



# Race to the Top - District

## Technical Review Form

Application #0150FL-1 for The School Board of Broward County, Florida

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<b>(A)(1) Reviewer Comments:</b>		
Applicant presents a compelling reform vision that builds on its prior work across the four core educational assurance areas. Four discreet goals for the project are detailed, and a Strategic Plan reflecting the district's culture and its priorities for improving student achievement is included in the Appendix. The proposal provides a clear and credible approach to the goals of accelerating student learning, focused on implementation of a personalized learning program that augments and expands the district's current efforts at providing blended, student-centered learning. The applicant provides detailed descriptions of what student learning and teaching will be like under the proposed project. Full points are awarded.		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<b>(A)(2) Reviewer Comments:</b>		
Applicant clearly describes the process it used to select 57 elementary schools and 17 feeder pattern middle schools, targeting English Language Arts and Literacy, Math, and Science content. The applicant decided to focus on particularly grade-level bands and subjects in which there is a demonstrated need for reform based on the district's stagnant trends in combined proficiency of tested subject areas. An application to participate in the RTTD program was issued to all elementary and middle schools, and, to determine commitment level,s the schools were asked to send in proposals to participate in the proposed RTTD initiative. A selection committee including representatives from various district departments evaluated the proposals and considered a wide range of criteria, resulting in the selection of the participating schools.The district identifies the participating schools with all required information. Full points are awarded.		
(A)(3) LEA-wide reform & change (10 points)	10	7
<b>(A)(3) Reviewer Comments:</b>		
The applicant provides a well-developed, high-quality plan for how the program will translate into meaningful reform for the 74 elementary and middle schools participating in the program, but the plan is less focused on scaling up beyond those schools. The theory that the applicant presents is that, by implementing personalized learning environments at select fifth-grade elementary classrooms and their feeder pattern middle schools, the result will be differentiated instruction, increased student engagement and collaboration, students enabled to perform real-world, complex learning experiences, and maximization of technology for communication, collaboration, research, and the presentation of knowledge, which collectively will maximize all student learning outcomes across the district. The scale-up is thus loosely described in the proposal, but not fully developed. Thus, while the narrative and logic model shows how the proposal will help the applicant to reach its outcomes goals, the narrative does not fully and comprehensively demonstrate how the program will meet the criterion's requirement of supporting district-wide change beyond the participating schools. For example, no reference to the program's eventual impact on high schools is made. A score in the top of the middle range is provided.		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8
<b>(A)(4) Reviewer Comments:</b>		
The applicant has identified specific student goals from the district's Strategic Plan and supplemented them with specific performance goals on summative assessments. The chart for (A)(4)(a) and (b), however, seems to aggregate multiple proficiency score on multiple tests into one overall baseline at each level of schools. The baseline scores could not be the exact same for every subject included in the list of summative assessments used, so it is not clear what the baseline actually represents or how it was determined. Over, the year-to-year goals provided for performance on summative assessments and decreasing achievement gaps appear to be both ambitious and achievable (generally two to four point		

improvement a year for each, varying by subgroup). The goals for (A)(4)(c) and (d) are more clearly presented and are appropriately ambitious yet achievable (two to five points a year gains on high school graduation rates across the subgroups, and one to two points a year gains on college enrollment rates). A score in the bottom of the top range is awarded.

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

	Available	Score
<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	15	12
<b>(B)(1) Reviewer Comments:</b>  The district provides a significant amount of evidence demonstrating evidence of advancing student learning and achievement and increasing equity, but much of it is in the forms of isolated snapshots of success over a particular year to year comparison (rather than a four-year record of success), or select subgroup and not showing improvement by the district overall. Improvement shown in the federal graduation rate is particularly impressive from 2006-07 to 2011-12, however. Evidence of black-to-white and Hispanic-to-white achievement gaps decreases from 2012 to 2013 of one to four percent at various grade level is provided. The district has a demonstrated record of success in implementing ambitious and significant reforms in low-achieving schools. College enrollment rates are not addressed. The district makes student performance available through its behavioral and academic support information system (BASIS) and provides evidence of how this system is used to improve participation, instruction, and services. A score in the lower end of the high range is awarded.		
<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	5	4
<b>(B)(2) Reviewer Comments:</b>  Applicant clearly describes how it makes available information on school-level expenditures from State and local funds across all four sub-elements (a) through (d). Examples are provided in the Appendices of school-level expenditures in each category required. It is not clear, however, if the actual personnel salaries at the school level are based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances. Overall, however, the proposal demonstrates a high level of transparency in the district's processes, practices, and investments. A score in the high range is awarded.		
<b>(B)(3) State context for implementation (10 points)</b>	10	10
<b>(B)(3) Reviewer Comments:</b>  The proposal clearly describes the Florida legislative and regulatory landscape, which provides significant autonomy to implement personalized learning environments. Among the statutes described are Florida's 2012 statute on acceleration options in public education, the Florida Digital Learning Now Act, and a statute that created the Digital Instructional Materials Work Group. Such conditions have provided the groundwork to enable this project to be successful, innovative, and reflective of the college and career-ready needs of today's students entering college or the workforce. Full points are awarded.		
<b>(B)(4) Stakeholder engagement and support (15 points)</b>	15	9
<b>(B)(4) Reviewer Comments:</b>  This section provides evidence of uneven stakeholder engagement and support. There is no letter of support from the teacher's union. It's not clear how parent and student input was collected, although references are made to engagement of all stakeholders in intensive and productive discussion to gain buy-in and commitment. The direct stakeholder engagement appears to have mostly been with principals, who were then activated to relay the details of the proposal to the site level. A clearer narrative focused on specific stakeholder groups would have helped bolster evidence of meaningful stakeholder engagement. A score in the middle range is awarded.		

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

	Available	Score
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<b>(C)(1) Learning (20 points)</b>	20	16
<b>(C)(1) Reviewer Comments:</b>		
<p>The applicant provides a very thorough description of how it plans to improve learning and teaching by personalizing the learning environment in order to provide students the support to graduate college- and career-ready. The narrative narrowly tracks each sub-element of this criterion, although it misses covering some of the elements of a high-quality plan required under by the notice (clear timelines for action steps with clearly identified responsible actors, etc.). Overall, the proposal does a very good job of showing how the district will develop a digital student's learning profile that captures students' learning styles and preferences as well as social/academic needs; engage students in a high-quality, technology-supported teaching and learning environment; guide and support students' mastery of standards for college- and career-readiness including opportunities for acceleration; and increase engagement and motivation in a personalized learning environment through the use of high-quality digital content and resources aligned to students' learning goals. A score in the bottom of the high range is awarded.</p>		
<b>(C)(2) Teaching and Leading (20 points)</b>	20	17
<b>(C)(2) Reviewer Comments:</b>		
<p>The applicant provides a very thorough description of how it plans to improve teaching and learning by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. The narrative narrowly tracks each sub-element of this criterion, although it misses covering some of the elements of a high-quality plan for sub-elements (a) through (c), as required by the notice (clear timelines for action steps with clearly identified responsible actors, etc.). A high-quality plan is present for sub-element (d), however. The proposal does a very good job of integrating its main project deliverables in the area of Teaching and Leading into the narrative for this criterion: development of a plan to kick-off the project for school leaders and teachers; development and delivery of blended learning modules to support teachers and school leaders in the implementation of personalized learning; and development of a support plan for each school's Professional Learning Communities. A score in the bottom of the high range is provided.</p>		

## D. LEA Policy and Infrastructure (25 total points)

	Available	Score
<b>(D)(1) LEA practices, policies, and rules (15 points)</b>	15	13
<b>(D)(1) Reviewer Comments:</b>		
<p>The applicant clearly and comprehensively outlines its practices, policies, and rules facilitating personalized learning. The district has in place procedures and protocols that ensure clearly defined lines of authority that supports the goals and mission of the system, as well as a comprehensive set of standards that guide the system and schools. The district's organizational structure is detailed and is designed to support student achievement and aims to optimize the efficiencies and effectiveness of district processes. The district provides school leadership teams in participating schools with sufficient flexibility and autonomy to manage school schedules, staffing models, personnel decisions, and to some extent school budgets. The district's progression plan establishes the requirements and procedures for student progression in the district and includes whole grade and midyear promotion, subject-matter acceleration, virtual instruction in higher-level subjects, and a credit acceleration program. Students have the opportunity to demonstrate mastery of standards at multiple times and multiple comparative ways. The discussion on learning resources and instructional practices note that all students regardless of need, will be able to access digital content from digital devices and/or a virtual desktop used in the classroom and at home including a link to the district's Local Instructional Information System. The district does not appear to have a defined plan for helping low-income families with access to Internet access, however (even though 17 percent of students surveyed do not have computers at home and 18 percent do not have Internet access at home). A score in the high range is awarded.</p>		
<b>(D)(2) LEA and school infrastructure (10 points)</b>	10	9
<b>(D)(2) Reviewer Comments:</b>		
<p>The applicant clearly and comprehensively outlines the district and school infrastructure that supports personalized learning, addressing each sub-element of this criterion. The project promises to benefit all participating students by providing access to technology to enhance learning, including providing students access to digital devices, connectivity, e-learning applications, and other digital tools that leverage student learning and interaction throughout their daily lives. The district's IT department will provide high-quality, readily accessible technical support using various modalities to administrators,</p>		

teachers, non-instructional staff and parents. The online Learning Management System, along with an Instructional Improvement System (virtual counselor) will assist teachers, students, and parent identify critical areas of need. The proposal plans to integrate data systems through which administrators and educators have access to decision-making information. The plans would benefit from greater identification of timelines for implementing infrastructure supports and detailing how each action step will be sequenced. A score in the high range is awarded.

