



Race to the Top - District

Technical Review Form

Application #0924SC-1 for Charleston County School District

A. Vision (40 total points)

| | Available | Score |
|--|-----------|-------|
| (A)(1) Articulating a comprehensive and coherent reform vision (10 points) | 10 | 10 |
| <p>(A)(1) Reviewer Comments:</p> <p>Strengths:</p> <p>The applicant provides a comprehensive and detailed description of the vision of change and new direction for students and staff through a comprehensive 10-year reform effort that began in 2007. This vision of change includes transforming the current traditional educational system from a "one size fits all" to a comprehensive personalized learning experience that include the use of digital platforms that provide adapted content and differentiated instruction; and that fosters individual and group work through virtual manipulatives, multimedia, and discussion resources.</p> <p>The applicant understands that students learn in different ways and will build a educational reform model based on the four core educational assurance areas as evidenced by the adoption of the common core standards, the implementation of technology based resources that focus on career and college readiness, and professional development activities for teachers and principals that focus on a triangle framework (i.e., personalized learning plans, anytime-anywhere learning, collaborative learning environments) for implementing a coherent and rigorous learning environment.</p> <p>Overall, the applicant has done a good job of articulating the vision and demonstrating a detailed plan for implementation of the proposed project. The overall rating for this area is high.</p> | | |
| (A)(2) Applicant's approach to implementation (10 points) | 10 | 9 |
| <p>(A)(2) Reviewer Comments:</p> <p>Strengths:</p> <p>The applicant does an excellent job of describing their process for selecting schools that included reviewing data and information from their Vision 2016 stakeholder forums, and by looking at data on their persistently lowest-achieving and high-poverty schools to determine the best place for project implementation. As a result, the applicant is proposing to integrate the personalized learning framework in a cohort fashion to the schools demonstrating proficiency in implementation readiness. The cohorts were determined through planning activities that included classroom observations, interviews with various stakeholders, presentations to school faculties, teacher input sessions, school leader training, and data collected from a variety of resources.</p> <p>The applicant provides a detailed list of schools, their level (i.e., elementary, middle, high school) their current Organizational Change Pathway (O-PATH), and the number of participating students from the various sub-groups.</p> <p>Weakness:</p> <p>While the applicant provides a list of the schools that are ready for implementation, there does not appear to be a high school in the readiness for early implementation stage. This is crucial as the applicant has indicated that cohort 1 will roll out before cohort 2. With no high schools in the first rollout, it may be difficult to determine if strategies for implementation will work at the high school level.</p> <p>Overall, this section is rated on the low end of the high section.</p> | | |
| (A)(3) LEA-wide reform & change (10 points) | 10 | 7 |
| <p>(A)(3) Reviewer Comments:</p> | | |

Strengths:

The applicant does a good job of describing how the reform proposal will be scaled up and implemented in the remaining schools in the district through the Organizational Change Pathway (O-Path) self-assessment tool that gauges school readiness. The applicant includes all the elements of a high-quality plan that will target additional schools through their feeder patterns and in turn shift the professional development, job-embedded coaching, parent and student engagement strategies, and technological resources to schools according to their readiness. The applicant will develop a multi-year plan for adding schools, and because they will establish a digital learning platform in the district, LEA-wide reform and change will be accessible and easy to transfer the knowledge base across the district.

The applicant presents a well-developed Logic Model that clearly aligns with the four core assurances (i.e., building data systems, turning around lowest performing schools) in the Race to the Top District program. The outputs of targeted professional development for teachers and administrators are just a few of the outcomes that will ultimately impact the long-term goal of a 71% on-time graduation for students who are college and career-ready.

Weakness:

The applicant fails to adequately address this sub-criterion. The applicant provides an overview of the implementation plan that indicates that training and introduction to the digital learning platform will not roll out until year 2 of the project for both cohorts. The applicant has made digital learning a key part of the overall vision of reform, and waiting until year 2 of the project may challenge the applicant in reaching its long term goals and objectives of raising achievement levels. The performance measures indicate an increase in year one of the project, which would be difficult based on the applicant's plan to implement a blended learning model. Moreover, the applicant appears to provide the same training at the same time for both cohorts 1 and 2, which is in direct conflict with the approach to implementation outlined.

This section scored in the high range of medium.

| | | |
|---|----|---|
| (A)(4) LEA-wide goals for improved student outcomes (10 points) | 10 | 9 |
|---|----|---|

(A)(4) Reviewer Comments:

Strengths:

The applicant does a great job of aligning the goals and objectives of the project to the overall vision of reform. The applicant presents goals that are ambitious, yet achievable as evidenced by the annual increases that range from 3%-7%. The applicant provides details on how they established annual increases that are tied to the State's ESEA waiver approvals. Additionally, the applicant provides detailson the projected trends throughout the subgroups for English Language Arts and Math.The applicant provides sufficient information on the analysis conducted of their current schools and created goals and objectives that are achievable in conjunction with the implementation of the Common Core Standards.

The applicant presents an overall goal of decreasing the achievement gap by a minimum of 21% among the subgroups, which is quite ambitious, yet attainable based on the personalized learning environments and enhanced technology programs that will be implemented.

Weakness:

The applicant fails to adequately address this selection criteria as there are no details on college enrollment rates for the various sub-groups. While the applicant provides overall college enrollment rates, no details on suggested goals for the outlined sub-groups are provided.

Overall this section is rated as high.

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

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

(B)(1) Reviewer Comments:

Strengths:

The applicant does a good job of describing their past success in raising the overall report of the district. From 2007-2011, the

applicant cites data indicating that more students in the district at the elementary and middle school level moved to exemplary than students in the entire state of South Carolina further demonstrating their past record of success. The applicant indicates in 2011, they earned its best state report card with a first-ever "good" absolute rating, and an "excellent" growth rating. According to information provided, the majority of students attend schools in the district that have been rated as excellent or good, which is important as the applicant embarks upon a new vision for teaching and learning. The data cited indicates that graduation rates have improved 5% in one year (2010 to 2011), after 10 years of decline the enrollment rates have increased four years in a row (2008-2011). More importantly, the residents of the county approved a bond measure that will support the district's Capital Building Program.

The proposed program design has a strong focus on implementing goals and objectives that are ambitious, yet achievable as evidenced by the initiatives that have been started and that will be continued in the proposed project. Some of the initiatives include: Literacy-Based learning, Educator Effectiveness, and Innovative Schools, Systems & Partnerships. These initiatives align with the four core Race to the Top educational assurances and include literacy based strategies that align with the common core standards. Additionally, the applicant cites data from US News and World Report and in the school report card indicating that school enrollment has increased over the last four years, and increasing the reading levels of 9th graders further demonstrating reform in low performing schools.

The applicant provides a detailed description of how they will ensure that data is available to students, parents, and educators through a student information system that will provide ready access to multi-year comparisons of assessment scores. The system will have a portal for parents that can be accessed from home and includes real-time data.

Overall, this section ranks in the high range and is well developed.

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

5

5

(B)(2) Reviewer Comments:

Strengths:

The applicant does a good job of describing their process for ensuring transparency as evidenced by the detailed information provided on the district's overall communication goals as it relates to sharing information with all stakeholders. The information provided by the applicant indicates that budgets are published annually on the district website and includes budgets for the last five years, and audits for the last seven years. Additionally, the applicant makes presentations in the local community on the budget and provides that data for posting on the website.

The applicant has and will continue to provide actual personnel salaries for all personnel and for non-personnel expenditures by school location as evidenced by the detailed report provided on all expenditures.

This section is rated very high.

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

10

10

(B)(3) Reviewer Comments:

Strengths:

The applicant continues to demonstrate a prior record of success and sufficient authority and autonomy to implement the proposed project design. The current State Superintendent of Education has encouraged districts to seek flexibility for innovation. As a result, the applicant has chosen to address the unique needs of the target population by requesting proficiency-based flexibility.

The applicant demonstrates evidence of sufficient autonomy as it relates to achieving the vision of greater school accountability. This is evidenced by the opportunities already in legislation that allows for school choice, magnet school, charter school, schools within schools, and extended learning time. The applicant will review a number of these choices as they begin implementing the overall project objectives.

This section is rated very high.

(B)(4) Stakeholder engagement and support (10 points)

10

10

(B)(4) Reviewer Comments:

Strengths:

The applicant does an excellent job of describing their strategies for ensuring significant stakeholder engagement as

evidenced by the letters of support from a variety of stakeholders (i.e., mayors, teachers, community partners, parents) and the feedback received on how to improve the strategic plan. The applicant provides information indicating that focus groups were held with principals (18) teachers (697), students (60) and parents (50) on personalized learning and the feedback from the focus groups were incorporated into the overall project design.

Moreover, the applicant provides evidence of teacher support for the project with over 70% of teachers at each of the target schools signing on to support the project. There is significant support for the proposed project as evidenced by letters from the business community and non-profit partners.

This section scores high and is well-developed.

| | | |
|--|---|---|
| (B)(5) Analysis of needs and gaps (5 points) | 5 | 5 |
|--|---|---|

(B)(5) Reviewer Comments:

Strengths:

The applicant provides a thorough analysis of the gaps and weaknesses as it relates to implementing personalized learning environments and identifies the lack of consistency in individualizing instruction through personalized learning plans and/or engaging students in determining their learning pathways. As a result, the applicant conducted district-wide School Quality Reviews (SQRs) in order to identify the schools with the greatest need and conducted needs assessments to determine what services to immediately implement.

The applicant includes all required elements of a high-quality plan as evidenced by the detailed timeline chart outlining deliverables, responsible parties, and the key goals associated with standards-based design, shared vision, leadership, and continuous improvement. As a result, the applicant has incorporated the results of the needs assessment in the overall plan for the proposed project and will ensure that personalized learning frameworks continue to drive instruction and guide the systemic turn-around.

