



# Race to the Top - District

## Technical Review Form

Application #0433GA-1 for Dublin City School District

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9

(A)(1) Reviewer Comments:

The consortium has set forth a comprehensive and coherent reform vision that appropriately addresses the four core educational assurance areas and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity, but the only quantitative data that they present to show the impact of reform efforts in their lowest performing schools is the change in dropout rates for student subgroups among grade 9-12 students in Dublin City. Score = 9 of 10 points, reduced for lack of quantitative data.

Comments for each criteria are presented below

The consortium appropriately addresses the four core educational assurance areas, but the only quantitative data that they present to show the impact of reform efforts in their lowest performing schools is the change in dropout rates for student subgroups among grade 9-12 students in Dublin City.

College and career standards & assessments

- Dublin City and Lauren County Schools, both rural, high poverty, high minority school districts, in middle-Georgia have established a consortium to combine available resources within our districts as well as community and university partnerships to creatively meet the needs of students for career and college readiness upon graduation.
- Our vision concurs with that of the Georgia Department of Education for Race to the Top which is: "To equip all Georgia students, through effective teachers and leaders and through creating the right conditions in Georgia's schools and classrooms, with the knowledge and skills to empower them to 1) graduate from high school, 2) be successful in college and/or professional careers, and 3) be competitive with their peers throughout the United States and the world."
- Our instructional reform will fully integrate project-based instruction into the teaching learning process. Projects will be based on Common Core State Standards (CCSS) that the Georgia Department of Education has adopted. These standards will assist teachers and parents in preparing students to graduate career and/or college ready.
- Currently, Georgia Department of Education, (GaDOE) is developing a criterion referenced formative and summative assessment for PreK-3 grades. It is based on Georgia Common Core Standards that have been implemented beginning this school year. This will provide an excellent source of data for teachers and principals to know how students are performing overall, by subgroups and individually.
- For Grades 3-8, the Georgia Criterion Referenced Competency Test (CRCT) will provide data needed to determine progress in meeting improved proficiency in math, science, and English/language arts. The CRCT is designed to measure how well students acquire the skills and knowledge included in the state adopted Common Core Georgia Performance Standards (CCGPS). The assessments yield information on academic achievement at the student, class, school, system, and state levels. Subgroup data is also provided. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the state adopted standards, and to gauge the quality of education throughout Georgia's schools.
- For grades 9-12, students take the Georgia Department of Education End of Course Tests for Mathematics and Science to measure achievement in these areas. These data provide needed information to assist teachers in knowing how to improve instruction designed to increase student achievement.

Robust K-12 data systems

- Both districts have robust networks with large bandwidth that will support the technology initiatives planned and

budgeted in this proposal. Each district also has an OBDC (open based data compliant) student data system available as a link off the district website so that student and school data is readily available to stakeholders.

- The districts' data systems are compatible with the Georgia Statewide Longitudinal Data System (SLDS) that is used by teachers and administrators as a tool to access and share historical performance data with parents and students.
- Teachers, principals, and district administrators will fully utilize the available data system to improve instruction on a continuous basis. Particularly in our lowest achieving schools, principals and teachers will be provided the resources needed to meet students' needs and support their efforts to increase academic achievement. It is our shared vision that all schools within our districts become high performing as a result of the proposed initiatives, and that we can serve as a model district for others with similar populations.
- The one to one computing initiative included in this proposal will allow parents and students to access school and individual student achievement data and information on budgets, school programs and services offered.

#### Hiring, retaining, and evaluating effective teachers and principals

- To achieve our vision, we will provide teachers and administrators with meaningful feedback that will facilitate their professional growth and development. As part of the Race to the Top Initiative (RT3), Georgia, in collaboration with RT3 Districts, educational partners, and the Evaluation Task Force Committee, developed a new effectiveness system for teacher evaluation and professional growth. The new Teacher Keys Effectiveness System (TKES) consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher.
- To assist school administrators in professional growth and development, the Georgia Department of Education Leader Keys<sup>SM</sup> will be used. Leader Keys<sup>SM</sup> is organized into ten broad strands: Curriculum, Assessment, Standards-Based Instruction, Data Analysis, Organizational Culture, Professional Learning and development, Performance Management and Process Improvement, Managing Operations, Leading Change, and Relationship Development.
- To facilitate growth and development of teachers, on-going sustained professional development designed to effectively integrate one to one computing, implement STEM education, differentiate instruction, and implement Common Core State Standards to prepare students to be career or college ready upon graduation will be provided on a regular basis.

#### Turning around lowest performing schools

- Both Dublin City and Laurens County Schools have experience with reform efforts that have improved student achievement and reduced dropout rates.
- Laurens County School District's Adequate Yearly Performance (AYP) has improved significantly over the past four years. In 2006-2007, four schools out of eight did not meet AYP standards as compared to 2010-2011 results where only two schools out of eight did not meet AYP.
- The improvement in school performance in the county schools is a result of careful data analysis to purposefully identify and address areas of concern as well as providing high quality professional development opportunities to teachers. Teachers have implemented a variety of learning to learn strategies to assist students in being able to increase achievement.
- Dublin City Schools has undergone significant, transformative educational reform over the past three years. The district has been granted charter status by the Georgia Department of Education allowing flexibility to implement a number of academic innovations, including credit recovery, career pathways, seat time waivers, restructuring elementary schools to create three K-5 themed schools, individualized instruction, International Baccalaureate, a regional charter career academy, and 21<sup>st</sup> Century Community Learning Centers.
- A comparison for dropout rate in grades 9-12 over the last three years reveals a percentage decrease overall and in each subgroup. This trend indicates the difference Dublin is making by taking advantage of innovative programs.

The application articulates a clear and credible approach to accelerating student achievement, deepening student learning, and increasing equity.

- Data analysis across grade levels has identified mathematics and science as primary areas of concern. In the elementary and middle grades, English/language arts is also an area of concern. The in-depth analysis reveals the need to target achievement, graduation rates, and college- and career readiness and increase equity for subgroups of

black students, students with disabilities (SWD) and economically disadvantaged (ED).

- To address these needs the consortium has proposed four main projects to accelerate student achievement, deepen student learning, and increase equity. The projects are
1. Extended learning opportunities through before, after, and summer programs to accelerate achievement and increase equity
  2. One-to-one computing to accelerate achievement, deepen learning, and increase equity
  3. STEM (Science Technology Engineering and Math) to deepen learning and increase equity
  4. Heart of Georgia College and Career Academy to deepen learning and increase equity.
- With the support of business, industry and college partnerships, students K-12 will be provided additional learning opportunities designed to (1) increase performance on summative academic achievement assessments (2) decrease achievement gaps among targeted subgroups (3) increase graduation rates of career and college ready students, and (4) increase college enrollment until degree completion.

(A)(2) Applicant's approach to implementation (10 points)	10	7
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(A)(2) Reviewer Comments:

The applicant's approach to implementing its reform proposal will "support high quality LEA- level and school-level implementation," but there was no clear description of the process they used with stakeholders to examine data, identify needs, and develop the initiatives described in the proposal. Score = 7 of 10. Reduced for lack of information on process and stakeholder involvement.

- After formative and summative data examination and school, community and parent stakeholder input, the superintendent's report that it was determined that all students in both districts would benefit from the proposed initiatives. They also state that it is their shared vision that all schools within their districts become high performing as a result of the proposed initiatives and that their districts can serve as model districts for others with similar populations.
- The applicants indicate that both superintendents have had prior experience with the reform work in Georgia related to charter schools and that they intend to use this initiative to facilitate the creation of charter schools and innovative approaches to personalize student learning throughout the entire county.
- They confirm that the two districts collectively met the competition's eligibility requirements.
- The current total number of participating students, participating students from low-income families, participating students who are high-need students, and participating educators for each of the 14 participating schools are provided in Table A2 and meet the competition's eligibility requirements.

(A)(3) LEA-wide reform & change (10 points)	10	6
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(A)(3) Reviewer Comments:

In addressing the applicant's response to section A3, LEA-wide reform and change, there are three major requirements: (1) a high quality, credible plan with key goals, activities and rationales, timeline, deliverables, and parties responsible, (2) a plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools, and (3) a plan help the applicant reach its outcome goals.

The applicant addressed two of the three criteria for this section. The consortium has a plan that includes scale up to all schools within both districts and is designed to help the applicant reaches outcome goals. But they did not present key goals, activities and rationales, timeline, deliverables, and parties responsible to accomplish the work described in this section. Nor do they describe their logic model or theory of change of how their plan will improve student learning outcomes for all students who would be served by the applicant.

Score = 6 of 10 points.

A plan to accomplish (2) and (3) below with key goals, activities and rationales, timeline, deliverables, and parties responsible that are judged to be high quality based on the overall credibility of the plan.

- While the applicant did provide a overview of what they intend to do, as the points below indicate, they did not present key goals, activities and rationales, timeline, deliverables, and parties responsible to accomplish the work described in this section. Nor do they describe their logic model or theory of change of how their plan will improve student learning outcomes for all students who would be served by the applicant.

A plan that includes scale up within their districts and to other districts

- The applicant's plan already scales up to encompass all schools within both districts, not just the lowest performing schools.
- While the application states that as a result of this RTTT-D initiative their districts can serve as model districts for other districts with similar populations, they do not provide a plan for doing this.

A plan that will help the applicant reach its outcome goals

- The goal of collaboration among the districts is to facilitate a meaningful partnership that fosters the growth and development of educational opportunities resulting in increased numbers of students being career and college ready graduates.
- A collaborative leadership team facilitated by the superintendents and composed of administrators, teachers, parents, business/industry leaders, government officials and community services agencies will coordinate efforts to share resources related to reform measures.
- Available formative and summative data will be examined quarterly by the leadership team to determine success and areas of concern.
- To facilitate on-going development of the proposed reform measures, action plans will be developed, implemented, assessed and revised to ensure success.
- All participating schools will have a Governing Council under the direction of the school principal. The School Governing Council will be responsible for analyzing results on a regular basis and developing improvement plans based on research. This formative assessment process will facilitate making any needed intermittent revisions to meet current goals. The governing councils and other stakeholders will use the summative performance results to determine school improvement goals for the upcoming school year. Achievement goals have been established in the grant proposal plan for all grade levels to ensure academic progress is being made to prepare students to graduate career or college ready.
- Teachers will be provided high-level, ongoing sustained professional development based on identified needs including technology infused, project based instruction for grades k-12.
- Additional support for the educational reform measures will be provided through partnerships with Oconee Fall Line Technical College, Middle Georgia College – Dublin Campus, Georgia Institute of Technology, as well as aerospace and other industries in the area. Partnerships will be established and grant goals will be supported by Departments of Human Resources and Mental Health to lend support to families and students in need.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8
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(A)(4) Reviewer Comments:

Based on these performance goals, the consortium's vision is likely to result in improved student learning and performance and increased equity, but significant gaps in performance, graduation rate, and college enrollment are still expected to exist in 2017 for students with disabilities.

The consortium provides annual goals for the four subcriteria in this section - performance on summative assessments (percent proficient), decreasing achievement gaps, graduation rates, and college enrollment. No data was presented for post secondary degree attainment.

The key areas of concern with current performance are mathematics and science achievement across all grade levels. In addition, English/language arts was identified as an area to target in the elementary grades and grades 6-8. Graduation rates and college enrollment rates are also low. The consortium has identified three subgroups that have had low performance in both districts – black students, students with disabilities, and economically disadvantaged students.

All the annual goals under all four subcriteria are achievable and will improve student learning and increase equity, but more so for black and economically disadvantaged students (not included in the graduation and college enrollment rate tables) than for students with disabilities.

The goals for performance on summative assessments (percent proficient) are achievable for all students and subgroups at all grades and ambitious goals for black students, students with disabilities, and economically disadvantaged students at the K-8 level with gains of 30% or more over 5 years. At the high school level, the goals are ambitious for some groups in some courses with gains of 30% or more over 5 years and not ambitious for others with gains of only 20-30% over 5 years.

The goals for decreasing the achievement gaps are achievable and will result in increased equity. The goals are not ambitious for black and ED students because the gaps are small and not ambitious for students with disabilities who have large initial gaps that only decrease by 1 to 10% over 5 years. They come close to eliminating the gaps for black and economically disadvantaged students and reduce the gap for students with disabilities.