## E. Continuous Improvement (30 total points)

	Available	Score
<b>(E)(1) Continuous improvement process (15 points)</b>	<b>15</b>	<b>10</b>
<b>(E)(1) Reviewer Comments:</b>  The applicant has a solid plan for continuous improvement process, but the detailed narrative does not contain all the elements of a high-quality plan, as defined by the notice. For example, insufficient attention is provided to detailed timelines for each action step, and the continuous improvement plan is light on discussion of how professional development will be delivered for continuous development of existing teachers and development the skill-sets and knowledge base of new teachers, taking advantage of what's learned during the term of the grant. Insufficient detail is also provided related to the data gathering instruments that will be used as part of the continuous improvement process. A score in the middle range is awarded.		
<b>(E)(2) Ongoing communication and engagement (5 points)</b>	<b>5</b>	<b>5</b>
<b>(E)(2) Reviewer Comments:</b>  The applicant provides a thorough description of the methods of ongoing communication and engagement it will use, including the responsible party, target audience (both internal and external stakeholders), purpose, and frequency (Figure 17). Internal and external stakeholders will have the opportunity for input and feedback in the planning and implementation phases of the project. At least once a year, the District will conduct a full performance management audit/review to review status report, issues, and risks, as well as to identify and communicate potential risk and issues that may affect the schedule, budget, or deliverables. At project milestones and with evidence of final effectiveness from the evaluation, District staff will make presentations to the public and other interested school districts to promote general awareness of the project for scale-up and replication. Full points are awarded.		
<b>(E)(3) Performance measures (5 points)</b>	<b>5</b>	<b>4</b>
<b>(E)(3) Reviewer Comments:</b>  Applicant clearly identifies and describes the data sources it will use to measure progress towards achieving the program's performance measures. The performance measures are generally sufficiently ambitious and achievable, with a couple exceptions. It seems curious that 99-100 percent of district teachers and principals are evaluated as at "effective" or better under the Florida teacher and principal evaluation systems. The goals for grade 5 math for the on-track college- and career-readiness goal (8-9 percent gains a year for the term of the grant) seem overly ambitious. In addition, a 20 percent gain for 8 <sup>th</sup> grade science in one year for the on-track college and career-ready goal seems unrealistic. The application describes its rationale for selecting each measure and covers more broadly in the narrative how the measures will provide rigorous, timely, and formative leading information tailored to the proposed plan. The proposal discusses the role of the external evaluator but is not explicit in how it will review and improve the performance measures over time if any prove insufficient to gauge implementation progress.		
<b>(E)(4) Evaluating effectiveness of investments (5 points)</b>	<b>5</b>	<b>4</b>
<b>(E)(4) Reviewer Comments:</b>  The narrative provides a detailed set of questions to be used in the evaluation process and details the process to be used for rigorously evaluating the effectiveness of investments, although several elements of a high-quality plan, as defined by the notice, are not included (clear timelines for action steps, for example). The project director will work with the external evaluator and staff from the participating schools and district to identify and collect all necessary data elements to ensure compliance with program requirements for effectively assessing progress towards meeting the program's monthly and annual objectives. In addition to reporting on the required performance measures, the project's external evaluator will		

address the Race to the Top-funded activities as they relate to professional learning for school leaders and teachers, infrastructure and technology usage, access of digital resources to teach and learn, and parent and community engagement. A score in the high range is provided.

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8
<b>(F)(1) Reviewer Comments:</b>		
The budget is well developed at the project level and the level of detail and analysis provided supports the conclusion that the budget is both reasonable and sufficient to support the development and implementation of the applicant's proposal. Additional detail is needed, however, on what non-grant funds will be supporting the project, and what specifically are the ongoing operational costs (distinct from one-time grant investments) that the district will incur after the grant period ends. A score in the high range is provided.		
<b>(F)(2) Sustainability of project goals (10 points)</b>		
<b>(F)(2) Reviewer Comments:</b>		
This is one of the weaker areas of the application. The applicant focuses on building capacity among teachers to lead and mentor other teachers in transitioning to personalized learning environments, maintaining school leadership and commitment, leveraging current and projected funding, and installing technical systems that support cost-effective methods to insure access for students. The required elements of a high-quality plan, as defined by the notice, are not present, however. A score in the middle range is awarded.		

## Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	5
<b>Competitive Preference Priority Reviewer Comments:</b>		
The competitive preference priority aims to engage a wide range of local partners to align resources to support the "whole child" in personalized learning environments. However, most of the work described under this priority is being accomplished through a wide range of district offices, not partnerships with separate nonprofit or other organizations. Several ongoing partnerships are briefly mentioned, but they are not developed. The applicant addresses each of the six elements of this criterion in organized fashion, however. Population-level performance measures are included and adequately explained. The proposal described how the "partnership" of district offices and district personnel would track the selected indicators, use the data to target its resources, develop a strategy to scale up the model, and improve results over time. It is not particularly clear which community organizations will be provided services that the district will integrate with educational instruction. The partnership described in sub-element (5) seems largely limited to district offices and staff helping to build the capacity of staff in participating schools. The performance measures identified under element (6) are adequately described but not quantified, making it difficult to ascertain if they will be "ambitious yet achievable" in practice. A score in the middle range is provided.		

## Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		Met
<b>Absolute Priority 1 Reviewer Comments:</b>		
The applicant coherently and comprehensively addresses how it will build on the core educational assurance areas to create personalized learning environments. The proposal has a clear focus on creating personalized learning environments that are designed to improve learning and teaching, accelerate students achievement, and improve teacher effectiveness.		

Applicant provides a clear path for how it will use such personalized learning environments to increase student achievement, decrease achievement gaps between subgroups, and increase high school graduation rates.

Total	210	166
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## Race to the Top - District Technical Review Form

Application #0150FL-2 for The School Board of Broward County, Florida

### A. Vision (40 total points)

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

#### (A)(1) Reviewer Comments:

The LEA sets forth a comprehensive, clear, and tightly connected reform vision. The district's 2011 strategic plan shares conceptual terrain with the core assurance areas, particularly around the "personalized pathways of learning" model in place for students K-12. They have titled their proposal "Personalized Learning for Equity of Outcomes (PLEO)," proposing to extend a promising initiative, Digital 5, from fifth grade into middle school years.

- Regarding the core educational assurance areas,
  - to implement standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy, they have already begun various models that personalize learning (Innovations for Learning, Digital 5). They have fully adopted Common Core K-12, and have an award-winning website to support the transition. They start strong, which is an effective launching pad.
  - to create data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction, the LEA has a "Virtual Counselor" online interface to monitor attendance, discipline, grades, credits earned. This service is available 24/7 to students and parents. Internal data systems available to educators and school leaders include BASIS guidance system and BEEP education portal. The LEA uses Pinnacle for daily grade book work, and SAP for performance rewards for educators linked to students' achievement. These are in place because of the state's RTTT-S award.
  - To recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most, the LEA has in place many conditions as a result of RTTT-S funds, including a teacher evaluation system, administrator evaluation system, and is finalizing a superintendent evaluation system. The description provides a sense of the components of the score but does not indicate how these evaluations would feed into intervention or shifting educators into or out of highest-need settings.
  - To turn around the LEA's lowest-achieving schools, they have a system that has already restructured two elementary and two middle schools under Student Success Opportunity Schools. The included SSOS interventions seem promising (implementation of workforce readiness, birth-3 learning center, new programs focused on literacy and STEM.)
- Regarding their approach to accelerating student achievement, deepening student learning and increasing equity in learner-centered ways,
  - the foci of extending the Digital 5 program emphasizes personalizing instruction, increasing engagement and collaboration in real-world learning experiences, and integrating technology in multiple ways.
  - they evidence effective commitment to reexamine scheduling and use of time.

- Regarding the proposed classroom experience for students and teachers,
  - they provide a clear, specific, and comprehensive view of what the proposed expansion of Digital 5 would entail, from the perspective of the teacher, student, school leader, coach, parent, and community leader.
  - the level of detail made clear how well-thought-out their plan is, including classroom layout plans.
  - they have anticipated where each constituency will begin as well as how their experience will unfold over time.
  - teachers will use Schoology, an online educational community resource, to support their technology-enhanced personalization of instruction.
  - they propose to integrate with state resources (Florida Technology Integration Matrix) to connect educators to a larger professional learning community.
  - the various models place the student at the center of these initiatives, and the LEA proposes to further attune this process by having students complete a learning styles assessment. Appropriate interventions and accommodations related to this personalization are set forth.
  - their vision aligns with content standards as well as NETS-T and NETS-S frameworks for digital learning.
  - they provide a screenshot of the LMS in use as evidence of this integration work.
  - the description of the school leader's role in effecting these changes is clear and well-described.
  - the description of instructional coaches' roles is similarly well-described and aligned with the central focus of the proposed activities.
  - several offerings for parent support and engagement are described.
  - connections to business and community partners are clearly described and supported by letters from key partners.
  - connections to higher education are described and clearly conceptualized, both to ready students for college and to support and advance educators' learning.

The LEA has set forth a very clear and strong approach to address each of the areas listed in this criterion. As such, it merits the highest score.

<b>(A)(2) Applicant's approach to implementation (10 points)</b>	<b>10</b>	<b>8</b>
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#### **(A)(2) Reviewer Comments:**

The LEA has set forth a clear approach to implementing reform in the participating schools.