This section is well-developed and rated very high.

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

| | Available | Score |
|-----------------------------|-----------|-------|
| (C)(1) Learning (20 points) | 20 | 20 |

(C)(1) Reviewer Comments:

Strengths:

The applicant has implemented a comprehensive and well-developed learning system that aligns with the four core educational reform areas in the Race to the Top District program that will significantly improve instruction and achievement levels. During the analysis of gaps and needs the applicant recognized the need to revamp and restructure its educational system to align with the individual needs of the students. The typical stand and deliver classroom structure has not been successful in the target school and as a result the applicant will implement several initiatives that will reduce the achievement gaps outlined in the narrative, which will better support their diverse student population. In order to accomplish this goal, the applicant will develop customized learning plans that will include opportunities for collaboration in the classroom and across the digital platform.

In order to ensure successful implementation of the learning plan, the applicant will provide opportunities for students to participate in structured activities (i.e., collaborative groups, web-based digital content, personalized learning) that are aligned with the common core standards and that will be embedded into the classroom structure. Teachers will use a variety of instructional tools to promote individual, small group, and whole group levels of learning that include opportunities for students to receive dual credit. Moreover, as a result of the state's Education and Economic Development Act the applicant already has a large volume of college and career-readiness materials embedded in course content and linked to standards.

The applicant presents a high-quality plan that includes all the required elements (i.e., activities, timelines, deliverables) that will assess the level in which students are progressing towards mastering the common core standards. The student and parent will review the results of the needs assessment and will receive feedback on their progress throughout the year. The incorporation of personalized learning plans with each student that will incorporate career goals aligned with the 16 federal career clusters is another strength of the proposal.

Overall this section rates high.

| | | |
|---|----|----|
| (C)(2) Teaching and Leading (20 points) | 20 | 20 |
| <p>(C)(2) Reviewer Comments:</p> <p>Strengths:</p> <p>The applicant presents a high-quality plan that includes all the required elements as evidenced by their strategies for ensuring highly effective teachers in the classroom. The applicant presents evidence of high-quality professional development activities and professional learning components that have already been introduced and that will continue in the proposed project. The comprehensive four-year plan for implementation includes a robust professional development training component that includes introduction to digital platform learning, coaching, electronic progress analysis, and follow-up coaching at each of the target schools. The digital learning platform will foster both individual and group work and at the same time weave virtual manipulatives, multimedia, and discussion resources such as the Kahn Academy into the project. Training and development will be provided for all teachers and school leaders that focuses on accelerating student progress towards meeting college and career ready standards.</p> <p>To ensure that students receive instruction from effective and highly effective teachers and principals the applicant illustrates how they will transform the preparation and professional learning of teachers and principals to create a highly effective personalized learning environment for all students. This includes professional development activities that provide strategies for differentiating instruction to meet each student's academic needs, using frequent formative assessments to shape instruction, and through the integration of digital content into the classroom. Additionally, the applicant indicates that school staff will meet quarterly in order to assess the strength of the training and to identify strategies for improving the instruction model. The implementation of one-to-one coaching for staff is another strong aspect of the project and will ensure continuous improvement and provide opportunities for the applicant to measure the strengths and challenges associated with the identified professional development model.</p> <p>Overall this section is rated high.</p> | | |

D. LEA Policy and Infrastructure (25 total points)

| | Available | Score |
|---|-----------|-------|
| (D)(1) LEA practices, policies, rules (15 points) | 15 | 13 |
| <p>(D)(1) Reviewer Comments:</p> <p>Strengths:</p> <p>The applicant provides a good plan for ensuring that a strong emphasis is placed on supporting schools. As a result, the schools are organized into three learning communities and is supported by the central office through cross-functional teams. However, for this project the applicant will hire a project director who will receive additional support from cross-departmental work groups representing the Academic & Instructional Support Department (a good alignment to ensure support for implementing the common core standards), the Operations Department, and the learning communities. This strategy allows decentralization of resources and puts the focus on providing direct support and help to the schools.</p> <p>To ensure that high-level leadership is immediately available, the applicant will institute a project Steering Committees that will include the following representation: an Associate Superintendent for Academic & Instructional Support, Directors, Project Director and key project management staff, school leadership team representatives, and school-based coaches.</p> <p>The applicant includes the majority of the required elements of a high-quality plan as evidenced by their strategies for addressing the needs of the various learning groups (i.e., special education, English Language Learners) that include aligning the Individualized Education Plan (IEP) goals with a personalized learning plan that will include a digital learning platform. Additionally, the applicant will ensure that students progress through the curriculum as they demonstrate mastery of standards through blended learning methods (i.e., digital content, personalized learning pathways).</p> <p>Weaknesses:</p> <p>While the applicant provides information on an overall leadership team that includes school-based coaches. It is not clear that each school will have the autonomy and/or flexibility to make the necessary changes at their school. This is critically important as the applicant is proposing to implement personalized learning coaches and each school will have a need for something different as evidenced by the chart provided on where individual schools are in preparing for a personalized learning environment.</p> | | |

Overall this ranks on the low end of the high section.

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

10

10

(D)(2) Reviewer Comments:

Strengths:

The applicant presents a well-developed and comprehensive plan that supports the overall vision of reform as required by the Race to the Top District core educational reform efforts. To ensure that all students, parents, educators, and stakeholders have the necessary tools to implement the proposed project design, the applicant will support and promote student achievement through the integration of technology resources into the instruction and administrative processes and by providing each of the students and teachers with mobile devices in order to provide access both in and away from school. The applicant will ensure that technology systems will allow parents and students to export information through various reports available on the parent portal of the database as the proposed project will include interoperable data systems.

Additionally, the applicant cites the recent passage of a local measure that will provide an additional \$3 million for system-wide technology enhancements in the district. The implementation of a robust data system that provides teachers, administrators, students, and parents with instructional materials and digital content that can be incorporated into lesson plans is another example of the policies and infrastructure that will be used to meet the stated objectives outlined in the Logic Model. More importantly, the applicant has partnered with Comcast to make available a special offer of a deeply discounted Internet rate to families that are eligible for free or reduced priced meals.

Overall, this section rates very high.

E. Continuous Improvement (30 total points)

| | Available | Score |
|---|-----------|-------|
| (E)(1) Continuous improvement process (15 points) | 15 | 15 |

(E)(1) Reviewer Comments:

Strengths:

The applicant provides a detailed plan to ensure that the project is meeting its stated objectives through integration of ongoing analysis and response to the district's progress towards meeting the strategic plan goals and targets. On a bi-annual basis the applicant will measure achievement targets and accomplishments through information provided by an external evaluator. This information will be shared with parents, students, and stakeholders at town-hall meetings throughout the year and through data posted on the school website. Additionally, the applicant will use internal processes and teams to engage trench-level feedback and observations in order to identify challenges and solutions, which is another strong area of the project.

The applicant will ensure a comprehensive evaluation plan that focuses on the collection and analysis of qualitative and quantitative data that will result in a comprehensive formative and summative evaluation. The current strategic plan (Vision 2016) has a built-in component of analysis which will provide additional opportunities for the applicant to determine if the project is meeting stated objectives and to monitor results after grant funding has ended. The applicant cites evidence of School Quality Review (SQR) and District Accountability processes that will be used to monitor the quality of investments long after Race to the Top funding has ended.

This section rates very high.

(E)(2) Ongoing communication and engagement (5 points)

5

5

(E)(2) Reviewer Comments:

Strengths:

The applicant provides a comprehensive and detailed plan for ensuring ongoing communication and engagement with stakeholders, parents, students, teachers, principals, and community leaders that includes gathering information from annual parent surveys and twice yearly employee engagement surveys. Additionally, the monthly roundtable discussions led by the superintendent that includes teachers, parents, students, community partners, faith-based leaders, and the business community will provide opportunities for ongoing community engagement. Additionally, the applicant will upload information to the Race to the Top District website and provide presentations and formal reports to stakeholders as part of town hall meetings that will be held throughout the year.

Overall this section rates very high.

(E)(3) Performance measures (5 points)

5

3

(E)(3) Reviewer Comments:

Strengths:

The applicant does a good job of identifying some performance measures that are both ambitious and achievable. The rationale for some of the measures are clearly described and includes information as to how the stated performance measure provides rigorous and formative information aligned to the four core educational assurances. For example, the applicant's rationale for selecting Measures of Academic program is to monitor the reading and math growth of second graders as this will give valid measures of growth over time.

Weaknesses:

While the applicant has identified some performance measures that are ambitious, the performance measures on the number of students who submit a Federal Student Aid (FAFSA) form (51.5%) over the five years of the program. The applicant has indicated that 86% of 4th- 8th grade students at the end of the five years will be on track for college, and 71% of 9th-12th graders will be on track for college, however, with only 51% completing a FAFSA, the likelihood of a high percentage of students being college and career ready does not appear achievable. Moreover, the applicant has fewer than the required 10-12 performance measures.

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

5

5

(E)(4) Reviewer Comments:

Strengths:

The applicant does an excellent job of describing their plan to evaluate effectiveness as it relates to reaching project objectives that includes hiring an external evaluator and research consultant no later than March 2013 (as outlined in the timeline chart) that will track and report on progress towards meeting the stated objectives. The use of an external evaluation model will provide alternate lens in which the project can be assessed. Additionally, the applicant will collect quantitative data that will be used to track retention rates of participants, growth and achievement of students, and to determine if students are college and career ready. There is a comprehensive plan for evaluating with clearly delineated reporting timelines, a detailed evaluation framework (that includes formative/implementation and summative/outcome questions) , and multiple methods for collecting qualitative and quantitative data.