The goals for graduation rates are achievable but not ambitious with only 3% to 15% gains in graduation rates. The goals for college enrollment rates are achievable and the gains for some groups are ambitious with gains ranging from 1 to 6 % for students with disabilities to 20-25% for black students. No graduation rates and college enrollment rates are reported for economically disadvantaged students.

The consortium did not provide state targets, if any, for these four subcriteria.

Score reduced from 10 to 8 for lack of consistently ambitious goals, missing graduation and college enrollment rates for economically disadvantaged students, lack of information about state targets.

Total score = 8 of 10 points.

## 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	3

### (B)(1) Reviewer Comments:

The districts do not provide a clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, but they have made reform efforts and have seen some results in reducing dropout rates and thereby increasing equity (Dublin City), meeting AYP (Laurens County), and slightly increasing the high school graduation rate (Laurens County). The districts provide no evidence that they have increased college enrollment. Despite Dublin City's statements about undergoing significant, transformative educational reform over the past three years and achieving charter status from the Georgia Department of Education, neither district has provided evidence that it has achieved ambitious and significant reforms in its low performing schools over the past four years that have resulted in improved student achievement for all groups and reduced achievement gaps. No data was reported for the past four years other than the AYP and drop-out data mentioned above. While both districts make student performance data available to students, educators, and parents, they provide no evidence that making student data available has informed and improved participation, instruction, and services.

Score = 3 of 15 points. Partial credit for making some reform efforts over the past four years, seeing some results, and making student data available to students, educators, and parents.

#### a. Improve student learning outcomes and close achievement gaps

##### 1. Raising student achievement and closing achievement gaps

- Laurens County School District's Adequate Yearly Performance (AYP) has improved significantly over the past four years. In 2006-2007, four schools out of eight did not meet AYP standards as compared to 2010-2011 results where only two schools out of eight did not meet AYP. They state that the improvement is a result of careful data analysis to purposefully identify and address areas of concern as well as providing high quality professional development opportunities to teachers. Teachers have implemented a variety of learning-to-learn strategies to assist students in being able to increase achievement. No evidence was presented that it has achieved ambitious and significant reforms in its low performing schools over the past four years that have resulted in improved student achievement for all groups and reduced achievement gaps. No data was reported for the past four years other than the AYP data mentioned above.
- Dublin City was awarded two 21<sup>st</sup> Century Community Learning Center (21st CCLC) grants in 2010 and 2011. The district used these grants to provide high quality, after school and summer programs to students in all grade levels. Students received homework assistance, extended learning opportunities based on common core standards, enrichment activities, and credit recovery in the high school level. The program was very positively accepted by school personnel, parents, students and community members. Strong support has been provided by local colleges and businesses.
- The district included a chart showing a three-year comparison for dropout rate in grades 9-12 reveals a percentage decrease overall and in each subgroup – which has increased equity. The dropout rate for blacks decreased the most, bringing it down almost to the level of the all student rate. They attribute this trend to the impact of innovative programs

such as charter schools and 21 CCLC.

- No evidence was presented that it has achieved ambitious and significant reforms in its low performing schools over the past four years that have resulted in improved student achievement for all groups and reduced achievement gaps. No data was reported for the past four years other than the drop-out data mentioned above.

## 2. Raising high school graduation rates

- Laurens County indicated that over the past three years 2008-2011, the graduation rate has improved slightly from 73% to 75% but there are still discrepancies between blacks (71%) and whites (77%), students with disabilities (37%) and students without disabilities (82%), economically disadvantages (66%) and non-economically disadvantaged (87%).
- Dublin City provides no evidence on the impact of reform efforts over the past four years on high school graduation rates.
- The superintendents state that they are alarmed by the baseline high school graduation data provided in the Section A charts.

## 3. Raising college enrollment rates

- No evidence presented by either district on the impact of reform efforts over the past four years on college enrollment rates.

### b. Achieve ambitious and significant reforms in its low performing schools

- Laurens County provides no evidence that it has achieved ambitious and significant reforms in its low performing schools over the past four years.
- While Dublin City Schools states that it has undergone significant, transformative educational reform over the past three years it does not provide a detailed description of these reform efforts and it does not link these reform efforts to improving its lowest performing schools.
- They state that Dublin City has been granted charter status by the Georgia Department of Education allowing flexibility to implement a number of academic innovations. Dublin City indicates that it has implemented two of the approved innovations
  - Dublin City has implemented a credit recovery process through its 21<sup>st</sup> Century Learning Center grants but does not describe its impact on student achievement, closing achievement gaps or increasing the graduation rate or on its lowest performing schools.
  - It has established the Heart of Georgia College and Career Academy as a collaborative effort including both districts and has received Charter status from the GaDOE for this academy. The vision is to establish applied learning and STEM programs for grades 9-12 that will allow students to graduate career or college ready. There is no description of how students will be selected to attend this academy and how its presence will impact the lowest performing schools.
  - It does not indicate whether any of the other approved reform efforts have been implemented and how they impact its lowest performing schools.

### c. Make student performance data available to students, educators, and parents

- Both school districts have parent portals to the database used to record student information to keep parents aware of their students' progress. Access information is provided to parents by the schools and a parent link is provided on each district's website.
- In addition to student information provided at the local district level, the GaDOE has a parent link on its homepage that allows parents access to a wide variety of information including assessment data for the district and schools. A wealth of information is also contained on the Georgia Statewide Longitudinal Data System (SLDS) by teachers and administrators as a tool to access and share historical performance data with parents and students.
- They provide no evidence that making data available to students, educators and parents has informed and improved participation, instruction, and services. They do state "A wealth of information is also contained on the Georgia Statewide Longitudinal Data System (SLDS) by teachers and administrators as a tool to access and share historical performance data with parents and students" but the verb is missing so it is impossible to discern whether educators actually use the data in the SLDS and what impact, if any, that use has had on improving participation, instruction, and services.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	2
<p>(B)(2) Reviewer Comments:</p> <p>The districts comply with state regulations about making school level budgets for instructional staff, teachers, and other non-personnel expenditures available to the public for review and seeking input for the budget development from school stakeholders to ensure that priorities for instructional improvement and student services are met.</p> <p>They state that they also comply with open records requests, open Board of Education requirements, and have data available for review on the state's Open Georgia web site. Open Georgia is a gateway for obtaining information and key documents about how the State of Georgia spends tax dollars and other revenues to provide services to Georgians. The information maintained on this site comes from various state agencies and is updated annually.</p> <p>They do not state whether they disclose salary information in the school budgets or at budget hearings or on the Open Georgia website. There is no evidence for high level of transparency in LEA processes, practices, and investments or that they go above and beyond what is required.</p> <p>Score = 2 of 5 because they appear to be operating in compliance mode and provide no evidence that they release salary information.</p>		

(B)(3) State context for implementation (10 points)	10	6
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<p>(B)(3) Reviewer Comments:</p> <p>The consortium has demonstrated evidence of successful conditions and sufficient autonomy under state requirements to implement its proposal, but it has not described how the state's RTTT initiative affects their plans nor has it explained the implications of Dublin City having charter status as a district while Laurens County does not. Score = 6 of 10.</p> <p>Successful conditions</p> <ul style="list-style-type: none"> <li>• Georgia Department of Education, (GaDOE) is developing a criterion referenced formative and summative assessment for PreK-3 grades. It is based on Georgia Common Core Standards that have been implemented beginning this school year. This will provide an excellent source of data for teachers and principals to know how students are performing overall, by subgroups and individually.</li> <li>• GaDOE did a thorough review of the consortium's proposal and provided on October 21 detailed strengths and weaknesses for each section of the proposal. A copy of the letter and feedback are in the appendix.</li> <li>• GaDOE granted charter status for the Heart of Georgia College and Career Academy, a collaborative effort of both districts. The academy will have applied learning and STEM programs for grades 9-12 that will allow students to graduate career or college ready. The academy is one of the four main projects in this reform proposal.</li> <li>• Georgia is transitioning from NCLB's accountability system to a new accountability system, the College and Career Ready Performance Index (CCRPI).</li> <li>• By school year 2015, all school districts in Georgia will have to declare Charter School or IE2 status (not defined in the proposal) or remain "status quo" and will not be eligible for waivers for innovative strategies initiated at the district or school level.</li> <li>• Georgia has established the Georgia Statewide Longitudinal Data System (SLDS) that can be used by teachers and administrators as a tool to access and share historical performance data with parents and students.</li> <li>• As part of the Race to the Top Initiative (RT3), Georgia, in collaboration with RT3 Districts, educational partners, and the Evaluation Task Force Committee, developed a new effectiveness system for teacher evaluation and professional growth. The new Teacher Keys Effectiveness System (TKES) consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher.</li> <li>• To assist school administrators in professional growth and development, the Georgia Department of Education Leader KeysSM will be used. Leader KeysSM is organized into ten broad strands: Curriculum, Assessment, Standards-Based Instruction, Data Analysis, Organizational Culture, Professional Learning and development, Performance Management and Process Improvement, Managing Operations, Leading Change, and Relationship Development.</li> <li>• Surprisingly, there is no discussion about how the state's RTTT plans and work, other than the Teacher Keys Effectiveness System described above, affect or complement the consortium's RTTT-D plans for creating personalized</li> </ul>		
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learning environments for students.

Sufficient autonomy

- GaDOE has granted charter status to the entire Dublin City district. The district charter provides freedom to establish programs and supports that meet student needs. The proposal lists the following innovations the district is authorized to pursue. It is not clear in the proposal whether GaDOE has authorized other forms of autonomy.
  1. Utilize Credit Recovery to serve additional students in order to decrease the dropout rate, and improve high school graduation rate through the use of the seat time waiver. (Credit recovery and seat time waiver in proposed plan)
  2. Provide Career Pathways choices to middle school students to enrich students' programs of study and further develop their career pathways. (in proposed plan)
  3. Implement Career standards beginning with 8th grade students to aid in developing a functional 6-year plan for each student. (in proposed plan)
  4. Use seat time waivers to allow the flexibility of adding more days to help students improve achievement or to go to a 4 day school week if it is financially necessary. (seat time waiver in proposed plan)
  5. Provide professional learning to continue to implement differentiated instruction and mastery learning. (in proposed plan)
  6. In grades K-5, restructure the system to create three K-5 schools that will each have a unique academic theme to STEM (Science, Technology, Engineering and Math), TAG (Talented Arts and Gifted), or LEAP (Leadership, Environmental Awareness and Public Speaking) involve students in project based learning as they employ project-based learning strategies to learn the performance standards. (not in plan but should be because they talk about extending STEM k-12)
  7. Design measures to facilitate greater use of individualized instruction by awarding credits for accelerated students when ready while also allowing for the continuation of coursework past the traditional semester timeframe for those students who have not mastered the course material. (seat time waiver in proposed plan, but seems to be limited to students in grades 9-12)
  8. Begin International Baccalaureate programs at the middle school and at the high school to ensure a challenging academic program for students intending to go directly to a four year college. (in proposed plan)
  9. Begin a regional charter career academy to allow us to pool our resources with neighboring districts and the technical college to offer more career pathways to our students. (in proposed plan)
- Some of these innovations, such as the regional charter academy which was approved and credit recovery, appear to be included in this proposal Most of All of these items, except the K-5 theme schools, are included in the applicant's reform proposal, but there is no clear delineation in the proposal of which innovations are included and which are not.
- In addition, there is no discussion about how the district charter will affect the RTTT-D work or how will it impact the work that takes place in Laurens County, which is not a charter district.

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

10

2

(B)(4) Reviewer Comments:

The consortium does not demonstrate convincing evidence of meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal. Score = 2 of 10. Provides limited evidence of stakeholder support but no evidence of stakeholder engagement.

- Despite the claim that "Stakeholders are actively engaged in the planning, implementation and assessment of school improvement initiatives" there is no evidence in this proposal that describes the process for stakeholder engagement or demonstrates that stakeholders were actively engaged in the development of this proposal or even in learning about it.
- There is a statement in the proposal about support from the board od education for the two districts; "Our local Boards of Education are supportive of the innovative programs outlined in this proposal that support the implementation of Georgia Common Core Standards" but there is no description of the process to engage them and no evidence of their support other than the signatures of the board presidents on the application assurances (Dublin City only) and the Memoranda of Understanding (MOU).