- They have described the process used to select schools to participate. Their rationale focuses on particular grade level bands and subjects where they have diagnosed "stagnant trends in proficiency," extending upward from fifth grade into middle school, and eventually to reach all schools after the grant period. They describe the process used for initial recruitment of schools into Digital 5. To gauge commitment, the LEA asked elementary and middle schools to apply to participate. 17 middle schools and 24 elementary schools were selected. It is unclear whether this selection process excluded highest-need schools from the participation threshold because of insufficient demonstrated commitment.
- They have provided a list of all the schools that will participate in the grant activities. Schools that were selected were engaged in the development and revision of the proposal.
- They have shared the total number of participating students, and noted which of those are identified as low-income and high need, as well as participating educators in each school. Low-income population percentages ranged from 21% to 100%.

The description and rationale are clearly aligned with the proposed grant activities, and set forth an approach likely to lead to high quality implementation. However, the selection process makes it unclear whether some needy schools were not able to engage, and so this criterion merits a score in the middle of the high range.

<b>(A)(3) LEA-wide reform &amp; change (10 points)</b>	<b>10</b>	<b>6</b>
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#### **(A)(3) Reviewer Comments:**

The LEA has proposed a high quality plan describing how their reform proposal will be scaled up and translated into meaningful reform within the grant period, though not as clearly beyond. Their proposal as a whole represents a scaling-up of pilot initiatives already begun.

- Regarding enactment of change beyond the participating schools,
  - they propose to evaluate and document successful components, assess needs, resources, partners and barriers,

- it appears that the applicant understood this criterion to be asking about the 'scale up' represented by their shift from the Digital 5 pilot into the grant period, as opposed to the scale-up from the proposed participating schools to the district as a whole (as listed "beyond the participating schools." Little evidence is provided of this, which is a weakness.
- Regarding their plan to reach outcome goals, they have clearly specified relationships between key foci of the proposed activities (Figure 5).
- Their high quality plan specifies goals, parties responsible, activities, timeline, and deliverables.

In sum, the applicant has presented a clear case for their plan for change, but less concrete plans for their plan to scale up after the proposed intervention, and thus merits a score in the high end of the middle range.

<b>(A)(4) LEA-wide goals for improved student outcomes (10 points)</b>	<b>10</b>	<b>10</b>
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**(A)(4) Reviewer Comments:**

Appropriate instruments and conditions are set forth to allow the LEA to assess whether or not its proposed activities result in improved learning, performance, and equity. They have set ambitious and achievable goals to improve student learning and move all students toward proficiency and beyond.

- Regarding performance on summative assessments, they plan to
  - increase 5th grade students' proficiency in reading, math and science from 40%-69%.
  - increase 8th grade students' proficiency in reading, math and science from 41%-57%.
- Regarding achievement gaps, they forecast gains that will reduce gaps between the highest performing group (White students) and lowest performing group (ELL students) from 48 percentage points to 22 (high school readiness index), while increasing performance across all groups.
- Regarding graduation rates, they plan to increase high school graduation rates from 76%-90%; how the focus on middle school improvement will lead to this increase is unclear.
- Regarding college enrollment, they plan to increase the rate from 57%-64%; how the focus on middle school improvement will lead to this increase is unclear.
- Regarding post-secondary degree attainment, the optional criterion, no description or data are provided.

These goals as set forth seem supported by the data and are accompanied by appropriate rationales. Their focus on middle school practices is well-explained and grounded in existing pilot initiatives. They are ambitious and achievable. In sum, this criterion merits a high score.

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

	<b>Available</b>	<b>Score</b>
<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	<b>15</b>	<b>11</b>

**(B)(1) Reviewer Comments:**

The LEA establishes a measured track record of success in advancing student learning and achievement and increasing equity in learning and teaching. They include data from the past three years in content area achievement, and the past seven years for graduation dates. They also include summary data from their Broad Prize recognition, describing narrowing of achievement gaps between ELL learners and highest performing students.

- Regarding improved student learning outcomes and reduced achievement gaps, focused on improved achievement, graduation rates, and college enrollment, they describe increased performance among selected groups (e.g. middle school algebra, 5th grade math). Their graduation rates have increased nearly every year, with highest gains among underperforming subgroups. FCAT and EOC data to provide evidence for these claims are not presented.
- Regarding improvements in persistently low-achieving schools, the SSOS initiative (described earlier) has repurposed low-achieving schools and infused new resources in significant and ambitious ways. They propose to use the School Performance Framework (SPF) with multiple indicators of success around academic and non-academic issues. Whether or not the schools in need of most intervention are included in the participating schools has not

been made clear.

- Regarding making data available to students, educators and parents, the BASIS system collects and disseminates information to students, educators and parents, including a "graduation status letter," updated in realtime to monitor progress toward graduation.

The LEA has set forth strong descriptions of their record of success, though only limited substantiating evidence. As a result, it merits a score in the high end of the middle range.

<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	<b>5</b>	<b>5</b>
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**(B)(2) Reviewer Comments:**

The LEA has made budgetary information accessible to the public in multiple ways, and have won awards for effective financial practices.

- Personnel salaries, including broken out by instructional staff only, teachers only, and non personnel expenditures are identified. Representative reports at the school level are presented in the appendix providing evidence for the narrative.
- The LEA has provided school financial reports to each student electronically, via hard copy and through school newsletters.
- They engage in mandatory performance and financial audits.
- Financial management procedures and processes are disseminated to guide district and school financial staff.
- A high degree of transparency is evident in these documents.
- They won an award for excellence in financial reporting in 2010.
- The district makes its data available at the state level as well and is accountable to state-level financial transparency requirements.
- Further support for financial soundness and effective fiscal management comes from appropriate structures that exist in the district to monitor and disseminate grant funds.

A high level of transparency is represented in the narrative and the artifacts, and the soundness of their financial practices have been recognized, and so this criterion merits the highest score.

<b>(B)(3) State context for implementation (10 points)</b>	<b>10</b>	<b>8</b>
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**(B)(3) Reviewer Comments:**

The LEA provides strong evidence of state support but limited evidence regarding their degree of autonomy and local control.

- The district is engaged in productive collaboration with state-level education leadership around key issues related to the proposed grant, as evidenced by Broward's Superintendent service on the Florida 2.0 Digital Learning Group taskforce.
- State-level requirements of districts are aligned with the priorities of this grant (e.g. access to high quality digital learning environments customized to learners). Florida House Bills 7059 and 7063 are examples.
- Definitions of course materials have been revised to recognize digital media, and House Bill 5101 requires transition to digital instructional materials.
- Extensive descriptions are made of successful conditions, but little evidence of district autonomy is presented.

Because of the ambiguous degree of autonomy enacted in state educational policy despite the strong state-wide context for support, this applicant has demonstrated a somewhat limited case regarding conditions for implementing the vision set forth in the proposal, and merits a score in the low end of the high range.

<b>(B)(4) Stakeholder engagement and support (15 points)</b>	<b>15</b>	<b>7</b>
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**(B)(4) Reviewer Comments:**

The LEA included some materials evidencing engagement of stakeholders in the development, revision, and refinement of the grant proposal. These included

- Regarding principal engagement, an August 20th meeting engaged principals, who were then charged with disseminating information to teachers, students, and parents. These principals were also tasked with submitting materials demonstrating their commitment to the proposal by September 10th.
- Regarding student, family, and teacher engagement, these stakeholders were "engaged in intensive and productive discussions to gain their buy-in and commitment to the project" though no evidence is provided regarding how their perspectives led to revision based on their engagement and feedback.
- Regarding union engagement, no mention is made in the narrative, though the LEA does have collective bargaining representation. The appendix table of contents indicates that there should be a letter of support from the union, but none was included.
- Regarding letters of support, a variety of perspectives from teachers, parents, students and principals are presented, some of whom already participate in the Digital 5 pilot. Broader evidence of stakeholder engagement (surveys, interview, focus groups) is not presented.

The LEA has provided selected evidence of principal stakeholder engagement, but much less for the other key stakeholders, especially regarding how their suggestions and perspectives informed the design and revision of the proposal. Therefore, it merits a score in the low end of the middle range.

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

	Available	Score
(C)(1) Learning (20 points)	20	19

### (C)(1) Reviewer Comments:

The LEA has set forth a strong plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. Key project areas include development of digital student learning profiles, engaging students in technology-integrated learning environments, to connect these efforts to student learning goals as well as college- and career-ready standards. They will focus on 5th-8th grade interventions, continuing efforts piloted in the Digital 5 program.

Regarding their proposed approach to learning that engages and empowers all learners, in particular high-need students, to fully engage in learner-centered and goal-oriented experiences in schools:

- They concretely plan to help students understand that what they are learning is key to their success in accomplishing their goals by creating a Student Learning Profile(SLP) and engaging all 5th grade students in career and education planning. These efforts continue within courses in 6-8th grades. State level resources (e.g. Florida Choices) support these efforts. Students are given choices to attend Magnet programs.
- They will help learners identify and pursue learning and development goals linked to college- and career-ready standards/ requirements, understand how to structure their learning to achieve their goals, and measure progress toward those goals via the SLP, interest and learning style surveys, and pre- and post- assessments in social emotional and intellectual skills. The SLP includes academic performance indicators as well as narratives, motivations, goals statements. Teachers may use the BASIS system with students for conferencing and goal-setting. Performance based advancement and accelerated options are available for students. All these are aligned with state and national content standards.
- They will involve learners in deep learning experiences in areas of academic interest by working in various configurations (individually, pairs, groups/ teams) in person and virtually. Project-based learning initiatives grant learners responsibility and autonomy. This work is connected to the Schoology tool, which is appropriate to support these efforts. Their plan in this area is particularly strong.