This section rates very high.

F. Budget and Sustainability (20 total points)

| | Available | Score |
|--|-----------|-------|
| (F)(1) Budget for the project (10 points) | 10 | 10 |
| (F)(1) Reviewer Comments: | | |
| Strengths: | | |
| <p>The applicant provides a comprehensive and detailed budget that fully describes the commitment by the district and other stakeholders. The local tax initiative that will be leveraged to fund classroom modernization and technology projects has been well documented throughout the narrative and will be used for long-term capital outlay and construction projects. Additionally, the applicant will leverage Title II funding to conduct a variety of teacher-related reform activities. There are ample resources committed to the project that will support professional development. The detailed budget narrative outlines how funding will be disbursed to support critical initiatives outlined in the proposal and the rationale for funding each area and includes those funds that will be used as operational and ongoing (i.e. technical support) and those that will be a one-time investment (i.e. funds for mobile syncing/charging carts)</p> | | |
| <p>The overall rating for this section is high.</p> | | |
| | | |

| | | |
|---|----|----|
| (F)(2) Sustainability of project goals (10 points) | 10 | 10 |
| <p>(F)(2) Reviewer Comments:</p> <p>Strengths:</p> <p>The applicant has devised a high-quality plan for sustaining the project, which includes leveraging existing federal funding through the Title II, general operating fund, and local tax initiative that has been dedicated to the project during the grant period and beyond. The applicant provides a detailed sustainability chart outlining how critical positions will be sustained through existing funds. The design of the project will inherently build in opportunities for embedding a number of the strategies into the overall school culture, which will allow the applicant to leverage existing district funds.</p> <p>The applicant includes all required elements of a high-quality plan as evidenced by the detailed description of how current funds will be leveraged throughout the project and after Race to the Top District funds have been expended.</p> <p>Overall this section is rated very high.</p> | | |

Competitive Preference Priority (10 total points)

| | Available | Score |
|---|-----------|-------|
| Competitive Preference Priority (10 total points) | 10 | 10 |
| <p>Competitive Preference Priority Reviewer Comments:</p> <p>Strengths:</p> <p>The applicant does a good job of summarizing their commitment to partnering with local organizations to sustain the project. The overall program design is geared towards building and developing partnerships that include agencies such as Communities in School, Department of Health and Human Services, and Faith-based organizations. Additionally, the applicant is looking to build the capacity of staff in the participating schools by following the Communities in School case-management service model that engages parents and the family in decision making.</p> <p>As stated previously, the proposed program design has a strong focus on implementing goals and objectives that are ambitious, yet achievable as evidenced by the initiatives that have been started and that will be continued in the proposed project. These initiatives align with the four core Race to the Top educational assurances and include literacy based strategies that align with the common core standards. Moreover, the applicant provides a detailed description of how the reform proposal will be scaled up and implemented in the remaining schools in the district through the Organizational Change Pathway (O-Path) self-assessment tool that gauges school readiness.</p> <p>The applicant does a good job of identifying four population-level desired results for students that align with and support the proposal. These results include second-graders at participating schools averaging gains of at least 18 points in reading and 17 points in math from Fall to Spring. Additionally, the applicant will use core problem solving team assessments and a behavior assessment system for children screening tool to identify students requiring more intensive interventions and supports. These strategies will allow for the applicant to efficiently use data in order to target resources in a cost-effective and efficient manner.</p> <p>This section rates high.</p> | | |

Absolute Priority 1

| | Available | Score |
|---|-------------|-------|
| Absolute Priority 1 | Met/Not Met | Met |
| <p>Absolute Priority 1 Reviewer Comments:</p> <p>Strengths:</p> <p>The applicant does an excellent job of comprehensively addressing the absolute priority. Throughout the narrative the applicant has identified strategies for building on the core educational assurances by creating learning environments that will significantly improve how students are educated. As stated earlier, the applicant understands that students learn in different ways and will build a educational reform model that includes the implementation of technology based resources that focus on career and college</p> | | |

readiness, and professional development activities for teachers and principals that focus on a triangle framework (i.e., personalized learning plans, anytime-anywhere learning, collaborative learning environments) for implementing a coherent and rigorous learning environment.

As stated previously, the proposed program design has a strong focus on implementing goals and objectives that are ambitious, yet achievable as evidenced by the initiatives that have been started and that will be continued in the proposed project.

| | | |
|-------|-----|-----|
| Total | 210 | 201 |
|-------|-----|-----|



Race to the Top - District

Technical Review Form

Application #0924SC-2 for Charleston County School District

A. Vision (40 total points)

| | Available | Score |
|--|-----------|-------|
| (A)(1) Articulating a comprehensive and coherent reform vision (10 points) | 10 | 10 |
| <p>(A)(1) Reviewer Comments:</p> <p>CCSD's plan, "Lowcountry Lifelong Learning" (L3) enhances, supplements and accelerates its district plan: "Charleston Achieving Excellence: Vision 2016." CCSD is not changing its focus or direction nor is it adding another initiative to an overcrowded agenda.</p> <p>L3 has three main elements:</p> <ol style="list-style-type: none"> 1. Providing a digital learning platform that enables all stakeholders to access learning materials and monitor progress; 2. Implementing a personalized learning plan for each student to ensure personal mastery and preparation for college and career; and 3. Preparing educators to use an array of strategies and tools to differentiate and individualize instruction for each student. <p>CCSD's vision is clear and represents a credible approach to the goals of accelerating student achievement. Its detailed plan goes so far as to identify potential vendors and digital content sources. Although this is not required by RTT-D, it shows the thoroughness of CCSD's plan.</p> <p>CCSD earns full points for its comprehensive and coherent reform vision.</p> | | |
| (A)(2) Applicant's approach to implementation (10 points) | 10 | 10 |
| <p>(A)(2) Reviewer Comments:</p> <p>CCSD considered stakeholder feedback (e.g., entire feeder patterns are included rather than only the lowest achieving schools as CCSD originally intended), school achievement data, and school readiness (e.g., classroom observations, interviews with stakeholders, teacher input sessions) to identify one-fourth of the district's schools. The proposal includes a list of all participating schools along with charts showing the number of students and that at least 75% of the students in each of the identified schools receive free or reduced lunch.</p> <p>The schools will be brought into L3 in two cohorts (during years I and II) while CCSD works with addition schools to increase their level of readiness.</p> <p>As described above, CCSD addresses every component of (A)(2) and so earns full points.</p> | | |

| | | |
|---|----|---|
| (A)(3) LEA-wide reform & change (10 points) | 10 | 9 |
| <p>(A)(3) Reviewer Comments:</p> <p>This application contains all elements of a high quality plan. The three project goals (i.e., personalized learning, equipped educators, and district systems to support personalized learning) are identified and discussed in this section, while the chart in section D includes (1) project activities/milestones, (2) dates, and (3) person responsible. There is another chart with timelines and activities related to professional development in section (C)(2).</p> <p>L3 begins with a well-described plan to implement personalized learning in Cohorts I and II. It hopes to scale across the district--references to this effect are scattered throughout the proposal--but the proposal provides no specifics as to how or when that will happen. Instead it offeres a very thoughtful and reasonable logic model it will use to develop school-specific plans based on each school's readiness. It has tools and a strategy to increase a school's readiness to implement personalized learning. It also discusses documenting obstacles and progress in the Cohorts I and II to smooth the involvement of additional schools.</p> <p>Also noteworthy is that interested educators in non-cohort schools will be able to access the digital platform to provide individualized learning opportunities for their students as soon as the learning platform comes online.</p> <p>The lack of a specific plan to scale personalized learning to all schools earns CCSD slightly less than full points.</p> | | |
| (A)(4) LEA-wide goals for improved student outcomes (10 points) | 10 | 9 |
| <p>(A)(4) Reviewer Comments:</p> <p>CCSD addresses almost every component of (A), describing the various assessments, setting reasonable and attainable targets related to student achievement.</p> <p>It does not meet the RTT-D requirement that "annual goals are equal to or exceed State ESEA targets." Annual increases for CCSD's targeted subgroups of students are somewhat lower for non-targeted subgroups than the targets set by the State of Carolina's ESEA Waiver. This is an intentional strategy to close the achievement gap by concentrating on struggling students.</p> <p>While CCSD has data (linked to student assessments) for content area and for high school graduation, it does not yet have college enrollment data by subgroup. This data is scheduled to come on line this fall. It sets overall targets, but lacks the necessary information to set targets by sub-group.</p> <p>High points, but not full points, are awarded because district targets do not exceed state targets for its high achieving students and because CCSD does not yet have college data and so could not set targets by subgroup.</p> | | |

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

| | Available | Score |
|--|-----------|-------|
| (B)(1) Demonstrating a clear track record of success (15 points) | 15 | 14 |
| <p>(B)(1) Reviewer Comments:</p> <p>The criteria in this section are different enough to warrant separate discussion.</p> <p>(a): CCSD is in the 4th year of its current strategic plan and has had notable success including a rating of "good" on the state-issued report card and "excellent" on its student achievement growth rate. It has implemented strategies that enable students to earn course credits at a pace that keeps them on track for graduation. This resulted in an increase in college enrollment from 47.9% to 54% across the eight high schools that are 75% African-American.</p> <p>The proposal includes impressive data related to literacy (Literacy-Based Learning is one of four areas of emphasis). However, it seems to have been emphasizing literacy to the detriment of mathematics. Very little is said about math and given it is one of the Common Core content areas, the absence of this information is notable.</p> <p>(b): CCSD has addressed persistently low achieving schools with its Innovation Zone Learning Community, comprised of its 14 lowest achieving schools. This is a recent strategy, but there are strong indications it is working. For example, between the fall of 2011 and the spring of 2012 there is a significant decrease in the number of students scoring in the lowest percentiles (Tier</p> | | |

3) in both math and ELA for the subgroups of African American students and free/reduced lunch students. There is a significant increase in the number of students scoring in the top percentiles (Tier 1) for the same groups.