- The proposal indicates that “Laurens County Schools has established advisory committees comprised of school, parent, and community representatives that are essential to all facets of students’ education” and that “Dublin City Schools being a Charter District has District and School Governance Committees that actively engage in school improvement process by meeting with school officials regularly to provide input” but there is no evidence that the county advisory committees and District and School Governance Committees in Dublin were consulted or involved in the development of the proposal.
- There is meager evidence of support from the teacher’s associations or unions.
  - The application was signed by the President of the teacher’s union or association for Dublin City, which is the lead LEA for the consortium. The Memorandum of Understanding (MOU) for Dublin City was also signed by the president of the Dublin City teacher’s union or association.
  - The MOU for Laurens County was not signed by the president of the Laurens County teacher’s union or association. The spaces for name and signature was marked “NA.”
  - Neither union/association provided a letter of support despite that fact that the proposal indicates “Both superintendents state that a minimum of 70% of teachers are supportive of the initiatives contained in this proposal.”
  - No evidence is provided in the application or appendices of this 70% support.
- There is limited evidence of support from other key stakeholders.
  - There are only six letters of support. These come from (1) the Mayor of Dublin City, the county seat, (2) the Dublin-Laurens County Development Association, which supports job creation and developing a career-ready workforce, (3) the Laurens County Robotics Boosters Club, which is dedicated to the advancement of STEM education among the youth of Laurens County, promotes after school and summer events, such as a summer robotics camp, and FIRST (For Inspiration and Recognition of Science and Technology), (4) the South Central Health District of the state Department of Public Health, offering support and enrichment activities for youth and their families, (5) Parker Aerospace, a local aerospace firm offering summer enrichment and career exploration activities including visits to its facilities, and (6) Laurens – Dublin Retired Teachers Association supporting the application and volunteering tutors for the Before and After School programs and for the Summer Enrichment program.
  - There is no evidence that principals were involved in developing this proposal or that they support it.
  - There are no letters of support from local colleges - Oconee Fall Line Technical College, Middle Georgia College, and the Georgia Institute of Technology – who are supposed to be partnering with the districts to support the new Heart of Georgia College and Career Ready Academy, a key project in the consortium’s RTTT-D plan to meet needs of students to be career and college ready.
  - The proposal states “there is strong interest from community business and civic organizations to form the Dublin City Laurens County Education Foundation to provide monetary and expertise as mentors to students in pursuing 21st century careers” but there are no letters of support confirming this interest and the foundation is not mentioned in any of the five letters of support..
  - There are no letters of support from parents and parent organizations, student organizations, civil rights organizations, advocacy groups, and local civic and community-based organizations other than the Dublin-Laurens County Development Association.

(B)(5) Analysis of needs and gaps (5 points)	5	1
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(B)(5) Reviewer Comments:

The consortium has partially met two of the three criteria for this section (logic model and identify needs and gaps). It has not met the criterion for a thorough, high quality analysis of its current status at implementing personalized learning environments. Score = 1 of 5.

They state in this section that their logic is to “continue to provide and expand extended learning opportunities to their students if we are to reduce achievement gaps as well as increase achievement overall.” Elsewhere, they indicate that they want to extend the one-one-one computing initiative to all K-12 classrooms, but is unclear whether their logic model includes strong core instruction in every classroom every day for every student.

They do state that they have analyzed student demographic and performance data and have identified that their largest achievement gaps are in math and science K-12, ELA in grades K-8, and with their students with disabilities and economically disadvantaged students (their baseline data for performance goals in section A4 confirms this), but there is no description of the process used to analyze data or of the people involved and no indication that they examined curriculum and instructional resources, the current status of professional development and professional learning communities, and teacher and principal effectiveness data.

There is no evidence of any type of data collection and analysis of the current status in implementing personalized learning environments, but it can be inferred from statements in the proposal that students currently lack opportunities for personalized learning, project-based learning, and career exploration and development. The needs are the absence of the proposed solutions, which is not a thorough, high quality analysis of the current status of personalized learning in the two districts.

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

	Available	Score
(C)(1) Learning (20 points)	20	10

(C)(1) Reviewer Comments:

In addressing the applicant's response to section C1 – Learning there are three major requirements: (1) A high quality, credible plan with key goals, activities and rationales, timeline, deliverables, and parties responsible, (2) a clearly articulated approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner, that addresses the sub-criteria, and (3) clearly articulated strategies to ensure that each student has access to tools, resources, and support to manage her or his own learning. While the applicant has many ideas about how to strengthen STEM learning and supporting high-need students in their personalized learning, this is not a high-quality plan with a clearly articulated approach and strategies. Score = 10 of 20.

For the first requirement, a high quality plan, the applicant has key goals for the major project components, descriptions of the main features of each component with rationales, some indications of who will be involved, and some desired start dates but this is not a high-quality credible plan. In the examples shown below the descriptions read more like a vision of the ideal state than a plan for getting to the ideal state. Whole sections of the program descriptions were repeated twice in the proposal, which was confusing for the reviewer.

In the second requirement, an approach to learning, the applicant has some good examples for how to engage learners in personalized authentic learning, such as the Data to Discovery remote labs and project-based learning, there are not many specifics and the examples seem to lean more toward older students than younger students. The ideas presented may engage and empower learners but they do not represent a clearly articulated approach. It is unclear whether the main emphasis is on strengthening core instruction or strengthening the before school, after school, and summer programs. There is no discussion anywhere in the proposal about what they need to do to modify teaching and learning to meet the needs of their lowest performing subgroup, students with disabilities.

For the third requirement, the lack of specificity made it hard to imagine exactly what tools, resources, and supports students would receive and from whom – particularly with students in grades K-7. One major problem with expanded learning time initiatives is coordinating content with standards and what is going on in regular classrooms during the day and ensuring frequent two-way dialogue between the regular day teachers and the before school, after school, and summer staff.

1. A plan to accomplish (2) and (3) below with the items listed in this section that are judged to be high quality based on the overall credibility of the plan.

- Key goals

The applicant describes four main project goals and two other goals. The four main project goals are:

- (1) Create extended learning opportunities for students at all levels through before school, after school, and summer programs
- (2) Provide one-to-one computing with standards-based project-based learning and differentiated instruction for all students K-12, both during the regular day and the extended learning opportunities
- (3) Develop STEM (science technology engineering and math) curriculum and learning opportunities for all students k-12
- (4) Launch the Heart of Georgia College and Career Academy for students in grades 9-12.

- The other two goals described in section c1 are to

- (5) Provide career pathways choices to middle school students and to implement career standards beginning with 8th grade students to aid in developing a functional 6 year plan for each student
- (6) Begin International Baccalaureate programs at the middle school and at the high school.

- The extended learning opportunities are programs for high-need students. The before school program, as described focuses on credit recovery for high school students who are at risk of dropping out and who often work during the day. To their credit, they also plan to reach out to students who have already dropped out to encourage to re-enroll and participate in the before school credit recovery program. The 8-week summer program and after school programs are for high-need students from all grades and are planned to accelerate student achievement through technology infused project learning activities linked to the common core standards and STEM content. The summer program would serve up to 60 students per grade. No numbers were provided for the other programs.
  - The one-on-one computing initiative is designed to reach all students in all classrooms by “transforming learning environments from teacher centered to learning centered where students are able to work in teams to communicate, collaborate, think critically and problem solve by having access to iPads in grades K-12. Teachers engage students through challenging activities and projects that allow them to take charge of their learning while also providing guidance and support to ensure a high level of academic achievement. With having access to iPads with Internet and Internet 2 access, teachers will be able to incorporate a wide variety of online content and resources to enhance the curriculum and instruction. This allows teachers to expand learning beyond the classroom walls. It also allows teachers to incorporate a variety of learning to learn strategies that guide students to become self-directed lifelong learners with the capacity to extend their own learning about topics of interest.” In addition teachers will be expected to implement the common core standards starting in 2012-13.
  - Activities to be undertaken and rationale for the activities
    - For the four main project goals the applicant provides one-half to two page description of the proposed features of each project that includes a rationale for the features. Under the extended learning initiative, there are separate descriptions for the before school, the after school, and the 8 week summer program – all of which are focused on high-need students. These descriptions are not a set of activities to be implemented, but rather a macro-level view of the project where each component requires a set of activities to implement.
      - For example, the description of the Heart of Georgia College and Career Academy states: “HGCCA is a charter school approved by the Georgia Department of Education. The purpose is to provide more comprehensive course offerings available to our students by collaborating to combine resources and services from the participating school districts. The vision is to establish applied learning and STEM programs for grades 9-12 that will allow students to graduate career or college ready. A wide variety of career ready programs are being offered through dual enrollment with Oconee Fall Line Technical College (OFLTC). Our vision is to work in collaboration with OFLTC to use available technology resources including one to one computing, Internet 2, and telementoring via distance learning equipment to increase opportunities available to our students. In addition, we envision offering advance level STEM programs for students who are preparing for STEM college majors. Our vision also includes offering more Advanced Placement courses for students to assist them in being college ready. Middle Georgia College Dublin Campus will partner with us to increase dual enrollment courses offered through the career academy. The building where students will participate is a high school owned by Laurens County Schools that is no longer in use. Additional funding is being sought through this grant to fully implement all programs planned to begin 2013 at this site.”
  - The two other goals, (5) provide career pathway choices, implement career standards, and develop 6-year plans, and (6) Begin International Baccalaureate programs at a middle school and high school, have even shorter descriptions.
  - It is not clear why the proposed K-5 STEM charter school, one of the reforms authorized by the GaDOE, wasn't mentioned in conjunction with the STEM project or with the College and Career Academy.
  - Timeline
    - No timelines are provided for any project. Several projects, such as the extended learning opportunities project and the College and Career Academy are suppose to start in 2013.
  - Deliverables
    - No deliverables are provided for any project. Each of the six goals requires a detailed action plan with deliverables but none were provided. This is especially surprising for the Extended Learning project since Dublin City has been implementing similar programs under the 21<sup>st</sup> Century Learning Center grants for two years.
  - Parties responsible for implementing the activities
    - The Before School program is the only component of the reform plan that has a person designated as the party responsible, and it is not clear whether the teacher is expected to design and establish the program or just manage its operations. It appears that the project components occurring in schools during the regular school day will be directed by the school principals and their stakeholder Governance Councils. Overall project planning will be a function of the consortium leadership team.
2. A clearly articulated approach to learning that that engages and empowers all learners, in particular high-need students, in an age-appropriate manner, to

- Take responsibility for their own learning and learning goals
  - This is the main focus of students in grade 8 developing their own 6-year career plans (grades 8 through graduation and beyond). The proposal doesn't describe how they will foster this trait in students in grades K-7.
- Be involved in deep learning experiences
  - This occurs through project-based learning linked to common core standards and through STEM investigations, such as the Georgia Institute of Technology Tech in the Direct to Discovery program. "The Direct to Discovery (D2D) program delivers research labs into K-12 classrooms using high-speed networks and high-definition (HD) video-conferencing. The use of these technologies allows researchers to actively participate in K-12 outreach from the convenience of their labs. D2D does not just facilitate virtual fieldtrips. This collaboration provides rich, up-to-date content that inspires, motivates, and empowers experiential learning. The project creates a classroom tool out of the research labs. So the schools and researchers work together to build a set of experiments/interactions that are tied into the curriculum and then become a part of that classroom throughout the entire school year. D2D also allows a much greater geographical reach, removing barriers to working with rural schools.
  - There is no description for how the consortium plans to develop or acquire project-based learning experiences.
- Have access and exposure to diverse cultures and perspectives
  - The primary vehicle for accomplishing this is through the use of iPads in the One-on-One computing component and in the after school and summer programs.
  - Teachers will receive extensive professional development to use the technology, master the common core standards, and design learning experiences that expose students to diverse cultures and perspectives. A very tall order!
  - Enrichment in the visual and performing arts can also foster access and exposure to diverse perspectives.
- Master critical academic content and 21<sup>st</sup> century skills and traits.
  - To occur primarily through implementation of the common core and STEM subjects. No details provided other than some examples.