- They will ensure access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning by continuing district diversity learning requirements (School Board Policy 6000.1), involving units of study that "require students to answer an essential question ... from multiple perspectives." Their rationale is supported by current research on students' own interrogation of their identities (Tatum). This scholar's work particularly emphasizes strategies for supporting African American male student achievement, one of the target achievement gap groups of the grant. The conceptualization of this component is particularly strong and clear, which suggests good uptake by participating teachers.
- They will develop learners' understanding of critical academic content and skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving by articulating required shifts that teachers need to make in their practices, integrating student access to electronic resources aligned to content instruction, and integrating literacy skills across all content areas in ways that are standards-aligned.

Regarding their proposed approach to granting access to learners:

- They propose a personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready by
  - teacher personalization efforts in the Learning Management System;
  - offering innovative options for curriculum "compacting and telescoping" through the state's ACCEL program, allowing students to go in greater or less depth into content;
  - an accepted competency-based assessment system;
  - expanding teaching approaches using blended teaching and learning, informed by the sound and respected UbD framework;
  - enriching content through high quality content, with the partnership with Beanstalk Innovation provided as evidence of improvement processes and support Schoology migration, and use of KNO digital textbooks (enthusiasm for which was supported in the student letters);
  - single sign-on to integrate access to Schoology and BEEP for students, parents and teachers;
  - definingthecore.com website to support Common Core alignment;
  - feedback on students' progress toward outcomes in content, skill, and value (defined as behaviors and attitudes). Teachers will be able to use the LIIS to gauge student learning, in addition to Benchmark Assessment Tests, FCAT, and FAIR.
  - accommodations of high quality strategies for high need students, in the design of grouping strategies, granting teachers greater contact with high need students, assessment of life skills, alignment with IEP goals (aligning with SLP).
  - supplemental resources through I-station, which provides access in 15 different languages and aligned to Common Core.
  - engagement of parents throughout the proposed activities, including workshops on goal-setting, access of digital resources, navigation of the LIIS and LMS, and conferencing.
  - they do not describe how to ensure access for parents and students without technology tools at home, despite 24/7 availability; it is possible that the students' devices will have connectivity that would ameliorate this situation, though how parents are to access resources while the child is in school with the device is unstated.

Regarding mechanisms to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning,

- they propose training for students in digital literacy and citizenship, measured by the student tool for technology literacy, a state designed instrument.
- identification of responsible parties, led by the Office of Academics, particularly with Instructional Curriculum Support

leaders.

The LEA has provided comprehensive description and evidence regarding their capacity to improve learning and teaching, with the exception of a description of how they plan to support parents and families with limited technology access. As a result, this merits a score in the high range.

<b>(C)(2) Teaching and Leading (20 points)</b>	<b>20</b>	<b>20</b>
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**(C)(2) Reviewer Comments:**

The LEA has substantively addressed the required elements of a high-quality plan to help educators improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or college- and career-ready graduation requirements for all learners, particularly those with high needs. In this section, they describe their plans to launch the project, support teachers in developing and delivering blended learning modules, and develop support plans for school PLCs. They plan to:

Support the effective implementation of personalized learning environments by:

- modeling personalized learning as well for teachers, offering different paths and modes of professional learning. This is a strength, as it engages teachers in the same set of opportunities and expectations as for students.
- having teachers complete a learning styles assessment, just as will be required of students.
- transitioning from a kickoff phase, to planning/ launching, to implementation, to sustainability. These phases are clearly described and differentiated. A related timeline is presented showing efforts related to elementary (grade 5) and middle (grads 6-8) schools.
- providing concrete examples of key activities in each phase, reinforcing the plausibility and strength of the proposed approach.
- the phases strongly reinforcing modes of collaboration and mentorship that are effective in school, and evidence a gradual release of responsibility to school- and practitioner-based autonomy.
- using Marzano iObservation to evaluate teachers and attune offerings to particular practitioner needs.

Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches by:

- preparing teachers in understanding and interpreting realtime data from the district and the LMS.
- creating and selecting projects aligned to standards and students' learning modalities.
- developing teachers' practices related to social emotional learning opportunities for students.

Measure student progress toward meeting college- and career-ready standards, or college- and career-ready graduation requirements, and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators by:

- enabling teachers to present content in "digestible bites."
- expanding teachers' use of formative assessment practices.
- increasing the frequency and quality of conferencing with parents and students, empowering students to track their learning.
- supporting teachers in competency-based assessment practices aligned with standards.
- modeling strong practices between practitioners using Lesson Study models.

Improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal

evaluation systems, including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement, by:

- continued use of the Broward Instructional and Development and Growth Evaluation (BrIDGE) plan for teachers, begun in the RTTT-S grant.
- regularly using Marzano's observation protocol for educator evaluation and feedback.
- mechanisms for evaluating principals and noninstructional staff are not described.

Support key constituencies in learning how to use tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements, by:

- using Virtual Counselor, begun in the RTTT-S grant, to present performance data tied to teachers and schools.
- expanding teachers' and administrators' capacity to use these data.
- continuing use of BASIS.
- providing training and educator engagement via BEEP and Schoology single-sign-in.

Provide training to school leaders and school leadership teams around creating high level learning environments to support this work by:

- immediately engaging school leaders in understanding key components of the grant, particularly around climate and culture for personalized learning, teacher evaluation, innovation, flexible scheduling and budget, systems for PLCs, Standards-based instruction, leading, digital citizenship, parent partnerships, and use of the LMS.
- further school leader supports are described in phases 2 and 3, including "side by side" coaching, and peer mentoring between principals as "Personalized Learning Facilitators." A timeline and specific goals for these efforts is presented.

Present a high quality plan to increase students' access to effective and highly effective teachers and principals, including in hard-to-staff schools, subjects and speciality areas by:

- clearly specifying all goals, phases, deliverables, parties responsible related to this multiphase proposal. The elements of the high quality plan are clear, connected, and warranted. Leadership thereof is clear and coherent.

The LEA provided copious and substantive evidence for this section. It authentically creates reciprocity and symmetry between the learning of students and the learning of educators. As a result, this merits a score in the high range.

## D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, and rules (15 points)	15	12

### (D)(1) Reviewer Comments:

The LEA sets forth a high quality plan that supports project implementation through policies, infrastructure, and support and resources for educators and students. Many elements of this plan are strong,

- Regarding organization of the central office to provide support and services to participating schools, the Superintendent works with the Board of Education, and 10 central offices to support schools. The grant proposes to hire a project director and project coordinator, who will be housed under one of these 10 central offices, that charged with Instruction and Intervention. Eight instructional coaches will provide supports to schools in collaboration with curriculum specialists. The Information and Technology department will hire support staff to enable and effect new school-based technology initiatives. The organization of and relationships between these leadership structures

are clear and well-presented.

- Regarding autonomy and flexibility of school leadership teams, principals may hire and place effective and highly effective teachers, and determine their roles and responsibilities. They may determine the school's master schedule, configure space, manage budgets, and allocate responsibilities. Effective accountability structures exist to balance this high degree of school autonomy, via the School Advisory Council and School Advisory Team structures.
- Regarding opportunities for students to progress and earn credit based on demonstrated mastery, the ACCEL program allows students to expand or condense learning opportunities. Accelerated promotion is in place, as well as additional supports for students with higher needs and gaps. Elementary students who are high achieving may participate in Virtual Education based on their test scores. Middle school students may begin earning high school credit either virtually or via seat time.
- Regarding opportunities for students to demonstrate mastery multiple times and ways, informed by teachers' use of formative assessment practices. These formative assessments may be delivered via technology, project- and standard-based assessments, and teacher generated tests. Various instruments (FAIR, DAR, IDEA) will also support students' demonstration of mastery.
- Regarding access and adaptability of resources for all students, including students with disabilities and English language learners, the LEA sets forth technology and human resources to support students' learning, including adaptive tools for students with disabilities and language supports for English language learning students. Here, the LEA describes anticipating family access needs, and though they administered a survey showing that 17-18% of students do not have a computer or internet access at home, they do not set forth a concrete plan to help these families gain access, apart from "continuing to develop strategies." This is a gap.
- A high quality plan presented in section C (Figure 13) reinforces elements described in this section.

The LEA plan to support implementation through infrastructure is generally quite strong, though their failure to address technology access concerns for nearly 1/5 of the targeted students is a weakness. As such, it qualifies for a score at the low end of the high range.

<b>(D)(2) LEA and school infrastructure (10 points)</b>	<b>10</b>	<b>7</b>
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#### **(D)(2) Reviewer Comments:**

The LEA has set forth a high quality plan to support personalized learning by:

- a Pathways to Personalized Learning project, involving access to digital devices, tools, connectivity, and e-learning.
- investing in school based hardware, bandwidth, network, security, remote access, as participating students and teachers use personal learning devices.
- their overall plan is clear and likely to promote successful participation of all key constituencies.

The LEA will provide technical support for planned initiatives via:

- the District Information and Technology Department, who will manage and coordinate tech support through the service desk, site visits, and development and delivery of technical courses online and face to face.
- an online LMS with Virtual Counselor/ IIS, generating data to support teachers in personalizing learning.
- encouraging not just translation of analog practices to digital ones, but reconceptualizing old practices and envisioning new and innovative ones.
- the single sign-on portal (BEEP) to grant access to relevant content for teachers and leaders.

The LEA does not describe how they will use information technology systems to allow for exporting of information in an open data format.

The LEA will ensure interoperability of data systems by integrating key systems (BEEP, LMS, IIS) into a seamless user environment accessible to all key stakeholders.