Very important among the strategies employed to improve these schools is replacement of most principals and assistant principals. Another interesting strategy requires schools to engage in a needs and gaps analysis.

CCSD has invested in these under-achieving schools and paid attention to the results of those investments (e.g., Providing every student with an iPad does not lead to personalized learning).

(c): CCSD seems to have multiple systems of data management for the purpose of communicating with various stakeholders. The State of South Carolina is deploying an assessment management system (Enrich Assess) that makes student data available to teachers. This data system ties multiple years of assessment data to individual student's course grades by linking the Student Information System to PowerSchool. While it is clear that data is available, it may be disjointed (e.g., ESEA assessment data is available to teachers through the NWEA website; Parents and students can access schedules, grades, homework and attendance through PowerSchool). This criteria only asks that it be available and CCSD clearly does that.

An overall reaction to the entire proposal suggests that CCSD is working hard to create a seamless system wherein each category of stakeholder has access to the necessary information.

CCSD earns almost full points because, as detailed above, it is closing the achievement gap, raising student achievement, increasing both high school graduation rates and college enrollment, achieving ambitious and significant reforms in persistently low-achieving schools, and making student performance data available. The lack of attention to mathematics is the one weakness.

| | | |
|--|---|---|
| (B)(2) Increasing transparency in LEA processes, practices, and investments (5 points) | 5 | 3 |
|--|---|---|

(B)(2) Reviewer Comments:

CCSD is working hard to be more transparent.

It provides information to its board and its public including (1) every expenditure of more than \$100, by school, on a monthly basis and (2) the annual district budget and budget report.

The audited budget is sent to the State of South Carolina and to the Governments Division of the US Census Bureau. Data for salaries (for instructional staff, teachers, and support staff) and non-personnel expenditures are also sent to the Governments Division of the US Census Bureau.

The National Center for Education Statistics makes public the data received by the Governments Division of the US Census Bureau.

SC Department of Education analyzes audited annual budget reports to make information that includes per-pupil spending available by district and by school.

CCSD earns medium points for transparency since all information required in this section is available somewhere, but it seems doubtful that a typical stakeholder (parent) could find the pertinent information (i.e., inside NCES) or would even know that data existed.

| | | |
|---|----|---|
| (B)(3) State context for implementation (10 points) | 10 | 9 |
|---|----|---|

(B)(3) Reviewer Comments:

South Carolina is creating the necessary conditions for personalized learning. While Carnegie units are the norm, the State is in the process of expanding "proficiency-based courses" to "proficiency-based systems." Dr. Zais, state superintendent stated that he does, "strongly encourage you [districts] to seek this flexibility." As discussed later in this proposal, CCSD is doing this.

Although "successful conditions and sufficient autonomy" are not completely in place, the current state climate and the the fact that CCSD has applied to the state for a waiver, earns CCSD almost full points.

| | | |
|---|----|----|
| (B)(4) Stakeholder engagement and support (10 points) | 10 | 10 |
|---|----|----|

(B)(4) Reviewer Comments:

CCSD used a variety of approaches to engage the business community, higher education, principals, parents, teachers and students at targeted schools. In addition feedback from face-to-face meetings, educator surveys, and school based focused groups informed the final plan.

The appendix includes evidence of widespread support, including signatures from at least 70% of the teachers in the Cohort 1 and 2 schools. There are more than 20 letters of support from the business community, community organizations, and other key stakeholders.

Full points are awarded since CCSD meets all requirements.

| | | |
|--|---|---|
| (B)(5) Analysis of needs and gaps (5 points) | 5 | 5 |
|--|---|---|

(B)(5) Reviewer Comments:

As discussed in section (A)(3), CCSD has all elements of a high quality plan. Specifically related to this criteria, CCSD has more than a plan to analyze its current status. It has completed an analysis for every school, it has performed district-wide School Quality Reviews, and it has completed a needs assessment for potentially participating schools. It found that generally speaking, the district is not providing personalized learning; not engaging students to develop their own pathways; and not providing anytime-anywhere learning. As a result it has created a personalized learning framework to drive instruction PK-12. It needs RTT-D funding to move forward quickly. This framework is not included in the proposal, but that is not required.

CCSD meets all requirements and earns full points.

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

| | Available | Score |
|-----------------------------|-----------|-------|
| (C)(1) Learning (20 points) | 20 | 20 |

(C)(1) Reviewer Comments:

As described in section (A)(3), CCSD has a high quality plan that cuts across all elements of its proposal.

CCSD's L3 proposal meets the central purpose of RTT-D when it says, "Each student will work with his/her parents and teacher(s) to create a personalized learning plan this is tailored to individual interest and talents, as well as addresses needs and deficits." The proposal identifies what this means from the student's perspective (e.g., set goals that promote positive behavior and strong academic outcomes, assess the quality of work produced and how the work fits into the levels toward mastery, receive timely feedback from teachers with guidance on how to improve). This proposal truly puts the student at the center and in control.

Each personalized learning plan includes project based learning, incorporates career goals aligned with the 16 federal clusters, offers dual enrollment, and provides extended learning opportunities such as job shadowing and internships.

A digital platform, already populated with "a large volume of college and career readiness materials", allows students (and their parents) to find content aligned to their personalized learning plan and to access diverse cultures and perspectives. Learning on the work already done by South Carolina, CCSD is developing additional content that will be available during school and 24/7 via Internet.

Additionally, there is a full implementation plan discussed in (C)(2) that includes a technology coach at every participating school to help teachers access a range of material and to create both face-to-face and virtual collaborations for students and to provide orientation and training to students. This training goes beyond learning to use the platform. It includes topics like, "facilitating leadership in developing the personalized learning framework."

For CCSD, personalized learning is embedded in a standards-based environment. Although this is not CCSD language, L3 varies the method, the time, and the path, but insists that student work lead to mastery of the Standards or expectations in every content area.

Teachers will guide the each student's journey--both gifted and high need--and provide students with data on their progress. L3 provides opportunities for gifted and accommodations for high-need students.

Students will login to the digital platform each day to turn in assignments and to take formative and summative assessments. With individual student's plans at hand, teachers will post assignments, gather student progress data, and assign collaborations.

Given CCSD's total commitment to and belief in its system of personalized learning, full points are awarded.

| | | |
|---|----|----|
| (C)(2) Teaching and Leading (20 points) | 20 | 19 |
|---|----|----|

(C)(2) Reviewer Comments:

As discussed in section (A)(3), CCSD has a high quality plan related to teaching and leading. The digital learning platform is key to CCSD's strategy.

Related to (C)(2)(a) and (b), the detailed, four-year professional development plan included in the proposal is comprehensive and thoughtful. All teachers in participating schools are included. The topics become richer overtime as teachers gain expertise. It starts with topics like "classroom design and deliver and then moves to topics like "instructional design and delivery with digital learning platform" and "ongoing mobile device integration." There are separate, complementary strands for teachers and project leadership. Additionally, New Teacher Academies (presumably to jump-start teachers who are new to the schools) are also scheduled.

CCSD has at least two tools to ensure that students in participating schools have effective teachers. First, it secured a Teacher Incentive Fund grant. Second, it is using its I3 grant to implement a new human capital management system, PALMS. This will allow principals to support struggling teachers and to grow successful teachers into leaders. Principals in CCSD will review teacher's planning, instruction, assessment and professionalism using a state-mandated system. Additionally, to improve teaching, just as students are assigned to teacher(s), each teacher is assigned a personalized learning coach and a collaborative collegial community. Effective practices will be shared through the learning registry.

Two points to note:

- CCSD lacks data on the effectiveness of its current teaching force (although that changes in 2012-2013 when PALMS comes online).
- While CCSD has strengthened its interviewing and screening procedures for new hires, there is no mention of removing truly ineffective educators nor is there specific discussion of recruiting for hard to fill areas.

The last two points cause CCSD to earn slightly less than full points.

D. LEA Policy and Infrastructure (25 total points)

| | Available | Score |
|---|-----------|-------|
| (D)(1) LEA practices, policies, rules (15 points) | 15 | 13 |

(D)(1) Reviewer Comments:

As described in section (A)(3), CCSD has a high-quality, feasible and clear plan that addresses the criteria related to practices, policies, and rules.

- (a) Central office will hire a project director to oversee its L3 work and assign a project specialist, digital learning platform coordinator, and a professional development coordinator to that director. There is more detail available in the proposal, but the structure exists to support this work.
- (b) CCSD has flexibility available related to academics through the state waiver system. CCSD has applied to South Carolina to waive seat time requirements for graduation. However, schools have differentiated autonomy granted by CCSD. Since it is differentiated it is hard to know exactly what privileges each school will have, but autonomy does not extend to the school level in terms of budget, calendars, or roles and responsibilities of school staff.
- (c) Schools and teachers do have the flexibility needed to provide individualized, personalized instruction. One quote from this section of the proposal illustrates that attitude: "Schools and teachers in CCSD are granted great latitude and autonomy in developing varied and multiple means of assessment."
- (d) CCSD has been working to ensure ALL students are accommodated and have appropriate access, but is mindful of gaps and weaknesses that contribute to achievement gaps. It believes L3 and its emphasis on personalized learning will provide the right opportunity to each student.