### 3. Clearly articulated strategies to ensure that each student has access to

- A personalized sequence of instructional content and skill development
  - Provide Career Pathways choices to middle school students to enrich students' programs of study and further develop their career pathways. (Especially in the area of STEM careers) and implement career standards beginning with 8th grade students to aid in developing a functional 6 year plan for each student.
  - There is no description for their plan for students in grades K-5.
- A variety of high-quality instructional approaches and environments
  - As the brief description of one-on-one computing above indicates, teachers, with intensive professional development and working in professional learning communities, are expected to identify, master, and use variety of high-quality instructional approaches and environments.
- High-quality content, including digital learning content as appropriate, aligned with college- and career-ready standards or graduation requirements
  - The applicant's main approach to acquiring high quality content is through partnering with colleges and universities. One example mentioned above is the Georgia Institute of Technology Tech in the Direct to Discovery program. "The Direct to Discovery" (D2D) program delivers research labs into K-12 classrooms using high-speed networks and high-definition (HD) video-conferencing. For the College and Career Academy, another example is the wide variety of career ready programs being offered through dual enrollment with Oconee Fall Line Technical College (OFLTC). Their vision is to work in collaboration with OFLTC to use available technology resources including one to one computing, Internet 2, and telementoring via distance learning equipment to increase opportunities available to our students.
  - Finding and evaluating potential high quality content that is both age appropriate and aligned to common core and STEM standards and is a major project by itself for two small districts to implement on their own. There is nothing in the budgets for this type of support.
- Ongoing and regular feedback, including frequently updated individual student data and personalized learning recommendations
  - The applicant is vague about this. They state "Our data systems allow us to easily track students' progress both collectively and individually to allow teachers, parents, and students to know their current achievement toward meeting their goals to graduate college- and career-ready on time. Counselors will monitor students' progress regularly and provide guidance in making choices that are appropriate for the students' goals." This statement seems aimed more at middle school or high school students than elementary students. It is not clear how often these meetings would occur, how often data would be collected and by whom, and how the data gets into the data system.
- Accommodations and high-quality strategies for high-need students

The before school, after school & summer programs are specifically designed for high-need students with wrap around supports including academic support, STEM and one-on-one computing, project based learning, health and physical wellbeing, and the visual and performing arts. As the reviewers from GaDOE noted in their feedback, the descriptions of these programs seem more like a grab bag of activities than carefully designed programs. There is no discussion of specific accommodations and high-quality strategies for students with disabilities, one of their target subgroups.

- o The proposal states “A wide variety of learning to learn strategies allowing students to become confident, self-directed lifelong learners will be incorporated into each course offering. Such strategies include SQ4R – Survey, Question, Read, Recite, Review and Reflect; Cornell note taking skills, and meaningful use of visual aids including digital media and graphic organizers.”
- Mechanisms to provide training and support to students to ensure that they understand how to use the tools and resources provided to them to track and manage their learning.
  - o Through the Career Pathways and the 6 year plan of study, teachers and counselors will ensure students have a complete understanding of how to use these mechanisms to ensure they are on track and are prepared to manage their learning. Individual students and their parents will meet with teachers and counselors to collaboratively develop the 6 year plan used to guide their individual learning pathway based on interest and student aptitude as demonstrated through achievement measures.
  - o This response does not address students in grades K-7.

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

20

12

(C)(2) Reviewer Comments:

This section addresses teaching and leading in the context of the four major reform initiatives in this proposal.

In addressing the applicant’s response to section C2 – Teaching and Leading there are five major requirements: (1) A high quality, credible plan with key goals, activities and rationales, timeline, deliverables, and parties responsible, (2) criteria A - an approach to ensuring that all participating educators engage in training, and in professional teams or communities, that supports their individual and collective capacity to support the effective implementation of personalized learning environments and strategies, adapt content and instruction, frequently measure student progress, and improve teachers’ and principals’ practice and effectiveness, (3) criteria B - an approach to ensuring that all participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress, including actionable information, high-quality learning resources, and processes and tools to match student needs with specific resources and approaches, (4) criteria C - an approach to ensuring that all participating school leaders and school leadership teams have training, policies, tools, data, and resources include information from such sources as the district’s teacher evaluation system, and training, systems, and practices to continuously improve school progress, and (5) criteria D - has a high-quality plan (with goals, activities, deliverables, timelines, and parties responsible) for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

They provided suggestions for action for each sub-criteria with the exception of sub-criteria B1 and C1 & 2. They did offer a number of suggestions for professional development but they did not describe a plan for managing the scope and scale of the professional development required for the reform initiatives to prevent teacher and administrator overload. They did not provide specific goals, activities, timelines, deliverables, or parties responsible for any of the sub criteria, nor do they provide a high quality plan to increase the percentage of the effective and highly effective teachers and principals other than to say that they are implementing the new state systems for evaluating teachers and principals.

Score = 12 of 20 points. Reduced because of missing information about sub-criteria and for not providing high-quality plans.

A1 Professional development and professional learning communities to support the effective implementation of personalized learning environments

- The consortium states that “faculty and administration will work collaboratively and individually to engage in professional growth and development under the umbrella of a community of learners approach. Professional learning will not stop when the professional development is completed. We will apply knowledge gained within the context of meeting goals for learning and meeting individual needs of all students, especially those targeted through achievement discrepancy between subgroups. To facilitate the growth and development of professional learning communities within and between our districts, we will adopt factors determined by Darling-Hammond (1997) to be important for powerful teaching and learning:
  - o Structures for caring and structures for serious learning, structures that enable teachers to know students well and to work with them intensely.
  - o Shared exhibitions of student work that make it clear what the school values and how students are doing.

Structures that support teacher collaboration focused on student learning, in particular, teacher teams.

- Structures for shared decision making and dialogue about teaching and learning with other teachers, students and parents.
- They further state that their goal for “creating learning communities that provide on-going, professional learning opportunities is to create a synergy between faculties in our district to solve problems related to student achievement collaboratively; thus, increasing the number of highly effective teachers and principals within our school districts.”
- The GaDOE is providing on-going support to local districts so that successful implementation of the Common Core Georgia Performance Standards (CCGPS) can occur in a seamless manner. Faculty members will apply knowledge gained within the context of the initiatives included in this proposal. A key focus will be on how to integrate these standards into a meaningful 21<sup>st</sup> century context so students understand the interrelatedness and relevance of content being learning.
- Teachers and administrators will participate in high quality, on-going sustained professional learning experiences related to each of the four initiatives included in this proposal. These include
  - 1) Effectively implementing STEM activities to meet the needs of individual students, developing Career Pathways choices, and working with students to create 6-year individual learning plans.
  - 2) Effectively using one to one computing in all content areas to assist students in having resources to meet individual learning needs as well as enhance research and work products related to project based instruction. Teachers will have the opportunity to collaborate within and across school districts to successfully develop highly effective 21st century classrooms.
  - 3) Developing and implementing highly effective before, after and summer programs for students in grades k-12.
  - 4) Developing and implementing highly effective career technical programs that provide applied learning opportunities for students.
- In addition the consortium will provide professional learning to continue to implement differentiated instruction and mastery learning.
- Strengths of their approach to professional development and professional learning communities are their use of research-based principles such as those from Linda Darling Hammond, their support for cross-building and cross-district collaboration among teachers in creating 21st-century classrooms, use of resources from the Georgia Department of Education to support the implementation of common core standards, and their plan to provide professional development for teachers and administrators for each component of their proposed reform plan.
- As the reviewers from the Department of Education noted in their feedback to the consortium, the challenge with these proposed professional development initiatives is the sheer scale and scope of the proposed professional development. They run the risk of overwhelming teachers and burning them out when they expect implementation of multiple initiatives simultaneously by the same individual, or the same team of teachers, or the same professional learning community. Since there was no timeline provided in the proposal for professional development is impossible to know whether the districts have anticipated this problem.

## A2 Adapt content and instruction

- Consortium teachers will face three challenges in adapting content and instruction to the needs of individual students. The first challenge is adapting content instruction to support the common core standards and assessments. The second challenge is adapting content and instruction to the learning environment of 21st century classrooms and to incorporate a focus on the 21st century skills and traits and personalized learning. The third challenge will be to infuse all of this with STEM related activities and project-based learning.
- Dublin High School and Dublin Middle School are making efforts to implement the diagnostic instruments and online tools from the Educational Policy Improvement Center (EPIC) to help schools better prepare students for college and career readiness.
- As a part of shared learning opportunities, Dublin and Laurens County Schools will collaborate to apply EPIC best practices to assist teachers in adapting content and instruction and being better equipped to prepare students to graduate college and/or career ready.
- The consortium did not provide in its proposal a plan in timeline for adapting content and instruction to meet the requirements for the four projects in its reform proposal. The reality is that teachers cannot change all of their content in instruction simultaneously or instantaneously. It is a multiyear effort.

## A3 Frequently measure student progress

- In its proposal, the Consortium indicates “data driven decision-making is at the key of what we currently do to frequently assess progress being made by students collectively and individually. For each of the four initiatives, data will be

collected and analyzed by school and district governance teams to determine the effectiveness of each one in terms of students meeting common core standards leading to college- and career-readiness. Professional growth and development in the use of our student data systems will be provided to ensure the most effective use.”

- Absent from this statement about data-based decision-making is the involvement of teachers in analyzing the data individually, in teams, and in professional learning communities and then planning how use the data to modify instruction to better meet the needs of students and to accelerate their progress to close achievement gaps and increase equity.

**A4 Improve teachers' and principals' practice and effectiveness**

- Dublin City and Laurens County Schools are in the process of training on the Georgia Department of Education's Teacher Keys and Leader Keys, a new effectiveness system for teacher and administrator evaluation and professional growth planning. The districts will provide teachers and administrators with meaningful feedback that will facilitate their professional growth and development.
- No timeline is provided in the proposal for the implementation of this new teacher and principal effectiveness system. Nor is there discussion about how they intend to use this system to reach their growth targets for effective and highly effective teachers and principals that are provided in the performance measures.

**B1 Actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests.**

- The Consortium does not describe how they will generate actionable information to help teachers and principals identify optimal learning approaches that respond to individual student academic needs and interests and can be quickly implemented to help students remain on track towards meeting academic goals. Nor do they indicate whether the state is working on processes to generate actionable information and identify optimal learning approaches as part of its Race To The Top initiative.

**B2 High quality learning resources**

- In implementing the One-on-One computing initiative, teachers, with intensive professional development and working in professional learning communities, are expected to identify, master, and use variety of high-quality instructional approaches and environments.
- The applicant's main approach to acquiring high quality content is through partnering with colleges and universities. One example mentioned above is the Georgia Institute of Technology Tech in the Direct to Discovery program. "The Direct to Discovery" (D2D) program delivers research labs into K-12 classrooms using high-speed networks and high-definition (HD) video-conferencing. For the College and Career Academy, another example is the wide variety of career ready programs being offered through dual enrollment with Oconee Fall Line Technical College (OFLTC). Their vision is to work in collaboration with OFLTC to use available technology resources including one to one computing, Internet 2, and telementoring via distance learning equipment to increase opportunities available to our students.
- Finding and evaluating potential high quality content that is both age appropriate and aligned to common core, 21<sup>st</sup> century technology infused classrooms, and STEM standards and is a major project by itself for two small districts to implement on their own. There is nothing in the budgets for this type of support.
- Given the consortium's focus in this proposal on improving performance for students with disabilities, is surprising that there is no reference to using the universal design principles for instruction (UDI) in adapting or designing materials, particularly digital learning resources, that are appropriate for students with disabilities.
- In addition, there is no mention in the proposal of any plans to use instructional coaches to help teachers master and use high quality learning resources.

**B3 Processes and tools to match student needs with specific resources and approaches**

- The proposal states, in the context of the 6-year personal learning plans that students develop in grade 8 as part of their work to explore career pathway choices enter learn about the career standards, that counselors will monitor students' progress regularly and provide guidance in making choices that are appropriate for the students' goals.”
- This statement is aimed at middle school or high school students rather than elementary students. There is no discussion of processes and tools to support these meetings, nor is there any indication about how frequently these meetings take place. There is also no indication about the role of the classroom teacher in working with students to match their needs with specific resources and approaches.

**C1 & 2 All participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources that enable them to structure an effective learning environment**

- The application indicates that each principal together with the School Governance Council will develop action plans to

implement the reform initiatives, including the development of effective learning environments for students.

- There is no discussion in the proposal about providing the training, policies, tools, data, and resources that schools will need to structure and effective learning environment.

D A high-quality credible plan with goals, activities, rationale, timeline, and deliverables, for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects, and specialty areas.

