



# Race to the Top - District

## Technical Review Form

Application #0926CA-1 for New Haven Unified School District

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>1. The New Haven Unified School District has set forth a clear reform vision that addresses the core educational assurance areas:</p> <ul style="list-style-type: none"> <li>Beginning in the 2014-2015 school year, all California districts will implement the Common Core National Curriculum. However, the New Haven Unified School District has demonstrated its enthusiasm for adopting standards that prepare students to succeed in college and the workplace by providing their teachers with intense professional development and piloting the Common Core curriculum ahead of schedule in 2013.</li> <li>The district uses a comprehensive approach to measuring student growth and providing data to all stakeholders through the use of the Northwest Evaluation Association (NWEA) Assessments - Measures of Academic Progress (MAP) and Data-Director, an online data and assessment management system. The use of Data-Director will allow teachers and administrators to promptly identify areas of weakness for students and provide interventions and reinforcements based on the individual students needs.</li> <li>The district understands the need to have highly effective educators and administrators in their buildings. There is a clear plan for evaluating and providing job embedded professional development to teachers and administrators.</li> <li>The district has begun to execute a shift in beliefs concerning the achievement of all students in that changes in culture have occurred and their work in closing the achievement gap has shown success.</li> </ul> <p>The New Haven Unified School District has set forth a credible and detailed vision for reform. They have adequately addressed all of the core educational assurance areas and set forth goals to address student achievement and learning, and providing personalized student support. This places the district in the middle of the high range.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>The New Haven Unified School District employed a robust process of determining which schools to serve through their vision of reform. The district convened a wide variety of stakeholders when determining to serve the entire district. The district is made up of twelve schools serving 12,955 students. The combined percentage of students receiving free or reduced lunch is 42.3% The district will support 541 educators through its proposal.</p> <p>Although the district has determined they will support all of the district's school through the proposal, thoughtful consideration was given to prioritize and offer immediate interventions to the districts lowest performing schools and the districts only comprehensive high school.</p> <p>Due to the deliberate and thoughtful method used to select the schools and students that would participate in the reform proposal, the New Haven Unified School District scores very strongly for this criterion.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>The New Haven Unified School District has provided clear and compelling evidence of how it plans to impact change at all of</p>		

its schools and how those changes will be supported after the funding for the RTT-D grant expires.

- Clear plan for professional development that spells out when and what teachers will be effected. In addition, a plan is in place to provide the professional development with minimal disturbance to classroom instruction.
- Effective plan for placing 21st Century technology tools in the hands of students and teachers. Their comprehensive approach supports the ever changing technology by employing technology facilitators in schools to provide on-going professional development. In addition, plans are in place to secure funding to make sure the technology is kept up-to-date through the pursuit of additional funds and bonds.
- The DataDirector software will be used in all schools in an effort to personalize instruction based on student achievement on assessments. This software will allow for immediate access to student testing information thereby allowing teachers to provide prompt remediation and supports.
- The district's innovative system of supports for the students and their families will further ensure the academic success of ALL students. Through the continued implementation of the Kids' Zone, the establishment of the Fremont Family Resource Center, and the hiring of mental health counselors at high need schools, the district is striving to effect change not only in the classroom, but the community as well.

The plan presented by the district to scale up and provide meaningful reform has been well documented through the ambitious yet achievable goals presented.

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

The New Haven Unified School District has a strong vision that is likely to result in improved performance in summative assessments, decreasing achievement gaps, graduation rates, and in college enrollment.

The district has a clear focus and belief that overall achievement will increase through high quality and effective instruction around literacy and math. The district proposes to provide intense professional development to all teachers in the research based "Reading Apprenticeship" and "Just Think Literacy." In addition, over half of the teachers will be trained to deliver high quality math instruction through "Math Studio Projects." The implementation of a coaching model in all schools around literacy and math further exemplifies the districts commitment to sustained and continuous focus on achievement in these areas.