CCSD meets most of the criteria in this section, but falls short in providing school autonomy and so earns high, not full points.

| | | |
|--|----|---|
| (D)(2) LEA and school infrastructure (10 points) | 10 | 9 |
|--|----|---|

(D)(2) Reviewer Comments:

CCSD has the necessary high-quality plan related to LEA and school infrastructure.

(D)(2)(a) &(b): CCSD has engaged in modernization to ensure equitable access at every school site (bandwidth, whiteboards, laptops, etc.). In the next phase it will issue mobile devices to all students so they can access the digital platform as desired. Parents can also access the digital platform with a special login and find a variety of tools and content (e.g., APEX learning for credit recovery, Edmodo to enhance communication among teachers, students, and parents, Khan Academy). To make access possible for low-income families, the district has contracted with Comcast to provide a deeply discounted rate to the families of students eligible for free or reduced lunch.

(D)(2)(c) & (d): CCSD is building on South Carolina's work and implementing an interoperable system that combines data from multiple sources into a single system. Eventually, parents and students will be able to export information related to personalized learning.

Slightly less than full points are awarded because it is not clear exactly how "interoperable" are the CCSD systems. It is not clear if it is building a single system with differentiated users and user privileges or if it is creating multiple systems that will be able to talk to each other if one knows how to make that happen. While either approach could work, in the second case the quality of the user experience might suffer.

E. Continuous Improvement (30 total points)

| | Available | Score |
|--|-----------|-------|
| (E)(1) Continuous improvement process (15 points) | 15 | 15 |
| <p>(E)(1) Reviewer Comments:</p> <p>CCSD has a high-quality plan related to continuous improvement.</p> <p>CCSD clearly is strongly committed to continuous improvement. Evidence of this can be seen in its School Quality Review process; District Accountability Reviews; District Accountability and Support Sessions; and bi-annual report on student achievement progress related to Vision 2016.</p> <p>Specific to L3 is its intention to hire an outside evaluator and to partner with Re-Investing School Coalition. There are full-circle, iterative review and improvement cycles associated with each.</p> <p>Full points are awarded since CCSD meets all requirements</p> | | |
| (E)(2) Ongoing communication and engagement (5 points) | 5 | 5 |
| <p>(E)(2) Reviewer Comments:</p> <p>CCSD's commitment to continuous improvement and the importance it places on communication with various stakeholders have been discussed. It has both internal and external methods in place to monitor effectiveness.</p> <p>L3 was formed with stakeholder input and is committed to continuing to reach out for that input. In addition to existing, district wide efforts (i.e., specific to L3) CCSDS will continue to capture the perspective of stakeholders through such means as an L3 website. It is committed to shared ownership of L3 and believes that only comes when stakeholders engage and own the effort.</p> <p>CCSD earns full points.</p> | | |
| (E)(3) Performance measures (5 points) | 5 | 3 |
| <p>(E)(3) Reviewer Comments:</p> <p>CCSD chooses an interesting mix of performance measures (some behavioral, some academic, and some programmatic). For each measure, CCSD provides the rationale, explains the rigor and timeliness, and considers how the measure might be adjusted over time.</p> <p>For example, in grades pre-K to 3, CCSD will monitor 4 of 10 behavior ratings on student report cards as an indication of whether students are functioning at a consistent and independent level. The measures are rigorous (all students rated on these items in the same way), timely (report cards are issued every 9 weeks) and formative (they are part of the parent - teacher conversations that occur every marking period. CCSD will monitor the usefulness of this measure and develop an</p> | | |

alternative measure if this one is less reliable or instructive than anticipated.

However, it has fewer than the 12 measures required (either 6 or 8, depending on whether one counts different grade bands separately) and so earns medium points.

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

(E)(4) Reviewer Comments:

CCSD has a high-quality plan related to evaluating the effectiveness of its investments. It intends to hire a contractor through competitive process and have that contractor create an evaluation design based on the best practices outlined in the What Works Clearinghouse. CCSD has defined the research questions and the summative/evaluative questions that will guide the work.

It earns full points since it meets the requirements.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

CCSD will fund its proposal from a mix of funds from the RTT-D grant (\$19,388,400); its general operating fund (\$4,000); Title II (\$1,213,312) and its district capital fund/technology modernization fund (\$3,421,226). This budget is appropriate and reasonable for the work described in the proposal.

CCSD includes all pertinent information, including the rationale for the expenditures, in its budget breakdown. The level of detail it provides is shown by the following two examples:

- Purchase 1006 copies of "Delivering on the Promise" (Rationale: This book supports the integration of personalized learning and will be included in the professional development plan for teachers.)
- Technology Instructional Coaches: (Rationale: this position is necessary to provide sustained professional development on technology integration with instruction and technology support to teachers, students, and school leaders.)

The budget clearly differentiates between one-time and ongoing expenditures.

CCSD earns full points for meeting all criteria.

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

(F)(2) Reviewer Comments:

CCSD has a high-quality plan for sustaining the project's goals after the term of the grant. The main budget includes many specifics such as timelines, rationale, and personnel. There is also a detailed budget for sustainability. Its main approach is to use the next four years to build in-district capacity and to move away from contractors and the expenses associated with contractors. CCSD has committed to covering the expenses that exist after the grant period.

CCSD has a clear path to sustaining this work and so is awarded full points.

Competitive Preference Priority (10 total points)

| | Available | Score |
|---|-----------|-------|
| Competitive Preference Priority (10 total points) | 10 | 10 |

Competitive Preference Priority Reviewer Comments:

The "Communities in Schools of the Charleston Area" is a community organization that partners with 23 other organizations (e.g., WINGS for Kids character development program, Charleston Promise Neighborhood, Medical University of SC (Drug and Alcohol Abuse Center).

CCSD has a long relationship with "Communities" and intends to expand that relationship to better serve participating schools, 7 of which have no outside services and 2 of which are located on islands off the coast of South Carolina.

CCSD will use a three-tiered approach aligned with Absolute Priority 1 to determine and deliver the necessary services to schools.

- Tier 1 - School wide screening using BESS;
- Tier 2 - Provision of a social-emotional learning application, including training for staff and students; and
- Tier 3 - Providing and coordinating individual/family resources by Communities in Schools for students not responding to Tier 2.

Together CCSD and "Communities" address population-level targets, tracking indicators, using data to improve results, and improving results over time. It also discusses integrating education and support services, and building the capacity of staff. More specifically, it uses a secure web-based data management system to track such things as the number of weekly sessions with students, grades, attendance, and surveys like the Lions Quest life skills program. Key to improved results and improving results over time is the early intervention that will be available.

Communities is fully integrated since they are housed within the schools. They will provide such support as school uniforms/clothing, food for the weekend, and school supplies. Trained support specialists will provide individualized and small group case-management activities.

Teachers will be trained to administer student risk factor assessments. Administrators, guidance staff, teachers and "Communities" staff will collaborate to guide program offerings and development. Parents of identified students will be involved in determining their child's specific needs and in developing a case plan.

Full points are awarded for the competitive preference.

Absolute Priority 1

| | Available | Score |
|---------------------|-------------|-------|
| Absolute Priority 1 | Met/Not Met | Met |

Absolute Priority 1 Reviewer Comments:

CCSD has prepared a comprehensive and nuanced proposal that builds on the core educational assurance areas to create personalized learning for students and so significantly improve learning and teaching. This initiative, L3, puts the student in the center. L3 then provides all of the supports--human, technological, curricular, personal--necessary for the student to control his or her own path to career and college readiness.

CCSD meets Absolute Priority 1.

| | | |
|-------|-----|-----|
| Total | 210 | 198 |
|-------|-----|-----|



Race to the Top - District

Technical Review Form

Application #0924SC-3 for Charleston County School District

A. Vision (40 total points)

| | Available | Score |
|---|-----------|-------|
| (A)(1) Articulating a comprehensive and coherent reform vision (10 points) | 10 | 10 |
| <p>(A)(1) Reviewer Comments:</p> <p>Charleston County School District's vision is specific and thorough. Within the district's project, Lowcountry Lifelong Learning (L3), the district plans to provide the following:</p> <ul style="list-style-type: none"> • Personalized and self-paced instruction technology based assessments • Expanded availability of subject matter content • Collaborative teaching • Inclusion of education that is accessible at all times • Reformation of classroom supports • A provision to provide educators with training, digital tools, technology and instructional repurposing <p>The district has created a sound and feasible plan for professional development, leadership development, and coaching. Listed are the core beliefs of the project:</p> <ol style="list-style-type: none"> 1. To provide a digital learning platform through access and progress monitoring 2. Implementing a personalized learning plan for each student 3. Empowerment of educators <p>Providing a digital learning platform will allow teachers to assign unique tasks and formative assessments to students that build on student interest. The district has creative plan to utilize Enrich Access to collect student data, demographic information, and past achievement performance. Written in the proposal is a plan for each student and teacher to receive a mobile device.</p> <p>Uniquely designed digital personalized learning plans that are linked to academic and college and career standards are incorporated in the proposal project for all students. Personalized plans will be collectively developed by the student, parent, and teachers. The well design tool will incorporate student interest, talents, skills, strengths, and needs based on assessments and student input.</p> <p>Educators are included in the L3 vision will participate in education reform. The district's plan to provide additional training, professional development, and classroom support is commendable. Exhibited learning from educator reform efforts are explained to be incorporated in daily instruction.</p> <p>CCSD has written three ambitious comprehensible objectives to ensure success of the L3 project. The three goals are reflective of the four educational assurances. Listed goals included:</p> <ul style="list-style-type: none"> • Fostering technology rich education to meet the needs of each student • Development of educations to support achievement efforts • Refinement of school/district systems that support learning <p>The vision of the L3 project has been clearly written in the CCSD proposal. Full points have been assigned.</p> | | |
| (A)(2) Applicant's approach to implementation (10 points) | 10 | 10 |

(A)(2) Reviewer Comments:

L3 will be implemented through well thought out phases that are described to be based on feedback from stakeholder forums used in the past initiative Vision 2016. Two cohorts were selected based on implementation readiness data and data that demonstrate that schools were persistently low achieving. Data used to measure readiness included the following:

- Classroom observations
- Interviews with various stakeholders
- Response from presentations to faculties
- Teach input sessions
- School leader training
- Organization changed data
- School leadership buy-in

Listed are the schools within each cohort:

Cohort 1

- Angel Oak Elem.
- Corcoran Elem.
- Goodwin Elem.
- Mitchell Elem.
- Pepperhill Elem.
- Pinehurst Elem.
- Zucker Middle

Cohort 2

- Burke Middle/High
- Charleston Progressive Elem/Middle
- Frierson Elem
- Haut Gap Elem
- Hunley Park Elem
- Lambs Elem
- Memminger Elem
- Mt. Zion Elem
- Northwoods Middle
- Sanders-Clyde Elem/Middle
- St. John's High
- Stall High

Cohort 1 was described to be further along in readiness implementation and integrate the personal learning framework at a faster pace during the two years of project implementation. The efforts to engage the second cohort in full teacher professional development is appropriate and feasible.