The LEA responded effectively to most criteria, but omitted description of their plans to export information in an open data

format and thus score in the high end of the middle range.

## E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	10

### (E)(1) Reviewer Comments:

The LEA sets forth a high quality plan for implementing a continuous review process by

- providing timely and regular feedback on progress toward goals, via
  - frequent project management reviews aligned with three strategic goals (high quality instruction, continuous improvement, effective communication);
  - district and school meetings around School Improvement Plans;
  - working with an external evaluator, whose process will be agreed upon by all involved parties.
- monitoring, measuring, and publicly sharing information on funded investments via disseminating quarterly progress reports to the School Board and larger community.
- though the disposition to continuously review progress is strong, few explicit strategies or data gathering instruments for monitoring effectiveness of the projects are set forth.

The plan to evaluate and continuously improve the grant over its duration is compact, concise, but partial. As a result, this criterion merits a score at the middle range.

(E)(2) Ongoing communication and engagement (5 points)	5	5
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### (E)(2) Reviewer Comments:

The LEA plans to engage key internal and external stakeholders continuously and comprehensively over the course of the proposed grant.

- The Project Kickoff will engage and orient key partners, and will be followed by an orientation for all school staff.
- Regular progress monitoring meetings will be held with school leadership, biweekly for project coordinator and managers, and monthly for districtwide participants (including students, parents, project implementation teams, community representatives)
- A yearly performance management audit will closely interrogate progress of the project.
- They include a plan setting forth the parties responsible, their audience, the purpose of the communication, the proposed frequency, adn the method. These make clear the breadth of the audiences reached and the variety of methods used to reach them.

The LEA has effectively demonstrated readiness for these measures. Therefore, they merit a high score.

(E)(3) Performance measures (5 points)	5	5
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### (E)(3) Reviewer Comments:

The LEA has identified and articulated ambitious and achieveable goals for increases in performance measures to evaluate grant effectiveness.

- Performance measures will be triangulated with data gathered by the external evaluator.
- Participants will be students in participating schools in grades 5-8 and their teachers and leaders.
- Measures of academic progress will include student achievement outcomes on reading and math (grades 5-8) and science (grade 5 and grade 8).
- Measures of non-academic progress will include attendance and discipline data, student engagement survey, and parent engagement survey.
- Educators will be engaged through a school leadership teams survey, teacher evaluation, and teacher survey.
- They have identified the number and percentage of participating students (as defined in this notice), by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective

- teacher (as defined in this notice) and a highly effective principal (as defined in this notice); and
- They have identified the number and percentage of participating students (as defined in this notice), by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).
  - Gains forecast for student access to highly effective teachers and principals are ambitious and achievable, increasing for all students from 14-24% (teacher) and 3-13% (principal). Similar gains are forecast for highest need population, increasing Black students' access to highly effective teacher/ principal from 9-19% (teacher) and 1-11% (principal).
  - Gains forecast for student access to effective teachers and principals are minimal, because close to 100% of students already have teachers and principals rated as effective.
  - Increases anticipated for college- and career-readiness are significant, with gains for the whole group increasing from 54% to 90% (+36%), with higher gains forecast for Black students (+41%), Students with Disabilities (+46%) and English Language Learning students (+46%).
  - Reductions in truancies are significant, with all students projected at -39%, with greater reductions for highest need students (Hispanic students, English Language Learners, and Students with Disabilities) at -43%.
  - Reductions in suspensions are significant, attempting to bring all student groups close to 0%. (Suspensions are already low for most groups except for Black students, and proposed reduction brings suspensions from 8% to 2%).
  - Climate survey results are forecast to show increases in students' perceptions of teachers use of technology, though they start high (4.0-4.2) and increase higher (4.7-4.9) on a 5-point scale.
  - Planned measures comprehensively address academic and non-academic criteria as well as social emotional indicators and behavioral indicators.
  - Appropriate rationales for including these measures are provided.

In sum, the LEA presents a persuasive case for their commitment to gather diverse data to monitor their progress toward grant goals in several areas, including how various measures will provide rigorous, timely, and formative information tailored to the proposed activities, and how these measures will be reviewed and improved over time if necessary. Therefore, this section merits a high score.

<b>(E)(4) Evaluating effectiveness of investments (5 points)</b>	<b>5</b>	<b>4</b>
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#### **(E)(4) Reviewer Comments:**

The LEA has set forth processes to evaluate effectiveness of proposed initiatives, and described an appropriate approach to learn from framing questions.

- Regular leadership meetings will discuss implementation issues.
- The District Director will provide a monthly monitoring report for the Office of Academics and Department of Instruction and Interevention.
- Appropriate triangulation with the external evaluator is planned.
- Evaluation questions are presented, and they are appropriate, diverse, and useful.
- Responsible parties and deliverables are identified. Many of the activities are ongoing, so their frequency is set forth within the narrative. No other timeline is provided.

The response to this element is clear and appropriate, and so it merits a high score.

## **F. Budget and Sustainability (20 total points)**

	<b>Available</b>	<b>Score</b>
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>10</b>

#### **(F)(1) Reviewer Comments:**

The LEA has set forth a budget for the proposal that identifies all funds to support the project. \$30M is requested.

- The district is building from initiatives begun during RTTT-S.
- They have already invested \$2.3M in piloting the proposed initiative.
- The budget set forth is reasonable and sufficient to support proposed activities. No inappropriate or inadequate funding sources were present.
- Rationales for investments and priorities are focused around high quality instruction - teaching and leading, high quality instruction - Learning, Continuous Improvement: Technology / Infrastructure, and Continuous Improvement:

**Oversight.**

- All related funds are identified. No other sources of funding are included.
- Differentiation between one-time and recurring costs are effectively identified, with personnel costs holding steady over the grant period and supplies/ equipment costs starting higher and then decreasing over the grant period.

The budget effectively addresses required elements in this criterion, and thus merits a high score.

<b>(F)(2) Sustainability of project goals (10 points)</b>	<b>10</b>	<b>5</b>
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**(F)(2) Reviewer Comments:**

The LEA has identified grant initiatives that will require support after the period of the grant ends, and selected elements of a plan to sustain efforts begun during the grant. These plans include:

- building strong leadership and commitment among principals, supported by the Office of Accountability and Performance and Leadership Development Department.
- building capacity among involved teachers, and then having them serve as mentors for schools district-wide.
- using recurring and state/ federal funds (e.g. Title X, Title III, Title II).
- coordinating with community agencies to support students and families.
- a coherent performance management plan.
- partnerships with foundations that have supported the district in the past (Broward Education foundation), as well as the district's own funding structures.
- no specific deliverables or timeline for activities to be conducted in the three years following the grant period are set forth.

The LEA has set forth some elements of a plan, but omitted some others for the three years following the proposed grant period. It broadly describes how evaluation of investment effectiveness will inform post-grant decision-making. Their proposed plan for sustainability, therefore, is incomplete. As such, it merits a score in the middle range.

**Competitive Preference Priority (10 total points)**

	<b>Available</b>	<b>Score</b>
<b>Competitive Preference Priority (10 total points)</b>	<b>10</b>	<b>5</b>

**Competitive Preference Priority Reviewer Comments:**

The LEA has somewhat the extent to which they propose to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students, especially those with high-needs. Their proposed activities focus on enhancing support services, collaborating with RtI / behavioral partners to support students, and to develop personalized student behavior plans. They only generally describe efforts to actively engage community partners in this work.

They provide a clear description of a partnership to support the plan described in Absolute Priority 1 that it has formed with public or private organizations:

- intra-district collaborations exist with RtI teams supporting students.
- Other district student support departments coordinate services to students, such as family counseling, social work and attendance, homeless education, diversity/ cultural outreach, coordinating health services.
- The PROMISE program liaises with agencies to prevent juvenile justice offenses, though these partnerships are not specified.
- RtI school stakeholders liaise to outside agencies, such as SEDNET, Chrysalis, Henderson Behavioral Health.

They identify population-level desired educational results and social emotional outcomes for students in the LEA that align with and support the applicant's broader Race to the Top – District proposal.

- eight performance measures are articulated, broken down by grade level and aligned with reduction of unexcused absences, referrals, parent satisfaction, and student test proficiency.

these performance measures are explained, warranted, and clear. They represent a different lens for interrogating data collected elsewhere for the population as a whole.

- it was unclear how the performance measures would directly relate to community partnership efforts.

They describe how the partnership would track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students, by

- identifying problems, creating intervention plans, and implementing plans to monitor and evaluate effectiveness of interventions.
- the tiered approach is consistent with RtI.
- their planned enhancements to BASIS will support gathering clear and useful data to target resources to improve results, because the BASIS system allows for filtering by target subgroups, such as students with disabilities, English learners, and students affected by poverty.

They describe a plan to scale the model beyond the participating students to at least other high-need students and communities in the LEA or consortium over time; and improve results over time, by

- generally describing that teacher capacity building to work with high needs students will generalize to their work with other students, though it is not clear how this will happen or how it is related to community and agency partnerships. This lack of clarity is a weakness.
- continuously monitoring students' progress toward mastery.
- the describe that performance monitoring will be tracked at participating schools over time. It was unclear whether this is more finely calibrated to interrogate data from the competitive preference priority or already incorporated into the grant proposal as a whole.

They state how the partnership would, within participating schools, integrate education and other services for participating students, by

- continuing the efforts of the Student Support Initiatives Department, with unspecified "wraparound services" provided by a wide network of community agencies.
- These agencies and their explicit relationships to the goals of the competitive preference priority are unclear.