- The proposal does not directly address the issue of increasing the number of effective and highly effective teachers and principals. But they do stress the importance of professional development and working in learning communities, both for principals and for teachers.
- As noted above, no timeline is provided in the proposal for the implementation of the new teacher and principal effectiveness system. Nor is there discussion about how they intend to use this system to reach their growth targets for effective and highly effective teachers and principals that are provided in the performance measures.
- For the criteria and sub criteria listed above, the consortium has provided some suggestions for what might be accomplished within each of the areas. However, these suggestions are not a high-quality creditable plan with specific goals, activities and rationales, timelines, and deliverables.

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

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	8

(D)(1) Reviewer Comments:

While the consortium has partially responded to the five sub-criteria in this section, it has not provided a high-quality plan to support project implementation through comprehensive policies and infrastructure.

Score = 8 of 15 points. Reduced for no high-quality plan and lack of information in responses to the five sub-criteria

- a. Organizing the consortium governance structure and LEA central offices to provide support and services to all participating schools.
  - Upon award of the grant, Dublin City Schools and Laurens County Schools are prepared to form a governance structure to fully implement the proposed reforms.
  - There is a strong commitment on the part of both districts to be more collaborative in sharing resources and securing community support for all students residing in our county.
  - Dublin City Schools will serve as the fiscal agent for the grant to ensure that all funds are expended as required in the budget.
  - Both districts will share the responsibility for making sure that all activities are carried out as outlined in the proposal with any changes or revisions first receiving approval through Race to the Top District grant officials.
  - There is no description of what this governing structure will look like, who will be involved, and how it will operate. In addition, there is no indication of how boards will be involved in decision making and whether or not each board will have modify existing policies or create new ones.
- b. Providing school leadership teams with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets.
  - Each school already has a governance committee in place with the flexibility and autonomy to meet individual needs based in the context of a shared vision common to all schools within the district. This same level of school governance will be employed to meet the goals of this proposal.
  - The application does not describe specifically the nature of the flexibility and autonomy granted to school governance committees and does not indicate whether there are differences in flexibility and autonomy between Dublin City and Laurens County since Dublin City has charter status and the county does not.
  - Consequently, it is not clear whether school boards are going to give the school leadership teams sufficient flexibility and autonomy over school schedules and calendars, school personnel decisions and staffing models roles and responsibilities for educators not educators, and the flexibility with school level budgets to move funding from one budget category to another to support the needs of the schools with regard to implementing its reform plans.
  - There is no discussion in the proposal concerning the support and professional development the governance

committees will need to have to be effective.

- c. Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic.
  - High school students will be afforded flexible seat time to earn credits as outlined in the charter schools proposals. The college and career academy as well as high schools will facilitate this option by allowing students to advance at their own pace rather than having to repeat courses for which they have not met all standards within a certain specified time.
  - This flexibility will reduce dropout rates and will allow students in all subgroups to have adequate opportunity to demonstrate mastery on an individualized basis.
  - This can be facilitated through the one to one computing initiative since course credit can be awarded upon successful mastery of common core standards for each specific course offering.
  - There is no information about giving K-8 students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic.
- d. Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways.
  - There is some information about giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways, but there are no clear plans about how they will do this. They state that they plan to provide intensive PD for teachers on differentiating instruction and on teaching for mastery learning and that they will "Design measures to facilitate greater use of individualized instruction by awarding credits for accelerated students when ready while also allowing for the continuation of coursework past the traditional semester timeframe for those students who have not mastered the course material."
- e. Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners.
  - The learning resources and instructional practices that have been outlined in this proposal will provide teachers the flexibility needed to differentiate instruction, thus increasing equitable access to successfully demonstrating content mastery based on individual needs, particularly those students with disabilities.
  - Given the consortium's focus in this proposal on improving performance for students with disabilities, is surprising that there is no reference to using the universal design principles for instruction (UDI) in adapting or designing materials, particularly digital learning resources, that are appropriate for students with disabilities. There are no specifics in the proposal about how materials are going to be designed or adapted to address the needs of students with disabilities.

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

10

5

(D)(2) Reviewer Comments:

The consortium has partially responded to the first of the four sub-criteria in this section, fully responded to the two sub-criteria on data, but did not respond to the second sub-criteria on technical support. It has not provided a high-quality plan to support project implementation through comprehensive policies and infrastructure.

Score = 5 of 10 points. Reduced for no high-quality plan, no response to sub-criteria (b), and lack of information in response to sub-criteria (a).

- a. Ensuring that all participating students, parents, educators, and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal.
  - Each student will be provided an iPad to ensure that students can participate in all programs offered to increase student achievement.
  - As they serve an underserved population of rural, high poverty students, they are dedicated to providing equitable access to all services with no financial barriers that limit participation.
  - Students will have equitable opportunity to participate in before, after and summer programs, as well as dual enrollment and AP courses.
  - A strong support network is being established to ensure that all students are successfully prepared to graduate career and/or college ready. Their partnerships with colleges, local and regional business and industries, and other community

agencies will increase equity in meeting all students' individual needs.

- The consortium does not describe what they will do for students' families who do not have Internet access or computers at home.
- b. Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies.
  - No information is provided in the proposal that describes the levels of technical support that will be provided to students, parents, educators, and other stakeholders or the strategies that will be used.

c) & d) Exporting information in an open data format and using interoperable data systems

- Both districts have robust networks with large bandwidth that will support the technology initiatives planned and budgeted in this proposal. Each district also has an OBDC (open based data compliant) student data system available as a link off the district website so that student and school data is readily available to stakeholders.
- The districts' data systems are compatible with the Georgia Statewide Longitudinal Data System (SLDS) that can be used by teachers and administrators as a tool to access and share historical performance data with parents and students.
- The one to one computing initiative included in this proposal will allow parents and students to access school and individual student achievement data and information on budgets, school programs and services offered.

### E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	7

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

The consortium partially responded in this section to the first two criteria for the continuous improvement process, (1) provide timely and regular feedback on progress towards project goals and (2) opportunities for ongoing corrections and improvements during and after the term for grant but did not respond to the third criterion, (3) strategy to monitor, measure, and publicly share information on the quality of its investments funded by RTTT-D, such as investments in professional development, technology, and staff.

Score = 7 of 15 points. Reduced because of insufficient detail in the first criteria about the proposed "rigorous formative and summative assessment plan," a lack of clarity about the nature of the District Leadership Team; reduced in the second criteria for lack of clarity about the role of the district leadership team in ongoing corrections and the lack of information about cross-school communication and collaboration among Governing Councils; and for no information in response to the third criteria.

#### a. Provide timely and regular feedback on progress towards project goals. 3 of 5 points

- A rigorous formative and summative evaluation plan has been developed in the Dublin Charter System plan and the Heart of Georgia College and Career Ready charter plan that includes both Dublin City and Laurens County Schools. These plans will serve as the model to determine effective implementation of this grant proposal.
- Academic achievement, graduation rates, professional development impact and program effectiveness will be evaluated on a continuous basis by school and district level governance boards. This data driven process of determining effectiveness of strategies for meeting project goals will help to ensure successful implementation of the innovations included in the grant proposal.
- A District Leadership Team, facilitated by the Superintendents, will be established. This team will be responsible for assessing performance goals and operational plans of this proposal, and will make recommendations to the Board of Education.
- In addition all participating schools will have a Governing Council under the direction of the school principal. The School Governing Council will be responsible for analyzing results on a regular basis and developing improvement plans based on research. This formative assessment process will facilitate making any needed intermittent revisions to meet current goals. The governing councils and other stakeholders will use the summative performance results to determine school improvement goals for the upcoming school year.
- Achievement goals have been established in the grant proposal plan for all grade levels to ensure academic progress is

being made to prepare students to graduate career or college ready.

- It is not clear what is meant by
  - a rigorous formative and summative evaluation plan without seeing examples of elements from the other plans, especially since the charter school is one of the four projects.
  - evaluating data on a continuous basis.
  - It is not clear whether the District Leadership Team described in this section is for one district or both districts, nor is it clear whether this entity is the same as the unspecified governance structure” in section D1 and whether reporting to the board means one board or two.
- b. Opportunities for ongoing corrections and improvements during and after the term of the grant. 4 of 5 points.
- The School Governing Council will be responsible for analyzing results on a regular basis and developing improvement plans based on research. This formative assessment process will facilitate making any needed intermittent revisions to meet current goals. The governing councils and other stakeholders will use the summative performance results to determine school improvement goals for the upcoming school year.
  - It is not clear what mechanisms are planned to allow for cross-school communication, collaboration, and learning among school councils across both districts.
  - It is not clear whether the District Leadership Team will also make intermittent revisions to meet current goals and whether it will use district wide summative performance results to determine district improvement goals for the upcoming school year.
- c. The strategy to monitor, measure, and publicly share information on the quality of its investments funded by RTTT-D, such as investments in professional development, technology, and staff. 0 of 5 points.
- There is no description of strategy to monitor, measure, and publicly share information on the quality of its investments funded by RTTT-D, such as investments in professional development, technology, and staff.

(E)(2) Ongoing communication and engagement (5 points)	5	3
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(E)(2) Reviewer Comments:

The consortium has described a plan for ongoing communication with external and internal stakeholders but the plan lacks specificity about frequency of communication, stakeholder groups to target, strategies for engagement and dialogue, and strategies to assess the effectiveness of its communications. Score = 3 of 5 points.

- The School and District Governing Councils will include stakeholders including district and school level personnel as well as parents and community partners. This will facilitate open communication between school and community as well as to allow educators to gain insight as to their effectiveness in meeting needs of the community by preparing students that are career and college ready upon graduation.
- Internal stakeholders at the school and district level will be apprised of the formative and summative assessment of grant implementation and outcome results through information provided by the School and District Level Governing Councils.
- External stakeholders will be provided information regarding the effectiveness of grant implementation and the activities outcomes through a variety of media including district and school websites as well as through making information to the local media. The local newspaper has already published an article about Dublin City and Laurens County Schools intent to apply for the Race to the Top District grant opportunity. The purpose is to gain public confidence that the districts are collaborating to seek funding to improve education for students throughout Dublin, GA and Laurens County, GA.
- They do not indicate whether they plan to hold open meetings or public meetings for dialogue and engaging with stakeholders; how frequently they plan to communicate with external and internal stakeholders; whether they plan to communicate with students; whether they plan to use social media; and whether they plan to do outreach to booster clubs and civic or religious organizations, partners, and potential partners.

They do not indicate whether they have a process to check for stakeholder understanding of the communications and satisfaction with the quality of communication.

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

The consortium has provided 13 performance measures, but the grade 9-12 ECOT tables are missing. The proposed performance measures address students in grades K-12. Most of the measures are leading indicator assessments, including benchmark assessments, which is good, in addition to the annual state GRCT, Writing, and ECOT assessments that are not leading indicators. Some charts do not provide the number of students. There is a rationale presented for some of the applicant-proposed measures. There do not appear to be any measures that relate to one of the largest components of the proposed plan, 21<sup>st</sup> century skills.

The annual targets do not appear to be ambitious and generally show linear growth of 2 – 8% per year. Performance for students with disabilities lags performance on other groups and for some measures, the gap is larger at the end of the project than at the beginning. They do not indicate how they will review and improve a measure over time if it is insufficient to gauge implementation progress.

Score 3 of 5 points.

(E)(4) Evaluating effectiveness of investments (5 points)	5	2
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(E)(4) Reviewer Comments:

The consortium states that District and School Level Governance Committees will be responsible for determining the effectiveness of investments in all funded activities of the grant toward assisting students in graduating career or college ready, but it does not indicate whether they will engage an outside consultant or college or university partners to collect and analyze data. Results from effectiveness studies are more credible when others besides the leadership teams are involved. There is no discussion in the proposal about whether the Governance Councils will have the time and expertise to conduct the effectiveness studies.

They also indicate that they will analyze quantitative data including achievement, attendance, discipline, drop-out, and graduation rate data to determine project effectiveness and that qualitative data from stakeholder surveys about the effectiveness of the projects included in this proposal will also be a source of pertinent evaluative information.

Survey data is not as reliable a measure of changes in student, teacher and administrator practice using data from actual observations. There may be useful data collected as part of the new state teacher and principal evaluation system.

Score 2 of 5

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	7

(F)(1) Reviewer Comments:

The consortium's budget is within the required range, appropriately identifies all of the funds that will support the project and identifies the funds that will be used for one-time investments (equipment and labs) versus those that will be used for ongoing operational costs. They provide an explanation of the line item costs and link these costs to proposed activities.