The timeline for implementation is concise. The LEA has also provided a clear table of participating schools, students, and educators. Listed below are the estimated totals for participation:

- Number of participating educators - 1,006
- Total number of students – 9,493
- Number of participating high-need students – 8,794
- Low-income students 7,969

The applicant has fulfilled criteria for A(2). Full points have been assigned.

| | | |
|---|----|----|
| (A)(3) LEA-wide reform & change (10 points) | 10 | 10 |
|---|----|----|

(A)(3) Reviewer Comments:

CCSD states that remaining schools will receive the readiness survey once the initial phases of the project are implemented. A fitting and appropriate L3 scale-up plan will be developed for each additional school based on their readiness to manage the reform. Collaborative and professional development opportunities of the proposal will be made available to everyone. A timeline for training for each year of funding is included for parents, students, and schools. The tool used to outline the scale-up goals is comprehensible and can be convincingly understood all. The scale-up plan within the district can lead student improved student learning outcomes. The applicant's vision includes all aspects of a high quality plan as described in the Race to the Top-District notice. Full points have been assigned.

| | | |
|---|----|---|
| (A)(4) LEA-wide goals for improved student outcomes (10 points) | 10 | 9 |
|---|----|---|

(A)(4) Reviewer Comments:

Goal of increasing achievement in lowest-achieving subgroups, including African American and low-income students are reachable. The district has provided sound targets on the state-mandated Palmetto Assessment of State Standards (PASS) and the High School Assessment Program (HSAP). The district's plan to go beyond the ESEA plan for annual point increases is ambitious. The description of the methodology used to determine status is thorough.

The rate used to close achievement gaps between subgroups is reasonable. Targets to improve student graduation rates are likely to be upheld with RTT-D funding and implementation of the comprehensive proposal. The district plans to propose a 3.5 overall increase in graduation rates and ambitiously set a goal to increase rates at 3.5 points in low-performing targeted subgroups.

The goals to increase college enrollment are focused for planned future achievement but the applicant fails to include sub-

group data for college enrollment. Nine points have been assigned to criterion A(4).

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

| | Available | Score |
|---|-----------|-------|
| (B)(1) Demonstrating a clear track record of success (15 points) | 15 | 13 |
| <p>(B)(1) Reviewer Comments:</p> <p>2011 CCSD school report card was rated “good” for the first time and the district received a rating of “excellent” for growth. An increase in school enrollment for four straight years is commendable. Success within schools include additions of the arts, Academic Magnet consistently considered among top ranked schools in the US News and World Report, Academic Magnet has also had second-highest SAT scores in South Carolina and several National Merit semifinalists.</p> <p>Ample evidence is provided of MAP 1st grade reading academy data that highlights student growth and a decrease in achievement gaps from the fall and spring semesters in 2010 and 2011.</p> <p>Efforts of the district to reduce the percentages of incoming ninth graders who read at a fourth grade-level or below from 20.9% (2007) to 13.1% (2012) demonstrate effectively how CCSD is improving student learning outcomes and closing academic gaps.</p> <p>CCSD describes successes from receiving a School Improvement Grant. The schools increased teacher and school leader effectives, provided comprehensive reform strategies that were researched based, increased learning time in community-oriented schools, and provided operational flexibility and sustained support. Bold efforts to reform leadership within these schools were mentioned. In some cases school leaders were reassigned or had to reapply. It was noted that 1/3 of the assistant principals were asked to return. The grant allowed the schools to transform school culture and increase academic achievement.</p> <p>Enrich Assess is the assessment data tool that will be fully implemented in the district during the 2012-2013 spring semester. The tool ties student achievement on state and district assessments. The district’s Parent Portal allows parents and students to access schedules, grades, homework, and attendance. The description of how data is available to parents, students and educators is sound and justifiable.</p> <p>Although there is evidence provided on how the district advances student learning, the district narrative fails to demonstrate a clear track record of success in advancing student learning and improving student outcomes in the area of math.</p> <p>CCSD schools note an increase of college enrollment from 47.9% (2008) to 54.0% (2012). The description on how credit recovery was launched to improve graduation rates is mentioned but the applicant lacks a clear description and evidence of high school graduation rates improvement for four years.</p> <p>A rating of 13 has been assigned.</p> | | |
| (B)(2) Increasing transparency in LEA processes, practices, and investments (5 points) | 5 | 5 |
| <p>(B)(2) Reviewer Comments:</p> <p>Reporting that budgets have been posted on the district website for five years is well documented. The district notes that it outlines and posts all transactions over \$100.00 on the district website. A sound description is provided of how personnel expenditures and non-personnel expenditures are made available at the school level to the public. Salary information and non-personnel expenditures are also reported to the government throughout the National Center for Education Statistics. CCSD notes that the state’s In\$ite system reports all expenditures for the district into categories.</p> <p>CCSD has addressed this selection criterion and has been assigned full points.</p> | | |
| (B)(3) State context for implementation (10 points) | 10 | 10 |
| <p>(B)(3) Reviewer Comments:</p> <p>CCSD proposal effectively demonstrates a focused plan to ensure that personalized learning opportunities are offered to all students. The LEA notes that magnet schools and schools within schools are systems that are currently in place to address</p> | | |

individualized needs.

It is noted that leadership at the state level encourages flexibility in innovation. The district is working on moving beyond traditional seat time and will provide learning opportunities that meet the needs of students. The State Superintendent encourages districts to apply for ESEA flexibility. The transformation of high schools, addition of virtual and online learning courses and addition of alternative and extended learning time opportunities within the district describes the innovative efforts within the district to create personalized learning environments that put the academic needs of students first.

The applicant has addressed criterion B(3). Full points are assigned.

| | | |
|---|----|----|
| (B)(4) Stakeholder engagement and support (10 points) | 10 | 10 |
|---|----|----|

(B)(4) Reviewer Comments:

The LEA efforts to include all stakeholders are commendable. CCSD provides a well-organized table of attendance of principals, teachers, students and parents at focus group meetings. The district notes that 800 external and internal stakeholders were involved in designing the L3 project through the following ways:

- Superintendent roundtables for teachers, principals, students, and parents
- Charleston Achieving Excellence (CAE) Community Advisory Group – 35 member groups from the university and business community
- Principal meetings
- Focus Groups on personalized learning - composed of students, parents, teachers and principals
- Surveys

The district has support from 70% or more of the teachers in targeted schools. The district has also provided letters of support from the board of trustees, state and local officials, universities, the chamber of commerce, and educational foundations. The applicant engaged all stakeholders. Full points are assigned.

| | | |
|--|---|---|
| (B)(5) Analysis of needs and gaps (5 points) | 5 | 5 |
|--|---|---|

(B)(5) Reviewer Comments:

CCSC has identified a need to create student centered environments. The district has set a comprehensible expectation to ensure lessons presented by teachers are rigorous. Descriptions of district-wide School Quality Reviews (SQR) provide evidence of a need to differentiate instruction and ensure teachers are provided instruction that included data driven decision making.

Future district vision and goals are derived from the SQR responses.

The applicant's project management timeline addresses the needs of the applicant and it provides a detailed description of when targets will be met. Assigned personnel responsibilities for implementation activities are sound. The district's needs are in alignment with the clear vision. Needs and gaps outlined in the high quality plan have been thoroughly described. Full points have been assigned.

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

| | Available | Score |
|-----------------------------|-----------|-------|
| (C)(1) Learning (20 points) | 20 | 20 |

(C)(1) Reviewer Comments:

The vision of the district can be understood through this well-developed plan. The goal in providing personalized learning opportunities is clearly evident. CCSD has uniquely described how its plan will impact an individual student. Through collaborative efforts of parents, teachers, and students this plan can be accomplished. It is understood throughout this proposal that student goal setting, quality assessments, 21st century instruction, and appropriate feedback will lead to increased student achievement.

Opportunities for student to gain dual credit and participate in extended learning opportunities are mentioned in this plan.

Accelerated and web-based work will be assigned to students. Also, students will be engaged in individual and group work. Evidence is written that project-based learning will be the core instructional model used. Goals to transform the traditional

classroom are clear.

The LEA is committed to exposing students to learning materials that represent global awareness and lead to cultural competence. Plans to include each school's instruction coach in its efforts to locate diverse instructional material are ambitious and achievable.

Creation of a final product while working on individual student goals is innovative. This opportunity will allow student to think critically across all contents.