They describe how the partnership and LEA or consortium would build the capacity of staff in participating schools by providing them with tools and supports to assess needs, identify and inventory needs, create a decision-making structure, engage parents and families, and assess progress by

- setting forth a process within the district and described elsewhere in the proposal to build skills in students (focus, perspective taking, communicating, making connections, critical thinking, taking on challenges, self-directed learning).
- involving teachers in building their understanding about the above via professional development and BASIS.
- coordinating in unspecified ways with behavioral health providers, enhancing before and after school opportunities.
- effectively identifying desired results, as listed above.
- engaging parents in tiered intervention strategies, already described in the grant proposal.
- aligning efforts with guidance counseling services.

They identify annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

In sum, they present a case for meeting the competitive preference priority, though their efforts are largely concentrated in district activities, as opposed to actively engaging outside partners in explicitly described initiatives, and merit a middle score.

## Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		Met
<b>Absolute Priority 1 Reviewer Comments:</b>		
This is a well-conceptualized, clear, concrete plan that builds off of the core assurance areas and focuses on scaling up a promising pilot to a high-priority demographic in the LEA, students in grades 5-8. The strategy "starts strong" by building		

from existing successful initiatives in the district, the Digital 5, which has already conceptualized and enacted learning environments designed to significantly improve learning and teaching through personalization of strategies, tools and supports for students and educators, in ways that are connected to college- and career-ready standards. The supporting letters attest to the strength of this program for all involved constituencies: teachers, students, and parents. Throughout the proposal, they have connected elements in highly descriptive ways, which suggests a high likelihood of teachers, school leaders, students, and principals being able to understand and apply the expectations of the grant to their everyday work in the district. The components of the proposed activities connect well to each other and to the target areas of Race to the Top- District. They have met the absolute priority 1 for this grant proposal.

Total	210	167
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## Race to the Top - District

### Technical Review Form

Application #0150FL-3 for The School Board of Broward County, Florida

#### A. Vision (40 total points)

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

#### (A)(1) Reviewer Comments:

The applicant offers strong evidence of a comprehensive and coherent reform vision that (a) Builds on its work in four core educational assurance areas; (b) articulates a clear and credible approach to accelerating student achievement, deepening student learning, and increasing equity through personalized student support; and (c) describes what the personalized learning environment classroom experience will be like for students and teachers.

The initiative's foundation is built upon existing efforts to implement personalized learning environments for K, 1, and 5th grade students; the applicant's vision is informed by research that suggests that building a common language or curriculum -- in this case, personalized instruction through digital means -- can smooth the often-rocky transition into middle school.

The applicant has adopted the Common Core Standards, has several robust data systems to analyze student progress, and has adapted its superintendent, principal, and teacher evaluations to include significant input regarding student performance, which underscores the total commitment to student achievement.

The model's flexibility in terms of school days, instructional pace, pathways to exhibiting mastery suggest the district has an informed understanding of the components of a successful strategy. The connection to emulating real-world environments is especially promising for creating college and career ready students.

The applicant provides a broad overview of the various components of its vision, including redesigned classrooms to promote individual and group learning; the variety of approaches to train and support teachers; and the learning management system to be employed. Clearly, much thought has gone into this vision.

Examples of how various students might experience the personalized instruction make clear how differentiated needs will be served.

The narrative regarding the experiences of parents, students, teachers, administrators, coaches, and community partners suggests a well-thought out strategy to engage all stakeholders in the project success. The leadership role of district and school administrators requires those personnel to deeply understand data-driven decisionmaking, which increases the likelihood of buy-in among administrators and teachers.

Therefore, the applicant scored in the high range.

<b>(A)(2) Applicant's approach to implementation (10 points)</b>	<b>10</b>	<b>8</b>
<b>(A)(2) Reviewer Comments:</b>		
<p>The applicant offers strong evidence of an implementation approach incorporating schools, grade bands, or subject areas that will support high-quality LEA-level and school-level implementation. The applicant's strategy, of inviting schools to apply for the program, ensures that stronger schools will likely self-select into the program. While this increases the likelihood of implementation success, it may miss an opportunity to support struggling schools who are unable to pull together the constituencies or support to take part in the program.</p> <p>About 2/3 of the students at the 57 elementary and 17 middle schools are low-income; it is unclear how many are high-needs. The number of educators is provided.</p> <p>Therefore, this applicant scored in the high range.</p>		
<b>(A)(3) LEA-wide reform &amp; change (10 points)</b>		
<b>(A)(3) Reviewer Comments:</b>		
<p>The applicant provides moderate evidence of a high-quality plan describing how the reform proposal will: (a) be scaled up to support district-wide change; (b) will help the applicant reach its outcome goals; and (c) will improve student learning outcomes for all students served. The logic model (Figure 5) shows the inputs, activities, responsible parties, goals, and associated performance measures; additional information about timelines and interdependencies among the various activities would strengthen the model.</p> <p>Additionally, more detail about how the project would be scaled up to all 141 elementary schools and 42 middle schools would be helpful to the application. While the elements within the narrative suggest a good overall plan for scaling up, more detail regarding responsible parties and timelines would strengthen the application. The focus on high-quality instruction in a variety of digital, project-based, and traditional formats; the heavy focus on continuous improvement; and the foundation of an existing, successful Grade 5 initiative increases the likelihood of a successful scale-up that will significantly transform the education of the district's children.</p> <p>Therefore, the applicant scored in the middle range.</p>		
<b>(A)(4) LEA-wide goals for improved student outcomes (10 points)</b>	<b>10</b>	<b>9</b>
<b>(A)(4) Reviewer Comments:</b>		
<p>The applicant provides strong evidence of the likelihood that the proposed project will result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals. The proposed increases are ambitious but achievable, based on the district's commitment to personalized learning environments (PLE) and research that suggests PLEs can improve student achievement by 4-5% annually.</p> <p>Because the target schools have varying levels of need, it is important that overall gains are achieved through all schools, and especially in low-income, high-need schools.</p> <p>The goals for English Language Learners for Early Childhood, Middle School Readiness, and High School Readiness seem especially ambitious, but given the plan's emphasis and the LEA's prioritization of English Language Learners instruction, they may be achievable.</p> <p>The projected closing of achievement gaps appears reasonable, including the 60% closure of the gap between economically-disadvantaged and non-disadvantaged students are ambitious but achievable and will bring all students in line with state ESEA targets.</p> <p>The overall high school graduation and college enrollment rates appear sound, with projected graduation rate increases for English Language Learners supported by the district's focus on supporting ELL students. Although Florida does not provide college enrollment rates by the subgroup level, the overall enrollment gains of 9% through 2017-18 appear to capture the varying levels of college enrollment rates evident generally.</p> <p>Therefore, this application scored in the high range.</p>		

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

	Available	Score
<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	<b>15</b>	<b>12</b>
<b>(B)(1) Reviewer Comments:</b>		
<p>The applicant provides strong evidence of a clear record of success in the past four years in advancing student learning and achievement and increasing equity. The applicant received national recognition from the Broad Prize for Urban Education for closing achievement gaps in 2008, 2009, and 2011. The district has also earned an "A" grade from the state for 5 of the last 7 years.</p> <p>The district has clearly made progress in closing achievement gaps, increasing rates of middle school-, high school-, college-, and career-readiness, although the state's reformulated grading system resulted in weaker district scores. Seventeen of the district's schools made statistically significant gains in two critical objectives of the district's Strategic Plan, Middle School and High School Readiness as measured by proficiency scores in reading, math, and science. The district has also raised high school graduation rates and closed gaps between white and black and white and hispanic students since 2006.</p> <p>The application would be strengthened by deeper detail around district results rather than focusing on highlights of selected groups' achievement.</p> <p>The applicant cites two initiatives to reform low-performing schools: repurposing two schools and piloting the personalized learning environments initiative. Both are very new, and thus their record of success has not yet been established.</p> <p>The BASIS student data system provides detailed information to school personnel, parents, and students, including a Graduation Status letter, which would be very helpful to students tracking their progress.</p> <p>Therefore, the applicant scored in the medium range.</p>		
<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	<b>5</b>	<b>5</b>
<b>(B)(2) Reviewer Comments:</b>		
<p>The applicant provides strong evidence of the high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. The Appendix shows the detailed data that is available to the public via hard copy, email, or school websites. It appears to capture all of the required data.</p> <p>Additionally, Florida law mandates dissemination of Comprehensive Annual Financial Reports, for which the applicant received a Certificate of Excellence for the 28th consecutive year.</p> <p>Therefore, the applicant scored in the high range.</p>		
<b>(B)(3) State context for implementation (10 points)</b>	<b>10</b>	<b>10</b>
<b>(B)(3) Reviewer Comments:</b>		
<p>The applicant provides strong evidence of successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.</p> <p>Florida Statute 1002.321, the Digital Learning Now Act, requires that students have access to high-quality digital content that is customized to student needs and is supportive of flexibility within LEAs. Further, every student is required to take an online course in order to graduate. State law also provides school districts autonomy to determine content and mix of learning platforms.</p> <p>State law also requires middle school students to take career and educational planning courses, an indication that the state would support the strong college- and career-ready component of this initiative. The District plans to give individual schools the autonomy to select curriculum, schedules, and learning environments.</p> <p>Therefore, the applicant has scored in the high range.</p>		
<b>(B)(4) Stakeholder engagement and support (15 points)</b>	<b>15</b>	<b>10</b>

**(B)(4) Reviewer Comments:**

The applicant provides moderate evidence of meaningful stakeholder engagement throughout the development of the proposal and meaningful stakeholder support for the proposal, including how students, families, teachers, and principals in participating school were engaged in the development of the proposal. It appears that the LEA administration devised the initiative and invited school principals to apply for inclusion.