- The 3 project budgets are linked to the 4 elements in the design for the consortium's proposal with one project element, STEM, infused into the budgets for the other three elements – Extended Learning, One-on-One Computing, and the Heart of Georgia College and Career Academy. Most of the STEM costs are in the Academy budget.
- iPads and upgrades to the computer network are costs in the budget for One-on-One computing but will benefit the other components. Other budget items are specific to the project.
- The personnel costs are for teachers and teacher assistants for the Extended Learning program and teachers for the Career Academy. There is also a part-time bookkeeper for the Extended Learning program. No personnel costs for project directors. The assumption is that current leadership will lead the project.
- All line items appear to be reasonable and sufficient to support the development and implementation of the applicant's proposal.
- There are NO funds for instructional coaches. This is a major concern given the magnitude of the changes that are expected in teacher practice over the four-year project.
- There are no budget items for project management. They assume that the superintendents and principals can fully implement the grant AND do everything else that they do with no project management support
- There are no funds for technical assistance with effectiveness studies.

- There is information about the project in the budget that is not in the narrative.
  - Hiring a part time parent involvement coordinator in the Extended Learning program
  - In the One on One program starting iPad use at the high schools and middle schools in years 1 and 2 and then elementary schools in years 3 & 4.
- Hiring 4 teachers and installing four state-of-the-art labs in the Career Academy - YR 1 State of the Art Technology Laboratories, YR 2 Hydraulics Fluids Laboratory, YR3 Biofuels Laboratory, and YR 4 Manufacturing Laboratory

Score = 7 of 10 points, reduced for lack of funding for the instructional coaches, lack of project management support, and lack of funding to support the effectiveness studies.

(F)(2) Sustainability of project goals (10 points)	10	5
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(F)(2) Reviewer Comments:

The consortium's plan to secure funds needed for sustaining the four projects after the grant funding period is to work with their business and civic communities to establish the Dublin Laurens County Educational Foundation. The purpose of this organization will be provide needed funds as well as other resources such as expertise in various fields that support the learning environment. However the proposal contains no details about their plan to create this foundation or how the foundation will operate, raise revenue, and function.

The consortium indicates that, in addition to these funds, they will use available federal, state, and local fund sources to sustain programs and that they will seek additional grant opportunities to fund projects to support projects after the grant period.

One of the requirements of this section is that the applicant provide a high-quality plan for sustainability after funding ends with goals, activities, rationale, timelines, deliverables, and parties responsible. The consortium did not provide a high-quality plan, only two paragraphs.

Score = 5 of 10 points. Reduced because they have not secured after-project support and funding and did not provide a high-quality plan.

### Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0

Competitive Preference Priority Reviewer Comments:

No CPP request

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

This is an ambitious proposal from a consortium of two small districts, a city district and the surrounding county district, in rural south central Georgia that are committed to create a better future for their children.

It is an ambitious proposal because the two districts have been only been actively involved in school reform efforts over the past several years and they are just beginning to see results. Based on these efforts, the city district has received charter status from the Georgia Department of Education and together they have received a charter to open the Heart of Georgia College and Career Academy. Not content with just one school to transform, they want to use an RTTT-D grant to transform all of the schools in the consortium through partnerships with colleges, STEM businesses, and the regional Georgia Department of Health.

It is a smart proposal because it builds on the reform work in Georgia to adopt the Common Core standards and rigorous

assessments, establish robust data systems with LEAs, turn around low performing schools, support new approaches to personalize learning, and establish a new performance based system for evaluating teacher and principal effectiveness. It also builds on existing partnerships with local colleges and seeks new partnerships with STEM businesses to develop career pathways that connect their graduates to the growing number of aerospace and manufacturing companies in the area.

It is an exciting proposal because the consortium wants to provide extended learning opportunities for its students in greatest need through before school, after school, and summer programs that are centered on personalized project-based learning that is technology and STEM infused and built on the foundation of common core standards. They also plan to use this same learning design in all classrooms to strengthen and transform core instruction to create 21<sup>st</sup> century classrooms and 21<sup>st</sup> century learning environments. Their key to accomplishing this transformation is sustained job-embedded professional development for every teacher and principal to enhance their effectiveness, increase the number of students taught by highly effective teachers and principals, reduce or eliminate achievement gaps, and increase the number of graduates who are college and career ready.

The consortium has appropriately addressed in its proposal all of the main criteria for Absolute Priority #1 but the proposal does have some rough edges. Different consortium members probably worked on different sections and information about a specific criteria may turn up in several sections or may not make the appropriate references. There are spots where their responses need to be strengthened, but this is in the context of an overall credible proposal.

Total	210	106
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# Race to the Top - District

## Technical Review Form

Application #0433GA-2 for Dublin City School District

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9

(A)(1) Reviewer Comments:

Dublin City and Lauren County Schools demonstrates that both school has set forth clear and credible approach to the goals of Career and College Readiness in area of:

1. Accelerating student achievement all

- o Common Core State Standards through the Georgia Department of education.
- o Partnership with Oconee Fall Line Technical College.
- o Highly innovative before, after summer school to ensure student's needs are met.
- o 21<sup>st</sup> century instruction utilizes available resources of the Internet, Internet 2, distance learn equip.

2. Deepening student learning:

- o Teachers, principals, and district administrator will be provided the resources need to meet student's needs.
- o Increasing academic achievement.
- o Partnership with Middle Georgia College-Dublin Campus and Georgia Institute of Technology
- o Implement STEM (Science, Technology, Engineering, and Math) education and partnering with the twenty-seven

aeronautical companies.

3. Increasing equity

- o Facilitating meaningful change resulting in increased of number of students graduating as career or college ready.
- o Mathematics and science achievement across all grade levels
- o Increase college enrollment until degree completion.

4. Student Academic interest

- o Before and After school programs providing opportunities for students to participate in creative arts such as drama, plays, water color and oil painting, mural painting.
- o Health and exercise

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

10

8

(A)(2) Reviewer Comments:

The Applicant stated all elementary, middle and to high school in Dublin City and Laurens County school districts will participant in grant. Both formative and summative data examination and school, community and parent stakeholder input decide all students would benefit from the proposed initiatives.

The target groups are black students, student with disabilities (SWD), and economically disadvantages (ED) students. Evidence shows that Dublin City schools Drop-out rates went down 2009-2110 5.9 % to 2010-2011 4.2& a 1.7 difference indicating an increase in school retention.

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

10

8

(A)(3) Reviewer Comments:

Both Dublin City and Laurens County school district established a high-quality plan in the area of reform to support district-wide change in the following areas scale up by forming a consortium-to facilitate meaningful change resulting in increased numbers of students graduating as career or college ready. The problem with this is only one of the schools have raw data concerning what number of students that are college ready.

According to the Applicant collaborative leadership team composed of administrators, teachers, parents, business/industry leaders and government agencies What will they be sharing information about reform, but what kind of data will be used for reform. Also, Formative and Summative data will be examine quarterly leadership team to determine success and areas of concerns. How will the formative and summative data be use exactly? Teachers will be provided high-level, on-going sustained professional development.

The applicant will Identified needs including technology project based instruction for grades k-12.Partnership with Oconee Fall Line Technical College, Middle Georgia College, Georgia Institute of Technology including aerospace and other industries in the area. Partnership is good, but how will the partnership be established.

The Applicant demonstrated that the plan will improve student learning outcomes for all students. High score

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

10

7

(A)(4) Reviewer Comments:

1. The Dublin City Schools and Lauren County Schools have a solid track record in decreasing achievement gaps,

increasing graduation rates and college enrollment.

For example, all participating students' grades 4-8 year 2011-2012 show 740 students participating who are on track to Career & College readiness including 80% black, Student With Disabilities 43%, and Economically Disadvantages 50%. Black students are the highest participation whereas Student with Disabilities and Economically Disadvantages has the lowest participation. All indicators suggest an upward growth. The indicators such as; Extended learning opportunities through before, after and summer programs, One-to one computing,STEM (Science, Technology and the Heart of Georgia College and Career Academy).

The Applicant, states that the students will be able to call in before going to work. and the applicant. However, only one teacher is assigned to the students and how will that one teacher be able to really served the students in a before and after program. . Even though, there us admiration for Dublin and Laurens County schools trying to recapture those students who dropped out. , and get them back in school to get the graduation rates up.

Score in the 7 in this category.

**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	12

(B)(1) Reviewer Comments:

1) Dublin City Schools and Laurens County Schools show a track record of improving student learning outcomes and raising student achievement, and high school graduation rates college enrollment.

- Laurens County schools has improve graduation rates over the past three years from 2008-2011. The raw data for 2008 is not available for 2008, and not enough details. However, there is gap between whites, and the three target group Black, Student With Disabilities, and Economically Disadvantages students seems to be narrowing.

Event though, Dublin City Schools implement academic innovations in the area of Credit Recovery. The drop-out rate has decrease with black student having the highest rate from 2009-2010 7.2 % to 2010-2011 4.4 % the difference being 2.8 showing evidence of closing the achievement gap and also effecting graduation rates. Also, the Applicant wants to provide Career pathway choices to middle school students so that their curriculum can be align to the students.

Also Dublin City School received two 21<sup>st</sup> Century Community learning grants in 2010 and 2011 providing high quality after school and summer programs in all grade levels. The summer schools consist of more time, but how will the Applicant schedule for formative and summative assessment.

The applicant scores high in this area.

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

1. Dublin City Schools and Lauren County Schools demonstrate the increasing transparency in LEA processes, practices, and investments in the areas of :

- o School personnel for instructional staff, teachers, and other non-personnel expenditures are available for public review annually.
- o Georgia Department of Education gives the final approval after submission of the budget.
- o The monitoring of funds is done on a regular basis to ensure effective progress toward goals.

Dublin City Schools and Lauren County Schools information regarding salaries can be view at <http://www.open.georgia.gov/> scoring this criteria high.

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

1. Successful conditions and sufficient autonomy has been established in Dublin City Schools and Laurens County Schools through the implementing of :

- o Through the support from the district administration, Board of Education, community and parent partners and local school administration and faculty.
- o Approval of charter schools in 2010 providing the freedom to establish innovative curricula program to achieve Georgia Common Core Standards for each grade level.
- o School governance committees that include faculty members and parents are in place to provide guidance in planning and assessments.
- o Both counties have effectively implemented innovative programs for students increase achievement.
- o The new academy Heart of Georgia College has been established as a collaborative effort to provide an effective personalize learning environment.

The indicators allowed both Dublin City Schools and Laurens County Schools to continue to move both schools district upward directions.

(B)(4) Stakeholder engagement and support (10 points)	10	7
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(B)(4) Reviewer Comments:

1. Both Dublin City Schools and Laurens County schools actively engaged stakeholders in the implementation and assessment of school improvement initiatives by meeting with school officials regularly, and having a strong interest from community and civic organization for input, but there was no details describing how the stakeholders were engaged. I score this criteria a mid-range score 7

(B)(5) Analysis of needs and gaps (5 points)	5	5
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(B)(5) Reviewer Comments:

1. Both Dublin City Schools and Laurens County schools demonstrated evidence of a high-quality plan for implementing personalized learning environments and the logic behind the reform that identified needs and gaps in the areas of :

- o Four innovative programs a) extended learning opportunities for gradesk-12 before after and summer programs; b) One to one computing in grades PreK-12; c) STEM programs in grades k-12 and d) Career and College Ready Academy for grades 9-12.
- o The logic continue to provide and expand extended learning opportunities to our students if we are to reduce achievement gaps as well as increase achievement overall.
- o Full 8 week program offered in the summer as opposed to the typical 2 week program we believe.
- o 21<sup>st</sup> Century classroom where have access a host of software application access to Internet to software application.
- o Reducing the digital divide between economically disadvantage students.
- o STEM utilizing community resources will enhance the value of Stem opportunities.
- o A partnership with Oconee Fall Line technical College. Middle Georgia College and Georgia Institute of Technology to prepared students for College and Career readiness.

The applicant has established a high-quality plan for implementing personalized learning environments and the logic behind the reform scoring a 10.

