proficient.

Formative assessment will be emphasized, and the applicant has expressed a commitment to hire the best talent and to conduct ongoing staff assessments with concomitant professional development to support the objectives of the proposal. The assessments will use student achievement as a 50% factor. In addition, integration of CCSS and scoped and sequenced lessons are planned from grades 2 through 11.

While good information is provided regarding technology implementation, additional detail regarding math and science and special education staffing would benefit the plan to articulate a high quality plan.

As a result, the proposal does not represent a high-quality plan for this criterion at this time.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, and rules (15 points)	15	9

(D)(1) Reviewer Comments:

Staff in the central office and school leadership teams have been trained in consensus decision-making and reports again that guide new initiatives; a credit-flex program permits students to take AP exams and demonstrate proficiency in other ways, and students are able to take online courses from IHEs. Students are also able to overload their schedules to implement remediation or quick advancement.

Gifted and talented students are identified in grades 2-8, but the two lines dedicated to them do not describe services in any detail. Additional information on services would align more closely with the criterion regarding instructional practices that are fully accessible to all students.

As a result, the proposal does not represent a high-quality plan with respect to this criterion at this time.

(D)(2) LEA and school infrastructure (10 points)	10	8
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(D)(2) Reviewer Comments:

Applicant identifies recent advances in technology throughout the district, but expresses the desire to have more.

Applicant describes additional federal funding for which they have applied to improve technological capabilities. A HIGH QUALITY PLAN is provided by applicant who expects to improve individual learning protocols with use of wireless devices for students.

Applicant plans to have mobile devices served by charging kiosks, additional HELP DESK staff, and a student support call center. A technology group consisting of parents and students are working on a Call Center Support model, and the district intends to use its own staff for repairs. A state online curriculum personalization software package will be used. The applicant cites multiple strategies for making student data available, although additional information regarding how families might receive training or support in accessing this information would enhance the proposal.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	6
<p>(E)(1) Reviewer Comments:</p> <p>Applicant notes that each of its action plans has a built-in progress monitoring function. While individuals and groups are cited for receiving ongoing results of monitoring efforts, additional information about how corrections might be implemented would be welcome. The plan is high quality with respect to regular feedback on progress although more detail about how corrective measures and improvements would be made would provide greater clarity.</p> <p>As a result of needed clarity regarding how corrective measures and improvements would take place, the proposal does not represent a high-quality plan at this time.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	3
<p>(E)(2) Reviewer Comments:</p> <p>The application cites strategies for providing ongoing communication with stakeholders, Additional strategies would be welcome with an emphasis on engagement.</p> <p>As a result, the proposal does not represent a clear and high-quality approach to continual improvement at this time.</p>		
(E)(3) Performance measures (5 points)	5	3
<p>(E)(3) Reviewer Comments:</p> <p>Appropriate measures of academic progress and use of highly qualified personnel are included; applicant has no clear "social-emotional" remedy other than working with the juvenile court system. Baseline information on most measures is yet to be recorded.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	1
<p>(E)(4) Reviewer Comments:</p> <p>Not found in proposal. Had given progress monitoring information in a prior section, but additional information regarding how corrections might be made as a result of monitoring would be welcome.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8
<p>(F)(1) Reviewer Comments:</p> <p>Applicant explains that a large portion of funds being requested will be non-recurring, and asserts that through grants that have been received before from various constituencies, they are well versed in establishing sound fiscal policies with respect to implementation well after the grant funding has ended. While a large percentage of funding will be used to build</p>		

capacity in existing staff, other expenditures will be related to hiring new talent, and they will sustain this extra expense. Applicant cites a bond issue that was approved by the voters that will assist with ongoing funding.

(F)(2) Sustainability of project goals (10 points)	10	8
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(F)(2) Reviewer Comments:
 Applicant has cited a bond issue approved by the voters, as well as sustaining interest from IHEs; these circumstances, plus a HIGH-QUALITY plan to re-allocate financial resources, support the sustainability of the plan, although the applicant suggests that they will continue to seek additional funds for additional private and governmental grants.
 The proposal represents a high-quality plan to sustain the project's goals after the term of the grant.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	6

Competitive Preference Priority Reviewer Comments:
 Applicant lists a comprehensive roster of partners and responsible staff for various actions related to the proposal, as well as timelines associated with those actions. Emphasis will be placed on improving relationships with partners for an early childhood approach to student and family support. Applicant also cites an emphasis on advocacy for early childhood services at the state level. The kindergarten readiness assessment will be used as the measure of success; child care providers are identified as needing professional development; a plan for providing this professional development is included, and an outreach to Hispanic students and families is planned.
 No other LEP / ELL constituency is cited.
 Additional information on creating a decision-making process and assessment of applicant progress would be welcome.
 Ambitious performance measures are cited; unclear if they are achievable.

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		Met

Absolute Priority 1 Reviewer Comments:
 Applicant cites multiple approaches to personalizing learning plans for students.

Total	210	140
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