Performance data will be used to provide standards for achievement for students, provide intervention, and also enrichment needs. This proposal reforms current learning environments in the school district. The proposal encourages communication amongst stakeholders, fosters life-long learning and creates an environment of critical thinking.

Parents have the ability to monitor student progress at any time. Efforts to provide needed remediation have been written into this proposal. Self-paced learning platforms allow students to have access to pre and post assessments, assignments, opportunities to participate in collaborative forums, and view current progress. The LEA describes a plan for teachers to provide consistent feedback on student progress. The district has provided appropriate accommodations for high-needs students.

A table of the training that will be given to parents, teachers, and students is thorough, concise, and feasible. The district has included May 2013 target goals to establish a parent and student university. Included in this proposal are reflective questioning, deliverables and learning opportunities to guide vision implementation.

Full points have been assigned.

| | | |
|---|----|----|
| (C)(2) Teaching and Leading (20 points) | 20 | 20 |
|---|----|----|

(C)(2) Reviewer Comments:

The district has a sound transformative professional development plan that includes addition staff development for new teachers. The well written plan describes ongoing learning, coaching and classroom design and delivery expectations. Creation of learning communities for online collaboration is presented.

The proposal calls for teachers to attend weekly collaborative meetings. A plan for one-on-one coaching has also been included.

All educators within the district will receive assessment tool training, digital learning platform training and training on how to interpret data. The expectation to meet quarterly to engage in collaborative discussions on personalized learning and work to improve instructional practices is reasonable.

Professional development on the district's classroom observation tool is sound. The expectation for school leadership teams to make 20 observations in a month is ambitious and bound to ensure the needs of students are met through high accountability measures.

All stakeholders will have access to data. The plan to train all on how to use, interpret, and provide interventions has been described fully by the applicant. Professional development to engage students beyond traditional mean is intuitive. This proposal highlights the importance of individualized learning through designed of internships, courses and units that meet the needs of all students.

Provisions to provide instant feedback are wide-ranging. Coaches will support the teachers as the journey in the reform efforts.

The plan for increasing the number of students who receive instruction from highly effective teachers and principals is inspiring. This plan supports the idea that all stakeholders must buy-in to reform efforts. The district is dedicated to increase the rigor in identifying high quality educators and leaders.

The vision of the school district to raise student achievement is evident. Provisions to empower teachers and leaders are clear. Inclusion of training for parents on accountability measures used within the district is commendable. This plan addresses the need to put the student at the center of reform efforts.

Approach for implementing instructional strategies and to anticipate deliverables are addressed in the project management timeline and in section C2 of the appendix.

CCSD's describes achievable efforts to ensure that students receive instruction from effective and highly effective teachers and principals. The district's proposal includes three strategies that address its efforts:

- Ensure that all stakeholders believe in the L3 vision

- Conduct rigorous screenings and interviews to select appropriate personnel
- Provide extensive professional learning support

The LEA has addressed all components in this criterion. Full points have been assigned.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

The school district is composed of three learning communities: Elementary, Secondary and Innovation. A project director will lead work for the district specifically on the L3 vision with the assistance of cross-functional teams. A table/timeline outline of district central staff expectations and responsibilities has been included. The district has provided evidence that it fully plans to support the efforts of schools included in this project.

Schools are allowed to have autonomy if they meet identified district goals. Flexibility areas included freedom to design a school schedule, freedom to create unique professional development, and freedom to send representatives to district-wide professional development.

Descriptions on opportunities for mastery are being developed. The district has requested a waiver for the 120 seat-time requirement. Student mastery on personalized learning assignments in grades K-8 do not require seat-time requirements.

A variety of tools are used to demonstrate student mastery. In addition to state assessments, the district uses quarterly benchmark tests and end-of-course assessments. The idea that students can select how they desire to demonstrate mastery is innovative.

This proposal addresses the needs of all learners, including students with disabilities and limited English. Student with disabilities will have both a personalized learning plan and an Individualized Education Plan (IEP). Modifications and assistive learning tools for limited English speakers are appropriately addressed. Full points have been assigned.

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

(D)(2) Reviewer Comments:

CCSD schools are 21st century learning equipped. Schools in the district have access to interactive whiteboards, laptops, document cameras and integrated sound systems. This proposal includes provisions to update technology infrastructures by upgrading devices and increasing internet bandwidth.

Plans for the personalized learning digital platform are addressed through this proposal. The timeline included in the proposal has a April 2013 target date to launch the digital platform. Provisions to provide access to all stakeholders are fully described.

Support to integrate technology to staff members, families, and students is sound. This proposal includes provisions for the district to provide each student with a personalized learning coach. Also, IT technical can support the needs of those needing website assistance. A partnership has been established with Comcast to support the needs of students eligible for free and reduced meals.

A list of products that parents have access to export student data is documented in the proposal.

The South Carolina Longitudinal Information Center for Education (SLICE) gathers student data. The LEA's description of its human capital management plans to store human resource data, instructional improvements, and professional development in the PALMS database is comprehensive described. Full points are assigned.

E. Continuous Improvement (30 total points)

| | Available | Score |
|--|-----------|-------|
| | | |

| | | |
|--|----|----|
| (E)(1) Continuous improvement process (15 points) | 15 | 15 |
| <p>(E)(1) Reviewer Comments:</p> <p>The district has a monitoring/feedback system in place that reviews district initiatives. The timeline provided adequately addresses how monitoring/feedback will be established.</p> <p>Commitment from the CCSD has been established to hire an external evaluator. Systems in place to provide feedback from high-level officials and the communications department are adequate. By providing training manuals to district personnel, the LEA has established a clear communication system that will address foreseen problems and solutions.</p> <p>There is an obvious commitment written in this proposal from the district to strive for continuous improvement. The plan to close achievement gaps and to include all stakeholders in the discussion process is commendable. Communication with staff, parents, teachers, and students has been clearly established throughout the proposal. Parent surveys, video of town hall meetings are some ways the district will communicate with stakeholders.</p> <p>CCSD has a clear process established to provide feedback to stakeholders. The current systems can be utilized with the L3 project. Full points have been assigned.</p> | | |
| (E)(2) Ongoing communication and engagement (5 points) | 5 | 5 |
| <p>(E)(2) Reviewer Comments:</p> <p>CCSD communication with parents is clear. The district has a plan to provide parents with an annual satisfaction survey. Updated information about the L3 grant is stated to be posted on the L3 website. Specific items that will be posted on the website include: videos from town hall meetings, written responses from frequently asked questions, live data dashboards, survey results and customized forms to allow for interactive feedback and input.</p> <p>As stated previously, there is an obviously clear commitment to share discussion and improve academic achievement based on the recommendation of all stakeholders. Five points have been assigned.</p> | | |
| (E)(3) Performance measures (5 points) | 5 | 4 |
| <p>(E)(3) Reviewer Comments:</p> <p>Measures selected are aligned with state academic progress initiatives. The MAP assessment will be given to 2nd graders in the fall and spring to measure student growth. The plan to track in school suspensions (ISS) is appropriate because it will allow the district to see which students may be struggling academically and behaviorally.</p> <p>Solid emphasis has been placed on career and technology courses. Collaborative efforts by the student, teacher, and parents will ensure that students are successful in course work that is of interest.</p> <p>The applicant did a thorough job of explaining how it will provide rigorous, timely and formative information that is aligned with the L3 vision. Below is what the LEA has included in the proposal to address section b of criterion E(3):</p> <p>Students in Grades pre-K – 3: Report Card Behavioral Rating</p> <ul style="list-style-type: none"> • These behavior measures will be rigorous (all second graders are rated on these items in the same way), timely (reports cards are issued every nine weeks), and formative (teachers and families review these ratings together and coordinate efforts and activities that will enhance student development in these areas). <p>Students in Grades PK-3 & 4-8: Measures of Academic Progress (MAP)</p> <ul style="list-style-type: none"> • MAP results will provide rigorous, timely, and formative information in that both the reading and the math assessments are widely-used measures to gauge the progress of students and to make mid-course corrections in instruction based on student needs. Teachers use student results to guide their reading and math instruction throughout the year. <p>Students in Grades 4-8: PASS English/Language Arts and math</p> <ul style="list-style-type: none"> • PASS results will provide rigorous, timely, and formative information in that both the ELA and the math sections of PASS are pivotal accountability measures for students. PASS results have been selected as critical measures of impact because of their importance as a longitudinal and comparative gauge of how CCSD students are performing, especially relative to prior years and other districts across South Carolina. <p>Students in Grades 4 – 8 & 9-12: Suspensions</p> | | |

- Suspension data will provide rigorous, timely, and formative information because CCSD monitors student discipline closely and behavioral intervention strategies can be immediately implemented based on the data.

Students in Grades 9-12: Career & Technology Courses

- This on-track for college readiness measure will provide rigorous, timely feedback early enough for guidance counselors or other school staff to meet with students and families to encourage that additional courses be added.

Students in Grades 9-12: High School Exit Exam

- The HSAP measure provides feedback within a few weeks so that students can know their status on this gateway assessment, and they, their families, and school staff can plan strategies for improving performance on the next try (if necessary).

Included in the proposal are complete and reasonable descriptions of how the applicant will review and improve each measure. Below is what the LEA has included in the proposal to address section c of criterion E(3):

Students in Grades pre-K – 3: Report Card Behavioral Rating

- Throughout implementation, the efficacy of this measure will continue to be evaluated, and training to improve its reliability of measurement will be provided if needed. An alternative measure may be developed if this one proves less reliable or instructive than anticipated.

Students in Grades PK-3 & 4-8: Measures of Academic Progress (MAP)

- MAP results provide longitudinal data on student performance and, therefore, are expected to be valuable measures of L3 success. Nonetheless, the project will continually review the adequacy of these data points and evaluate whether better measures may be discovered.