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

	Available	Score
(C)(1) Learning (20 points)	20	18
<p>(C)(1) Reviewer Comments:</p> <p>1. Dublin City Schools and Lauren County Schools will engage and empower all learners by providing all students access to personalize sequence of instructional content and skill development enabling the students to achieve personal learning goals that would enable students to graduate and be prepare for college or career</p> <ul style="list-style-type: none"> <li>o Extended learning opportunities in the area of before and after school programs allowing students who are working to have access to instructors and courses that allow self-pace.</li> <li>o After school program will assist in helping students with homework, tutoring and computer based credit recovery.</li> <li>o Opportunities for students to take advantages of variety actives such as creative drama, and plays, painting, and singing.</li> <li>o Summer School program will be offered for a full eight weeks focusing the teaching and learning process, technology infused, project based instruction.</li> <li>o Students will access to Science Technology, Engineer, and Math (STEM) will open doors to partner with Georgia Institute of Technology Tech with a program called "The Direct to Discovery".</li> <li>o Heart of Georgia College and Career Academy is a charter school approved by the Georgia Department of Education. This new school has provided comprehensive courses for the students.</li> <li>o Collaboration with colleges in the area especially Tech Colleges.</li> <li>o Data system to track students' progress.</li> <li>o Through the Career Pathways teachers, counselors will meet with parents and plan a six year individualize plan to guide the students into a college or career through interest and aptitude test.</li> </ul> <p style="text-align: center;">Dublin City Schools and Laurens County Schools show a strong track record in building solid strategies in college and career readiness, but does not a strong monitoring and feedback system in place. Scoring an 18.</p>		
(C)(2) Teaching and Leading (20 points)	20	17
<p>(C)(2) Reviewer Comments:</p> <p>1. Dublin City Schools and Laurens County Schools approaches to teaching and leading demonstrate an increase of college-and career readiness that include graduation requirement and personalized learning for all students in the areas:</p> <ul style="list-style-type: none"> <li>o Faculty and administration will work collaboratively and individual to engage in professional growth as community of learners.</li> <li>o To facilitate the growth and development to professional learning communities between both district.</li> <li>o Using Dr. David T. Conley's tools, the Education Policy Improvement Center in which teachers have access to online.</li> <li>o Online tools to help student be prepare for college and career readiness in the areas of <u>Research and design assessment tools to create new methods for measuring the college and career readiness of high school students and Identify gaps between high school expectations and college expectations</u> just to name a few.</li> <li>o Training on the Common Core Standards and how to integrate the standard.</li> </ul> <p>Dublin City Schools and Laurens County Schools does good strategies in the areas of teaching and leading, but does not explain how the new evaluation system called Teacher Key and Leader Key will help to increase college and career readiness, and graduation rates for the students especially the target groups blacks, SWD and ED. I score the criteria a 17</p>		

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

- 1) The applicant has a high-quality plan to support project implementation by forming a governance structure in the areas of :
- o Collaborating to share resource and securing community support for all students reside in both school districts.
  - o Dublin City Schools will serve as the fiscal agent.
  - o Both school districts have a governance committee in place.
  - o The College and Career Academy will allow students additional time to work at their own pace.
  - o The flexibility from the autonomy will reduce drop-out rates and allow students in all sub groups opportunities to master the course work.

The Applicant provided information in regards for learning resources and instructional practices for all students but there wasn't a strong evidence for the target students. I score a 13 for these criteria.

(D)(2) LEA and school infrastructure (10 points)	10	7
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(D)(2) Reviewer Comments:

1. Dublin City Schools and Laurens County supports personalized learning by:

- o Serving and underserved population of rural high poverty students.
- o Opportunity to participate in before, after and summer programs as well as dual enrollment and AP courses.
- o Strong network is being established to ensure that all students are successfully prepared to career and/or college ready.
- o Each student will be provide an iPad
- o Student data systems available off link to the district website.

The applicant does not go into details in how parents will be able to access the information on their child for example, attendance, grades, missing assignment. The students have access to system before and after school hours, but how long are those hours. This criteria was score in the mid-range a 7

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	11

(E)(1) Reviewer Comments:

Dublin City Schools and Laurens County Schools the have a clear and high-quality approach to continuously improve its plan in the areas below

- o Formative and summative evaluation plan have been developed in the
- o The District Leadership Team Leader facilitated by Superintendents will be established.
- o School Governing Council will be responsible for analyzing result on a regular basis.
- o The formative assessment process will facilitate making any revision to meet the goal.

Dublin City Schools and Laurens County Schools stated they have developed a rigorous formative and summative evaluation plan for revision, but the applicant does not show how they would plan, enact, reflect, and innovate, evaluate and the use of the results in the areas below:

- o Who would be on the District Leadership team and how it would be establish.
- o How would the School Governing Council monitor and intervene with the target group, black, SWD, and ED.
- o If the Dublin City School and Lauren County School served the target groups if the students do not attend those schools how will this be implement district wide.

Because of lack of detail information I gave the Applicant a score of 11.

(E)(2) Ongoing communication and engagement (5 points)	5	3
<p>(E)(2) Reviewer Comments:</p> <p>Dublin City Schools and Laurens County Schools established strategies for ongoing communication and engagement with internal and external stakeholders in the area;</p> <ul style="list-style-type: none"> <li>o Internal Stakeholders will be informed of formative and summative assessment of grant implementation and outcome of results.</li> <li>o External stakeholders will be provided information about the effectiveness of the implementation of the grand through media, and school website.</li> </ul> <p>Dublin City Schools and Laurens County Schools do not give details such as who are the stakeholders, and how often will the stakeholders be informed. I score the criteria in mid-range 3</p>		
(E)(3) Performance measures (5 points)	5	3
<p>(E)(3) Reviewer Comments:</p> <p>1. The applicant describe performance measures as</p> <ul style="list-style-type: none"> <li>o Data needed to determine the effectiveness of the projects.</li> <li>o The data will assist the applicant knowing if we are reducing achievement gaps among subgroup to ensure all students are full prepare.</li> <li>o Grades 4-8 the key source data to determine effectiveness approaching college career and college readiness.</li> <li>o Charts and Tables-Indicators of students participating in College-&amp;Readiness</li> </ul> <p>The Applicant reports that the summative data called Georgia Criterion Referenced Competent Test (CRCT) will provide data reveling students' progress in meeting Georgia's Common Core Standards. Also, the applicant does not describe the performance measure regarding principals and teachers' performances in the form of evaluation. Scoring this criteria a 3</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	3
<p>(E)(4) Reviewer Comments:</p> <p>1. Overall the applicant shows adjustments and revisions in some area of evaluating effectiveness of the investments such as;</p> <ul style="list-style-type: none"> <li>o The District and School Level Governances Committees will be responsible for the effectiveness of investment in all funded activities.</li> <li>o Qualitative data including achievement, attendance, discipline, drop-out, and graduation rate data will be used to determine project effectiveness.</li> </ul> <p>2. The applicant does not indicate how many times the grant will be review in order to ensure adjustments and revisions. Scoring the grant at 3</p>		

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>1. Dublin City School and Laurens County Schools demonstrates detail budget including budget narrative, charts and tables:</p> <ul style="list-style-type: none"> <li>o Equipment and software purchases will be one time.</li> </ul>		

- Personnel and other services will be recurring.
- o Budget shows each itemized costs.

The applicant demonstrates that all monies will lead to college and career readiness for the participants.

This criteria is score a high 10

(F)(2) Sustainability of project goals (10 points)	10	10
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(F)(2) Reviewer Comments:

1. The applicant shows a high-quality plan for sustainability of the project's goals after the term of the grant in the area of:
  - o Establishing the Dublin Laurens County Educational Foundation k which includes business, civic communities.
  - o The funds will provide support for the learning environment.
  - o Additional funds from outside grants will support the projects after the grant period.

The graph, charts and tables shows the allocations of the funds scoring the criteria a 10.

### Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0

Competitive Preference Priority Reviewer Comments:

Did not see the information for Competitive Preference.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant demonstrated coherently and comprehensively created learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready or college- and career-ready graduation requirements accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers in various areas listed below.

1. Accelerating student achievement:
  - o Common Core State Standards through the Georgia Department of education.
  - o Partnership with Oconee Fall Line Technical College.
  - o Highly innovative before, after summer school to ensure student's needs are met.
  - o 21<sup>st</sup> century instruction utilizes available resources of the Internet, Internet 2, distance learn equip.

2. Deepening student learning:

- o Teachers, principals, and district administrator will be provided the resources need to meet student's needs.
- o Increasing academic achievement.
- o Partnership with Middle Georgia College-Dublin Campus and Georgia Institute of Technology
- o Implement STEM (Science, Technology, Engineering, and Math) education and partnering with the twenty-seven aeronautical companies.

3. Increasing equity

- o Facilitating meaningful change resulting in increased of number of students graduating as career or college ready.
- o Mathematics and science achievement across all grade levels
- o Increase college enrollment until degree completion.

4. Student Academic interest

- o Before and After school programs providing opportunities for students to participate in creative arts such as drama, plays, water color and oil painting, mural painting.
- o Health and exercise
- o The Applicant stated all elementary, middle and to high school in Dublin City and Laurens County school districts will participant in grant. Both formative and summative data examination and school, community and parent stakeholder input decide all students would benefit from the proposed initiatives.

The applicant met the criteria.

Total	210	166
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# Race to the Top - District

## Technical Review Form

Application #0433GA-3 for Dublin City School District

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
(A)(1) Reviewer Comments: The applicant has done an excellent job setting forth a clear and credible vision for comprehensive reform. With a focused priority on instruction in math and science, their plan to use project-based learning with projects based on the common core State standards, guarantees that students will graduate high school college and career ready. Developing a STEM program is another vital and promising component of this proposal given the support of the aerospace industry in the region as well as the partnerships with the community college, technical college and university. The goals of improving teaching and learning are also achievable given the plans for a variety of topics for professional development.		
(A)(2) Applicant's approach to implementation (10 points)	10	3
(A)(2) Reviewer Comments:		

The approach to implementation of this grant is lacking in detail. While including all elementary, middle and high schools within both districts in the consortium ensures equal access for all students, inclusion of all staff members; and the possibility that this reform effort will result in high quality LEA-level implementation, a description of the process used to select schools is not included in this application.

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

The plan in this application could result in meaningful reform district-wide, however the description of the plan is vague and lacks detail. For example, the proposal includes a plan for formative and summative data to be examined quarterly by the leadership team, but the specific type of data is not explained. Similarly the plan states that "teachers will be provided high-level, ongoing sustaining professional development based on identified needs including technology infused, project-based instruction for grades K-12." The specific focus of the professional development is not included.

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

The applicant's vision lacks a description of achievable annual goals for all aspects of the plan. The proposal describes four creative projects and states that "with the support of ...partnerships, students will be provided additional learning opportunities designed to increase performance on summative assessments, however, the increase is not qualified

A measurable outcome is provided for increase in the number of students who have reported dropping out of school due to the need to work to provide financial support for their family. The plan states that 60% of these students will have enrolled in the before school program and completed the credits needed to graduate. Another measurable outcome is an 80% increase in the number of students at risk of dropping out due to credit deficits successfully graduating college or career ready over the period of the grant.

While many excellent elements of the program are described such as a variety of arts activities offered in the afterschool program, and presentations given on healthy lifestyle habits, measurable goals are not included for these programs.

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	8

(B)(1) Reviewer Comments:

The applicant's vision lacks a description of achievable annual goals for all aspects of the plan. The proposal describes four creative projects and states that "with the support of ...partnerships, students will be provided additional learning opportunities designed to increase performance on summative assessments, however, the increase is not qualified

A measurable outcome is provided for increase in the number of students who have reported dropping out of school due to the need to work to provide financial support for their family. The plan states that 60% of these students will have enrolled in the before school program and completed the credits needed to graduate. Another measurable outcome is an 80% increase in the number of students at risk of dropping out due to credit deficits successfully graduating college or career ready over the period of the grant.

While many excellent elements of the program are described such as a variety of arts activities offered in the afterschool program, and presentations given on healthy lifestyle habits, measurable goals are not included for these programs.

The applicant has a limited description of the track record of success in this response.

The Dublin city schools have an excellent record of success and it is impressive that district has been granted charter status and also was awarded two 21st century community learning center grants. Specific evidence of improving student learning outcomes and closing the achievement gaps is only provided in terms of a reduction in the dropout rates of students in targeted subgroups (black students, students with disabilities, and economically disadvantaged students). The table titled: Dublin City Schools 3 year Comparison Dropout Rates, actually only compares only two years of data by including percentage of students who dropped out in 2009 – 10 and 2010 – 11.

The Laurel County schools include an increase in the regular rate from 73 to 75% over three years. In addition a statement is made about the discrepancy between the targeted subgroups and white students as well as non-economically disadvantaged

students. However, the applicant does not stay in which he year these comparisons are made and therefore limits the readers understanding of the growth in student achievement.