School personnel and stakeholders were engaged in developing their application, and the District worked with stakeholders to shape their proposals. The letters of support included are strong in their support, and the students' letters are especially helpful.

Because of this top-down approach, it appears that school-based stakeholders had some input into the plan, but mainly around how their individual schools might implement the overall vision. Through the applicant's discussion of the process for selecting applications for participating schools, it is unclear how extensive the input of students, parents, and teachers was, in terms of shaping the overall vision of this proposal. Additionally, it is unclear that collective bargaining representation or 70% of participating teachers support the proposal. Further, the letter from the teachers union is not included within the appendix.

Therefore, the applicant scored in the medium range.

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

	Available	Score
<b>(C)(1) Learning (20 points)</b>	20	20

**(C)(1) Reviewer Comments:**

The applicant provides strong evidence of a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready, including an approach to implementing instructional strategies for all participating students aligned to college- and career-ready standards and graduation requirements.

The district wisely begins preparing students to consider the connection between their studies and college and careers during their 5th grade year and continues through middle school, which will serve as excellent guideposts to the development of personalized learning plans.

The district's development of a Student Learning Profile that includes significant student input, as well as other dashboard tools, and the focus on performance based learning will help students identify their goals and measure progress toward them. Building on significant student feedback is a strong method for encouraging buy-in and vesting students in their development.

It is clear that the plan offers students opportunities for deep learning experiences, through the self-paced nature of work, the opportunity to work singly or in groups, the project-based learning component, and the real-world relevance to their work.

The existing and planned curriculum, the variety of texts from different voices, and the interdisciplinary units of study reviewing social issues from diverse points of view, is a research-based approach to ensuring students are exposed to a variety of opinions and cultures.

The multiplicity of instruction models based on the Understanding by Design model, including project-based and team work, provide numerous opportunities for students to gain 21st century skills of goal-setting and teamwork, including developing those skills for high-need students. Other blended learning models, and a focus on inquiry-based learning, provide further evidence of a deeply thought-out approach to curriculum and instruction.

The planned mix of digital, group- and individual work, project-based learning, and real-world relevance, as well as the transition of ownership of assessment to individual students, offers a robust strategy for personalized learning content. It is clear that teachers will lead students toward the development of their personalized learning plans, but that students will be incentivized and empowered to make their progress their own.

The district's plan to build on existing sources of high-quality digital content is based in part on positive student feedback, which offers a good indicator of how well students will buy in to the new approach. The proposed sources are well-regarded and popular with students.

The applicant proposes to assess students' progress on not only content mastery, but also technological skill and behaviors

and attitudes, which shows a deeper understanding of the keys to successful learning within this new paradigm. The real-time digital scoring of tests and the recommendations from students and teachers can help the student to move forward in their mastery of a concept.

The applicant's approach to supporting high-needs students, through significant parental engagement, to offering physical accommodations for utilizing technology, to measuring students through seven life skills and tailoring their participation in workgroups to building on their assets, is sound and comprehensive. Similar thought has gone into developing appropriate instructional support for English Language Learners.

The district's approach of assessing students' technological skills initially, and appropriately tailoring training and support to them, underscores the district's understanding that a one-size-fits-all approach will not work.

The applicant has deeply considered the elements of a comprehensive personalized learning educational plan, as well as how those elements complement and reinforce each other. Therefore, this applicant has scored in the high range.

<b>(C)(2) Teaching and Leading (20 points)</b>	<b>20</b>	<b>19</b>
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**(C)(2) Reviewer Comments:**

The applicant provides strong evidence of a high -quality plan for improving learning and teaching, including an approach to teaching and leading that helps educators to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or graduation requirements. Figure 13 offers a high-quality plan that includes timelines, deliverables, and responsible parties.

The plethora of training experiences offered to teachers wisely mirrors the multiple paths for students to progress through personalized learning and as such both reinforces the new paradigm and, by tailoring training to teacher needs, may provide a deeper learning experience. The "teacher learning styles assessment" is a smart tool for marking teachers more aware of their connection to individual student learning styles.

The applicant provides a good overview of the professional development offered in different phases of the model, including that to sustain the model after the grant period. The research-based content to the various sessions, the opportunities for hands-on practice, and the associated professional learning communities (PLCs) offer a great mix of content and technology support to teachers.

The cascading from District to School-level PLCs is a good strategy to ensure the "common language" of the district takes into account school-based assets, needs, and cultures.

The professional development offerings, further, appear dynamic, as they will be repurposed based on teacher assessments.

The focus on providing teachers with access to a wide assortment of student data and then training them on how to determine the best instructional approach for an individual student promises an effective approach to making data actionable. A particularly useful feature will be the social/emotional/ behavioral training and support offered.

The applicant's plan to combine teacher training to analyze formative assessments with frequent teacher-student and teacher-student-parent conferences reinforces the environment of accountability and adaptability.

The applicant's use of a research-based feedback system offers teachers and administrators insight into where teachers are in terms of their individual growth curves in supporting personalized learning environments. This learning curve approach seems particularly useful, as it seemingly provides concrete markers within the teacher's growth to meet. The indicators to be assessed, such as organizing the physical layout of the classroom, are clearly tied to successful instructional strategies for personalized learning environments.

The application data systems have been enhanced to provide, in addition to academic data, student behavioral data; this comprehensive approach will provide for more nuanced decisionmaking in developing student plans.

As previously stated, the applicant is assembling a rich assortment of high-quality learning resources, including digital content, that can be adapted by individual teachers to support class and individualized needs.

Like teachers, school and district leaders will have 3 phases of intensive training to develop their expertise in personalized learning plans, professional learning communities, and strategies to sustain this initiative beyond the grant period. Such integration of training through all educator levels ensures a deep understanding and support of the overall initiative.

Together, the various strategies support the district's goal to create more effective and highly-effective teachers. Given the ambition of this approach, more information surrounding the goals for the numbers/percentage increases of highly-effective or effective teachers would further strengthen this excellent section.

Teachers will have a rich variety of tools, supports, and feedback available to support their professional growth within the new teaching paradigm. Therefore, this applicant scored in the high range.

## 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:

The applicant shows strong evidence of a high-quality plan that demonstrates that the applicant has practices, policies, and rules that facilitate personalized learning.

Figure 14 provides a good overview of the considerable LEA resources devoted to support for this initiative; the structure of the district offices show that the central administration has prioritized the personalized learning approach, through professional development support and technological support. In addition to teacher and infrastructure development, The District places a priority on meeting the needs of all student, including, through its offices for English for Speakers of Other Languages and Exceptional Education and Student Support Services.

Schools are allowed sufficient flexibility to determine their own schedules, staffing models, personnel decisions, and to some degree their budgets. School Advisory Councils, composed of parents, teachers, school staff, administrators, and community leaders can set priorities, objectives, and monitor school progress toward those objectives. Further, successful practices may be recommended to the District for implementation at other schools, creating a positive communication loop that vests all schools in their progress as a district.

Florida law allows students to be promoted at various times throughout the year based on their mastery of a subject, and flexible software and teacher reflections will be utilized to determine mastery of a subject.

The district's focus on differentiated learning for students of all abilities and backgrounds is clear through the plans to provide all students with digital devices and to provide students with adaptive devices as needed to access content.

Therefore, this applicant scored in the high range.

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

The applicant shows strong evidence of a high-quality plan in which the LEA and school infrastructure supports personalized learning.

The applicant offers a comprehensive discussion of the various components of its plan to equip all students and families with technology, as well as to provide a variety of technology training and resource support. The multiplicity of training and support options ensure that all stakeholders will have opportunities to access technical support in a way that meets their learning needs. Further, the integration of the Learning Management System and the Virtual Counselor will provide teachers, students, and families with the data to track student progress and will provide numerous sources of technical support. Figure 15 shows a nuanced understanding of the various components integral to the success of personalized learning environments, and Figure 16 provides most components of a high quality plan for the continuous improvement of technology offerings. Additional detail regarding timelines would strengthen this plan.

The district plan to improve existing infrastructure to create interoperable data systems and to allow students and families to export data in an open data format.

Therefore, the applicant has scored in the high range.

## E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	12

**(E)(1) Reviewer Comments:**

The applicant shows strong evidence of a high-quality plan for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. Figure 16 provides a good understanding of the various deliverables and activities to be utilized in continually improving its technology and would be strengthened with additional detail regarding timelines. A similar plan for continuous improvement of other elements of the initiative, such as professional development, would also strengthen the application.

The numerous levels of stakeholder review of the assessment data ensure critical oversight over the implementation process and results, as well as offer many perspectives for identifying opportunities to continually improve the implementation strategy.. The district plans a variety of assessments of data, including reviews by the district's Performance Management Department, the Personalized Learning Team, Cadre Directors, and school staff will meet regularly to discuss evaluative data and refine the program as needed. Progress will be measured against School Improvement Plans as well to ensure alignment; doing so offers a good approach to ensuring that this initiative is well-supported within the district's other efforts. Cadre Directors, it appears, will have the authority to recommend and implement changes to the project.

Therefore, the applicant has scored in the high range.