Students in Grades 4-8: PASS English/Language Arts and math

- While PASS results are annual measures, the project will continually review the adequacy of the information provided for ELA and math in terms of the efficacy of these measures to assist project implementation. If they are found to be unsatisfactory gauges of project performance, other measures will be developed.

Students in Grades 4 – 8 & 9-12: Suspensions

- Monitoring suspension results is expected to be a valuable leading indicator because it is expected that ISS and OSS will be reduced upon successful implementation of L3.

Students in Grades 9-12: Career & Technology Courses

- A career academy initiative currently underway in CCSD may provide greater insights into more appropriate and valid measures as the L3 project unfolds.

Students in Grades 9-12: High School Exit Exam

- First-attempt HSAP passage rate appears to be an appropriate leading indicator of student academic success, but we will continually re-evaluated this indicator for possible improvement.

Annual targets set by CCSD are feasible but the applicant fails to describe a minimum of twelve performance measures required by applicants. Only six performance measures are included in the proposal. The plan to raise achievement of subsidized students and have them perform at the same rate or above all students is reasonable. Four points have been assigned.

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

(E)(4) Reviewer Comments:

Plans to collect program activities data through the Office of Assessment and Evaluation and assigned external consultant for evaluative purposes are impressive. CCSD will use qualitative and quantitative methods of analysis to see effectiveness of goals, targets, outcomes, and performance methods. Plans to measure the impact of the project on staff and students are appropriate. Data will be collected from:

- Program documents

- Professional development materials and schedules
- Interviews from staff and partner organizations
- Classroom observations
- Achievement data

Included in this proposal is a thorough evaluative framework. The framework includes guiding evaluative questions from all stakeholder perspectives. E(4) has been assigned a rating of 5 points.

F. Budget and Sustainability (20 total points)

| | Available | Score |
|--|-----------|-------|
| (F)(1) Budget for the project (10 points) | 10 | 10 |
| <p>(F)(1) Reviewer Comments:</p> <p>Funding sources and descriptions of funding from the district's general operating fund, Title II and district's capital fund have all been included in the proposal.</p> <p>CCSD has included the cost and needs of the following:</p> <ul style="list-style-type: none"> • Personnel and school based support • Professional Development support for teachers, administrators, and students in participating schools • Stipends for after-hour training • Web-based subscriptions • Technology • Membership to the Re-Inventing Schools Coalition <p>As stated in table 1.1 in the budget section of the proposal, the district plans to dedicate over \$19,000,000.00 to support funds that will be awarded from the RTT-D grant.</p> <p>The rationale to ensure that the appropriate persons are qualified to serve as project director, project specialist, and project coordinator is sound.</p> <p>Provisions for technology upgrades in schools are reasonable.</p> <p>One-time investments are specified in the budget table. Examples of the district's reasonable and justifiable investments include:</p> <ul style="list-style-type: none"> • 1,006 copies of the book Delivering on the Promise • The purchase of collaborative learning tables and chairs for students • Purchase of mobile devices synching/charging carts • Wireless upgrades at 8 schools to IEEE 802.11 N wireless <p>The LEA has provided sufficient rationale of budget of funds for the L3 project. Rationale of investments and priorities is clearly explained in narrative and in subsequent tables. Full points have been assigned.</p> | | |
| (F)(2) Sustainability of project goals (10 points) | 10 | 10 |

(F)(2) Reviewer Comments:

The district's plan to build the capacity of leaders from within is convincing. Contractual personnel will support efforts of the L3 project but the district plans to build the knowledge and skills of school-based personnel. The budget has specific rationale cost descriptions of allocations beyond funding for the grant cycle.

Commitment from the school board has been included in the proposal. CCSD plans to collaborate with all stakeholders in the district. In addition, the membership with the Re-Inventing Schools Coalition to ensure the execution of the personalized learning framework is logical.

A plan to request state waivers for seat time coincide with the personalized learning vision and support the four core educational assurances.

Description of budget costs has been documented effectively. The applicant has fully described its vision and how the high quality plan can be sustained. Full points have been assigned.

Competitive Preference Priority (10 total points)

| | Available | Score |
|---|-----------|-------|
| Competitive Preference Priority (10 total points) | 10 | 10 |

Competitive Preference Priority Reviewer Comments:

A sustained partnership with Communities in Schools will support the efforts of the L3 grant proposal of providing student services and equipping at-risk students with skills and tools to be successful.

This proposal notes that the United Way works directly as a service provider in ten schools.

A detailed description of the provisions to support schools not engaged with a Communities in Schools specialist is documented. A three-tiered approach for supporting targeted schools includes:

- *Screening using BESS*
- *Administering a socio-emotional learning application*
- *Provision and coordinator of individual/family services by Communities in Schools support student support specialist.*

Four population desired results are mentioned appropriately. The plan to ensure that 75% of 4th -8th graders receive zero In-School Suspensions or Out-of Schools Suspensions is ambitious. With RTTT-D funding, data monitoring, professional development and staff, parent and student buy-in for the L3 vision, this plan can be accomplished.

Tracking of Communities and Schools efforts is feasible. The plan to collect all pre and post survey data and report progress to administrators, families, funders and other stakeholders has been described.

Description and justification of tools for identifying students in need of more intensive interventions is sound. Scale-up efforts include hiring additional Communities in Schools personnel to work with other selected schools is appropriate to provided supports for all selected students.

By providing needed early interventions, CCSD will improve student academic performance and also provide needed assistance to students and their families.

Examples of integration of additional support efforts to support the needs of students include providing the following:

- *Clothing*
- *Food*
- *Supplies*
- *Small group Sessions*
- *Mentoring*
- *Crisis Intervention*
- *Capacity building efforts and performance measures are complete and descriptive.*

Capacity building of stakeholders will be provided through the Core Problem Solving Team. The team will assist staff with identifying gaps and socio-emotional threats facing at-risk students. Performance measures for desired results are appropriate. Progress monitoring will occur on a monthly, quarterly and annual basis.

CCSD has thoroughly described efforts to support the emotional and behavioral needs of students and their parents. The plan is comprehensible and can be achieved with funding from the RTTT-D grant. Full points have been assigned.

Absolute Priority 1

| | Available | Score |
|---------------------|-------------|-------|
| Absolute Priority 1 | Met/Not Met | Met |

Absolute Priority 1 Reviewer Comments:

Charleston County School District's vision is specific and thorough. Within the district's project, Lowcountry Lifelong Learning

(L3), the district plans to provide the following:

- Personalized and self-paced instruction technology based assessments
- Expanded availability of subject matter content
- Collaborative teaching
- Inclusion of education that is accessible at all times
- Reformation of classroom supports
- A provision to provide educators with training, digital tools, technology and instructional repurposing

CCSD has written three ambitious comprehensible objectives to ensure success of the L3 project. The three goals are reflective of the four educational assurances. Listed goals included:

- Fostering technology rich education to meet the needs of each student
- Development of educations to support achievement efforts
- Refinement of school/district systems that support learning

L3 will be implemented through phases that are described to be based on feedback from stakeholder forums used in the past initiative Vision 2016. Two cohorts of schools were selected based on implementation readiness data and data that demonstrate that schools were persistently low achieving.

The budget included in this proposal for L3 goals is thorough. Specific details on budget allocations and one-time cost have been included.

The LEA efforts to include all stakeholders are commendable. CCSD provides a well-organized table of attendance of principals, teachers, students and parents at focus group meetings.

Within the district's vision are efforts to reform the readiness standards of students. It is the goal of the district to support student academic achievement by ensuring that every student within the district has a digital personalized learning plan. The plan will be developed by teachers, parents, and students to identify interest, and academic needs. Evidence of collaboration is the LEAs priority and this goal is evident throughout the proposal. The vision of the district is to eliminate seat time requirements and provide instruction to best fit the needs of the learner. Transforming instructional practices will require abstract thinking, clear organization, buy-in from all stakeholders and a sound professional development plan. This all has been included by CCSD,

The district has a sound transformative professional development plan that includes additional staff development for new teachers. The well written plan describes ongoing learning, coaching and classroom design and delivery expectations. Creation of learning communities for online collaboration is presented.

Schools are allowed to have autonomy if they meet identified district goals. Flexibility areas included freedom to design a school schedule, freedom to create unique professional development, and freedom to send representatives to district-wide professional development.

CCSD schools are 21st century learning equipped. Plans to improve capabilities of technology are descriptive.

The district has a monitoring/feedback system in place that reviews district initiatives. The system of accountability is specific. Plans to measure the impact of the project on staff and students are appropriate. Data will be collected from:

- Program documents
- Professional development materials and schedules
- Interviews from staff and partner organizations
- Classroom observations
- Achievement data

Included in this proposal is a thorough evaluative framework. The framework includes guiding evaluative questions from all stakeholder perspectives.

CCSD has thoroughly described efforts to support the emotional and behavioral needs of students and their parents. The plan is comprehensive and can be achieved with funding from the RTTT-D grant.

The grant proposal submitted by CCSD is ambitious. Efforts to provide personalized learning environments for all students are clearly evident. Transforming instructional practices to ensure that students are career and college ready will take extensive efforts by this district. This proposal has ambitious targets to ensure that all students, even those considered at-risk, perform at higher levels. Plans to raise student academic achievement, to decrease achievement gaps, decrease in-school-suspensions, and to provide all students with adequate social and emotion support are clearly outlined by the district. The L3 vision is achievable with the collaborative efforts all of stakeholders. The applicant has clearly outlined a vision to meet the core

assurances and has met priority requirements.

Total

210

206