A description of reforms in the lowest-achieving schools is not included in this application. Student performance data is available to students, parents and staff in ways that inform and improve participation, instruction, and services; however, no explanation is given about presenting this data in ways that inform and improve participation, instruction, and services.

The limited information provided in this section places this response in the medium range.

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

5

1

(B)(2) Reviewer Comments:

A high level of transparency in LEA processes, practices, and investments is not expressed in this application. It is stated that the applicant adheres to the Georgia Department of Education requirement to be transparent in the process of budget development and decision-making including all stakeholders and the districts' budget information is maintained on the State's website. The application makes no reference to transparency practices in terms of school and or district websites. Local funds are not addressed in this application.

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

10

5

(B)(3) Reviewer Comments:

Despite the fact that the schools in the Dublin city school district are approved charter schools by the Georgia Department of Education and have established innovative programs for students, the application does not include evidence of sufficient autonomy under state legal, statutory, and regulatory requirements to implement the personalize learning environments described in the applicant's proposal. The applicant states that "the district charter provides the freedom to establish innovative curricula and programs that meet individual students needs to successfully achieve Georgia common core standards for each grade level" however, aspects of the flexibility necessary for personalized learning environments such as time and location of instruction is not addressed.

The Heart of Georgia College and Career Academy, a collaborative effort between the Dublin City and Lawrence County school districts, has received charter status too. This effort holds great promise for enhancing student achievement.

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

10

2

(B)(4) Reviewer Comments:

The applicant has not demonstrated evidence of meaningful stakeholder engagement in the development of this proposal. The application does not include an explanation of how stakeholders were engaged in the development of this proposal. Instead, a generic statement is made about how stakeholders are "actively engaged in the planning ,implementation and assessment of school improvement initiatives." The application includes letters of support from representatives of business, retired teachers, booster club, and the health department; it that does not contain a letters of support from a parent or parent organization or the teachers organization. The application does not mention direct engagement in the developments of and support for this proposal from teachers in participating schools.

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

5

1

(B)(5) Reviewer Comments:

The analysis of needs and gaps are not completely addressed in this application. The four initiatives in this proposal do address personalized learning environments in mathematics and science and English language arts in the K- 8 grades. Achievement gaps in three subgroups are the focus of this project, but the specific goals, the timeline, the deliverables and the parties responsible for implementation are not explained in this application.

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

	Available	Score
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(C)(1) Learning (20 points)	20	8
<p>(C)(1) Reviewer Comments:</p> <p>The applicant has described a feasible plan for learning that engages and empowers all learners, although the description is very general and lacks specifics to allow the reader to fully understand the whole program proposed. In addition, some of the criteria is not addressed. Specifically, the vision includes a plan for a multi-layered approach to learning that enhances the program for all populations; considerations for high-need students are not addressed in this application.</p> <p>Several examples of opportunities for enhancing learning for all students are provided. Students will identify learning and development goals linked to college- and career-ready standards in middle school as they participate in the career pathways choices. The six-year plan of study developed with students, their parents, teachers and counselors, based on student interest, aptitude and data, will ensure that students develop an understanding of how to structure their learning to achieve their goals. In addition, it will foster and understanding of how to structure their learning to achieve their goals, and measure progress toward those goals. Enrolling students who plan to pursue a two-year college degree or enter the work force immediately after high school in dual enrollment courses at either the local college or technical college during high school is an impressive part of the six year plan.</p> <p>Initiating an International Baccalaureate program at the middle and high school levels will ensure a challenging academic program for students. It is stated that this will provide opportunities for students to master critical academic content and develop skills and traits such as goal-setting, perseverance, critical thinking, communication and creativity; however the explanation of how the program will be planned, supervised, and supported is not included in this application.</p> <p>The a computer-based instructional software approved by the Georgia Department of Education includes formative and summative assessment data. Counselors will monitor student progress regularly. Parents will be made aware of how to use the district and school database data systems to track their students' progress. The application does not include a plan to provide training and support to students that will ensure that they understand how to use the tools and resources to track and manage their learning.</p> <p>Using the Direct to Discovery programs in grades K-12 will provide rich learning experiences in science for all students. Teachers participating in the Siemens teachers as researcher program hold great promise for enhanced instruction and learning in science. This will be helpful as the applicant develops STEM programs.</p> <p>The extended learning opportunities including before, after and summer school programs provide flexible accommodations for students who need extra support. The before school program that targets students who have dropped out of school accommodating the students' work schedules. The self-paced nature of the program including tutorials and formative and summative assessments is ideal for this population. The application also includes a goal of enrolling and subsequently graduating 60% of the students the reported dropping out due to the need to work. The applicant also aspires to increase by 80% the number of students at risk of dropping out due to credit deficiencies and successfully graduate this population.</p> <p>Recruiting volunteer mentors from the retired teachers association, local civic and business organizations or the local ministerial association is creative and commendable. This could result in access to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning.</p> <p>Overall the applicant has described a good vision for enhanced learning however, the lack of personnel to supervise the program jeopardizes its feasibility. It appears that the applicant expects current staff to add to their responsibilities the additional new programs included in this application.</p>		
(C)(2) Teaching and Leading (20 points)	20	14

<p>(C)(2) Reviewer Comments:</p> <p>Application includes several components of a professional development plan however, the plan is ambiguous in terms of how the factors of powerful teaching and learning will be applied to the implementation of personalized learning environment and strategies that meet each student's academic needs. For example, the description of the training is very general and focused on common core standards, not personalized learning: "Training on how to successfully implement GADOE common core standards will be a central focus of professional growth and development".</p> <p>The application described training for teachers and administrators that will address the four initiatives included in the proposal: effectively implementing STEM, effectively using one to one computing in all content areas, developing and implementing highly effective before, after and summer school programs, and developing highly effective career technical programs. This described training does not address the criteria of training on the topic of effective learning environments that meet individual</p>		
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student academic needs to accelerate student progress or close achievement gaps.

The applicant refers to current training for teachers and principals in the program Teacher Keys and Leader Keys, and describes it as "a new effectiveness system for teacher and administrator evaluation and professional growth planning." This description is vague and does not explain how this is relevant to the teacher and principal evaluation system and/or improving individual and collective educator effectiveness or school culture and climate.

The application states that data will be collected and analyzed with school and district governance teams for each of the four initiatives, however, it does not explain how the data will be analyzed and used. No mention is made of using this data to inform the acceleration of student progress and improvement of the individual and collective practice of educators.

The application states that " our goal of creating learning communities that provide ongoing, professional learning opportunities is to create synergy between faculties in our district to solve problems related to student achievement collaboratively ; with us, increasing the number of highly effective teachers and principals within our school districts." this description of increasing the number of highly effective teachers and principals does not address the criteria of increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects and specialty areas (such as special education).

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	8
<p>(D)(1) Reviewer Comments:</p> <p>This application does not fully include comprehensive policies and infrastructure that provide every student, educator and level of the education system with the support and resources needed to implement this plan. The applicant's commitment to forming a governance structure to fully implement the proposal is stated however, no evidence is provided to explain how the LEA's central office provides support and services to all participating schools.</p> <p>The application states that each school already has a governance committee in place however the description of the power of this committee is insufficient with respect to the criteria in the grant. It is unclear if the governance committee will have the power to exercise flexibility with school schedules and calendar and the power to make personnel decisions.</p> <p>The application states that " High school students will be given the opportunity to progress and earn credits based on demonstrated mastery as outlined in the charter school proposal " it is unclear if this opportunity exists for all students. The description of this flexibility is commendable, however it cannot be verified without a review of the charter school proposals.</p> <p>The application includes a reference to students with disabilities, it does not explain how the one-to-one computing initiative would be adaptable and fully accessible to students with disabilities and English learners.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	10
<p>(D)(2) Reviewer Comments:</p> <p>The applicant has done an excellent job creating a plan to support all students and teachers with the infrastructure necessary to achieve their goals. The ambitious plan to provide an iPad for each student and teacher (according to the budget) supports the goals of this project and ensures that all participating students, parents and educators have access to necessary tools to support implementation of the proposal. The application states that both districts have a robust technology network to support this project along with the additional infrastructure planned and budgeted in the proposal. The applicant does state that both districts have open-based data compliant student data system available as a link, reading their requirement of interoperable data systems.</p>		

E. Continuous Improvement (30 total points)

	Available	Score

(E)(1) Continuous improvement process (15 points)	15	12
<p>(E)(1) Reviewer Comments:</p> <p>The application includes a plan for evaluation of academic achievement, graduation rates, professional development impact and program effectiveness at both the school and district level; however the application lacks specificity in terms of the timing and regularity of such analysis. No mention is made of the plan to publicly share information on their implementation of the race to the top -district grant. Overall, this places the application at the bottom of the high range.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	2
<p>(E)(2) Reviewer Comments:</p> <p>The application is vague in its description of ongoing communication and engagement efforts. Application states that internal stakeholders at the school and district level will be apprised of the formative and summative assessment data. The method for how this will be accomplished is not stated. The plan for communicating with external stakeholders is extremely general and vague" through a variety of media including district and school website as well as making information available to the local media." This places the application in the bottom of the bottom of the medium range.</p>		
(E)(3) Performance measures (5 points)	5	2
<p>(E)(3) Reviewer Comments:</p> <p>The 14 performance measures included in the plan do not completely address all of the criteria.</p> <p>The application states that performance measures will provide data needed to determine the effectiveness of the project in meeting the goals of the grant; for example, rationale provided the K – 3 will measure improved achievement on the common core state standards. In grades 4-8 the performance measures include enhancing college and career readiness as well as common core state standards. In grades 9-12 the performance measure shifts to a focus on math and science courses. It is noted that collectively all 14 measures will be helpful in disaggregating data and evaluating the improvements in the achievement gap. The applicant also states that additional formative data from instructional software programs will be used to determine the impact of the project in meeting students individual learning needs.</p> <p>The performance measures selected are for the most part, annual summative assessments. This does not meet the criteria of rigorous, timely, and formative. In addition, the applicant does not address how it will review and improve the measures over time if they are insufficient to gauge implementation progress.</p> <p>Overall, this places the response in the bottom of the medium range.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	3
<p>(E)(4) Reviewer Comments:</p> <p>The district and school local governance committees will be used to evaluate effectiveness of the investment of this grant. The application states that qualitative data including achievement, attendance, discipline, dropout and graduation rates will be used to determine project effectiveness; however it is unclear how the districts will use the data for evaluation, as well as the schedule for the evaluation. It is unclear how the applicant will evaluate program-funded activities. In addition, the applicant's evaluation does not include an assessment of whether there are more productive means to use resources to improve results.</p> <p>Overall, this places the response in the medium-range.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	4
<p>(F)(1) Reviewer Comments:</p>		

The applicant's budget does not address all aspects of the criteria. This places the score in the lower medium range.

Applicant provides a budget and budget narrative for how the Race to the Top – District grant funds will be used to implement the plan; however, the budget does not include external support such as LEA, State, and other Federal funds for the project. The application identifies funds that will be used for one-time investments versus those that will be used for ongoing operational costs.

(F)(2) Sustainability of project goals (10 points)	10	7
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(F)(2) Reviewer Comments:

The applicant has a plan to establish the Dublin Laurens County educational foundation and states that this foundation, available federal, state, and local fund sources in addition to future grant opportunities will sustain of the project's goals after the term of the grant. While this is admirable, it does not constitute a high quality plan for sustainability after the term of the grant as it lacks budget assumptions, potential sources and uses of funds. This places the response in the top of the medium range.

### Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0

Competitive Preference Priority Reviewer Comments:

This section was not submitted by the applicant.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The goals contained in this application outline a comprehensive and creative plan to implement personalized learning by providing students and educators with iPads and a series of professional development for educators. In addition, the use of retired teachers and the aerospace industry in the region show promise of innovative support for students and schools.

The goals are definitely aligned with college and career ready standards in their focus on the common core State standards at each level grades K – 12.

Given the comprehensive plan for additional services to students before school, after school and during summer school, the applicant's plan will accelerate student achievement, increase graduation rates and decrease the achievement gap. Most noteworthy is the plan to reach out to students who have dropped out of school and assist the students and earning their high school diploma.

The track record of success for the Dublin city schools coupled with their charter school approval, is evidence of significantly improving learning and teaching in their schools.

Total	210	107
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