<b>(E)(2) Ongoing communication and engagement (5 points)</b>	<b>5</b>	<b>5</b>
<b>(E)(2) Reviewer Comments:</b>		
<b>(E)(2)</b>		
The applicant provides strong evidence of a high-quality plan for ongoing communication and engagement with internal and external stakeholders. In addition to quarterly reports to the School Board and press materials to the broader community, the district will utilize frequent meetings of various stakeholders, status update reports, and performance evaluation results to share progress and support changes to the process. The planned meetings, webinars, conference calls, and focus groups will provide an opportunity for two-way input, a smart and critical element to successful implementation of this strategy.		
Therefore, the applicant has scored in the high range.		
<b>(E)(3) Performance measures (5 points)</b>	<b>5</b>	<b>4</b>
<b>(E)(3) Reviewer Comments:</b>		
<b>(E)(3)</b>		
The applicant provides strong evidence of ambitious yet achievable performance measures, overall and by subgroup , with annual targets for required and applicant-proposed performance measures.		
The data projections suggest that the districts are already well-served by effective teachers and principals, at baseline rates of 99 and 100%, although these rates may be indicative that the district is missing issues of concern. The gains for highly effective teachers, at 2% annually, are reasonable. For a few populations whose baselines are so low, the post-grant projections of, for example 12% of students being served by highly effective educators seems low but reasonable.		
The projections for academic proficiency gains, especially those for 5th grade math and science, seem ambitious yet achievable, given the strong support the district's current Grade 5 initiative has enjoyed. The grade 5 math proficiency rate for black students nearly doubles by the post-grant period, yet, based on the research-based projected gains of 4-5%/year, this plan's approach has the rich digital curriculum, technological strength, and teacher support that will result in such increases. Gains in Math and Science are particularly strong indicators of students' college- and career-ready gains.		
Nonetheless, the application would be strengthened by evaluating data for 5th grade reading levels in addition to science and math, another key measure of college- and career-readiness. Additionally, inclusion of more frequently-assessed indicators would strengthen the plan's ability to adapt quickly to formative feedback.		
The rationale for the proposed social/behavioral indicators of absences, suspensions, and behavioral referrals, seem sound and in alignment with the overall goals of the initiative; high absenteeism for whatever cause reduces student engagement and ownership over his or her learning. Lastly, the student and parent surveys are good indicators of how well the initiative works for its main clients -- children and families.		
Therefore, the applicant has scored in the high range.		

<b>(E)(4) Evaluating effectiveness of investments (5 points)</b>	<b>5</b>	<b>4</b>
<b>(E)(4) Reviewer Comments:</b>		
<p>The applicant provides strong evidence of a high-quality plan to rigorously evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology. The applicant offers a rigorous review of the various methodologies for reviewing the effectiveness of its investments, which will be overseen by an external evaluator.</p> <p>The variety of stakeholders to be engaged and the multiplicity of means for engaging them are impressive. The applicant's approach -- reviewing implementation, student achievement, and other behavioral indicators, along with surveys of students, teachers, parents, and principals -- will be augmented by site visits and focus groups. The collected data will provide a 360 degree view of the success of the project.</p> <p>The proposed questions to be evaluated ensure a detailed look at all aspects of the project, from technological support to professional development to actual utilization of the digital tools. More detail around timelines would be helpful to understand the interdependencies of the analysis and continuous improvement.</p> <p>Therefore, the applicant scored in the high range.</p>		

## F. Budget and Sustainability (20 total points)

	Available	Score
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>9</b>
<b>(F)(1) Reviewer Comments:</b>		
<p>The applicant provides strong evidence of the applicant's budget, including the budget narrative and Tables, that (a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); (b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and (c) Clearly provides a thoughtful rationale for investments and priorities.</p> <p>The applicant's rationale for its investments and priorities clearly mirrors the strengths of this proposal: the intensive focus on student curriculum that engages learners at their own level and the flexible, comprehensive program of training and support offered to teachers. The large investment in technology will build on existing efforts within Grade 5 instruction; the district appears to have a strong technical support team to implement and support the digital devices.</p> <p>More than half of the proposed funding will go toward equipping students with the appropriate technology to support the initiative, which seems like a reasonable allocation of funds to ensure all students have the equipment needed to be successful regardless of background.</p> <p>The applicant proposes that most costs are one-time costs, including professional development. The plan assumes that teachers receiving professional development will support others beyond the grant period; however, no training time or planning time appears to be allocated to that activity.</p> <p>The response to F2 more clearly indicates the variety of external funds, including Title I, Title X, Title II, Title III, and Foundation funds. Such information would strengthen the scoring for this particular criterion.</p> <p>Therefore, the applicant has scored in the high range.</p>		
<b>(F)(2) Sustainability of project goals (10 points)</b>	<b>10</b>	<b>6</b>
<b>(F)(2) Reviewer Comments:</b>		
<p>The applicant provides moderate evidence of a high-quality plan for sustainability of the project's goals after the term of the grant, including support from State and local government leaders, financial support, and a description of how the applicant will evaluate the effectiveness of past investments and use this data to inform future investments. The applicant provides a variety of suggested long-term supports, but the discussion does not include detail regarding responsible parties, specific activities, and timelines.</p> <p>The applicant has already made significant investments in several components of the project, and expects to utilize ongoing funding from Title I, Title II, Title III, and Title X programs, as well as \$100,000 in foundation support, to sustain the initiative. It's unclear what specific local and state support the district can expect to sustain the initiative beyond the grant period.</p>		

Further, the applicant intends for teachers to provide professional development and support to teachers beyond the original teacher cohort. While this bespeaks a shared commitment to the success of the initiative for the entire district, it's unclear if teachers will have incentives such as planning time to do so, which undermines the sustainability of this initiative.

The district will focus on performance management to ensure that data-driven decisionmaking drives the utilization of best practices throughout the district.

The applicant has several good opportunities to sustain the success of this initiative, but the reliance on teachers to drive professional development, and the lack of specific state and local post-grant support, are not strong enough pillars on which to stake reform efforts. Therefore, the applicant has scored in the medium range.

## Competitive Preference Priority (10 total points)

	Available	Score
<b>Competitive Preference Priority (10 total points)</b>	<b>10</b>	<b>7</b>

### Competitive Preference Priority Reviewer Comments:

The applicant provides strong evidence of its intent to integrate public and private resources in a partnership to augment school resources.

The district's reliance on a multi-disciplinary team to evaluate students' social, behavioral, and emotional needs through evidence-based interventions that are delivered in multiple ways shows a strong commitment to providing wraparound services to students and families. The interventions will be evaluated for their effectiveness, which is further evidence of the project's strong reliance on evaluation in targeting academic or other services. Numerous district departments and 10 agencies organized under a Multi-Agency umbrella will provide coordinated, school-based mental health services to children.

Evaluating the need for behavioral and other supports through the evaluation of proposed indicators around attendance, suspensions, and arrests and promoting school-wide, positive behavior interventions appears to be a sound approach that will integrate cultural changes at the same time as paradigm changes to the learning model. Especially strong is the establishment of mechanisms to communicate and connect schools and homes through opportunities for family networking and mutual support. Families can be each other's best advocates and sources of information.

The applicant's multi-tiered model to track and respond to indicator results suggests a nuanced approach that will respond to measurable results with appropriate actions.

Supporting teachers with data regarding student challenges, and working with case workers to monitor student behavior and partnering with parents to develop effective interventions offers a coordinated, data-driven approach to supporting all the needs of a student. The applicant's plan to provide teachers with guidance on the coordination and integration of social support systems into academic instruction will be supported by the development of middle school learning modules; while effective, it may be more effective for this coordination and integration to take place at an administrative level so that the teacher may focus on the classroom.

The applicant's reliance on a mix of research-based instructional and behavioral management strategies, along with a review of behavioral assessment data, will provide the district with the tools to provide appropriate interventions to students. The district's practice of reinforcing orientation training around social supports with ongoing webinars and training throughout the year is an excellent way to reinforce the importance of supporting the whole child.

Utilizing readily available data, the district will provide evaluative support to identify appropriate interventions to serve all of a child's needs. Ongoing assessments of progress, and discussions with families, will also strengthen the wraparound services offered to children. The suggested measures appear reasonable and ambitious in their scope; measuring parental involvement, however, may be better assessed through teachers or a third party rather than the parents' self-reporting.

The comprehensiveness of the services offered by the LEA ensures that students will receive substantial social/emotional supports to buttress their academic efforts. The proposal would be strengthened by the evidence of additional partnerships formed with community providers to offer more wraparound services beyond mental health services. Therefore, the applicant has scored in the high range.

## Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		Met

### Absolute Priority 1 Reviewer Comments:

The applicant offers strong evidence of a meeting Absolute Priority One through its comprehensive and coherent reform vision to deepen student learning through the implementation of personalized learning environments. Building on a successful initiative supporting 5th graders, the proposed initiative seeks to maintain progress through the critical middle school years in order to set students on a college- and career-ready path.

The district plans to equip every child with a personal digital device and has invested in rich Core-aligned content, including digital content, to provide students with multiple pathways to mastering concepts and to excite children about their education. Early survey results suggest that students love the technological component of their education and find it integral to learning.

The applicant offers numerous levels and platforms for evaluating the success of its initiative, including student progress, and has adapted its superintendent, principal, and teacher evaluations to include significant input regarding student performance, which underscores the total commitment to student achievement.

The model's flexibility in terms of school days, instructional pace, pathways to exhibiting mastery suggest the district has an informed understanding of the components of a successful strategy. The connection to emulating real-world environments is especially promising for creating college and career ready students.

The applicant provides a broad overview of the various components of its vision, including redesigned classrooms to promote individual and group learning; the variety of approaches to train and support teachers; and the learning management system to be employed. Multiple professional development vehicles and professional learning communities for teachers, administrators, and district personnel underscore the complete commitment of the district to this initiative.

Therefore, the applicant has met this priority.

Total	210	180
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