The district understands the importance of involving families in the education of their children. The districts commitment to provide support for families through the establishment of community organizations, mental health counselors in high needs schools, and training parents to use online tools to track student progress is essential to closing achievement gaps and increasing graduation rates.

The goals presented around increasing college enrollment are achievable and ambitious. The goals presented will be a good first step in increasing college enrollment.

Based on the goals presented, the district warrants a score on the high end.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	14

(B)(1) Reviewer Comments:

The New Haven Unified School District has made gains in student learning outcomes and closing the achievement gap as evidenced by the following:

- District's Academic Performance Index (API) has improved from 754 in 2007 to 775 in 2011.
- Between 2010 and 2012 the district has doubled the number of students taking Advanced Placement Exams - with close to double digit gains in African American and Socioeconomically Disadvantaged students taking exams. However, English Learners saw a slight decline.
- English Learners, African Americans, and Socioeconomically disadvantaged students have a growth rate greater than the district and the highest achieving subgroup.
- First time passing rates on the California High School Exit Exam (CAHSEE) have increased in all subgroups in English Language Arts and all subgroups in Math except one which remained the same.
- The district's high school graduation rates have risen significantly over the years and the district has a higher college going rate than the County and State.

Although there have been significant gains in the district's lowest performing schools, consistently maintaining those gains has proven to be a challenge. The district identifies three schools that are currently in Program Improvement Status as determined by the California Department of Education. The performance ratings for these schools has been inconsistent over the years and most recently over the past year seen a decrease in their performance ratings. Hillview Crest Elementary - 2010 - 794; 2011 - 759. Ceasar Chavez Middle - 2010 - 743; 2011 - 733. However, throughout the application, the district has reported strategies they will implement in order to assist its lowest performing schools.

The district has an established and robust system of making data available to students, educators, and parents.

Although there are several areas where the district has not seen achievement gains, the district is on a clear course to achieve such gains in the future. As a result, the district scores on the high end.

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

The New Haven Unified School District currently provides district salary scales for certificated and classified staff. The actual personnel salaries are available through the San Francisco Bay Area Public Employees Salary Database. Currently, there is no evidence that non-personnel expenditures are made public. However, the district plans to make non-personnel expenditures as well as the other personnel salary information available beginning in the 2013-2014 school year.

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

The New Haven Unified School District has adequately demonstrated evidence of a very conducive environment created by the state of California in regards to implementing a personalized learning environment.

The state of California has enacted legislation to:

- Effectively implement the Common Core
- Give the district increased fiscal autonomy
- Improve and expand student data access
- increase the use of technology with an emphasis on creating personalized learning environments

As a result of the detailed evidence of state regulatory requirements, the district rates high for this standard.

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

The New Haven Unified School district has demonstrated its ongoing efforts to engage and elicit stakeholder involvement in its many reform efforts. The district has overwhelmingly provided evidence through letters of support and stakeholder participation on boards in the school system from a wide array of stakeholder groups including, but not limited to: teachers, administrators, students, parents, politicians, community members, and community organizations.

As a result of the districts' stakeholder support, this section is scored on the high end.

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

Through the involvement of stakeholders, the New Haven Unified School District has begun the work of identifying areas focus. Through their initial needs assessment, the district has identified the achievement gap affecting Latinos, African-American, English learners, and socioeconomically disadvantaged students as a priority area.

In addition to this early needs identification work, the district has set forth a detailed and robust plan to assess other areas of need in the district.

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

	Available	Score
(C)(1) Learning (20 points)	20	20
<p>(C)(1) Reviewer Comments:</p> <p>The New Haven Unified School District has developed a robust plan that details how it will address the targets as it relates to improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college and career-ready</p> <p>The districts learning reform efforts on focused on students acquiring critical literacy skills. It is the districts goal that once students are able to read for understanding, all academic areas will be positively effected, thereby increasing students success rate in graduating and becoming college and career ready. The district will employ the assistance of several research based curriculums to develop critical thinking, team work, and problem solving with all students. The district will implement the Common Core curriculum and in conjunction use Just Think Literacy and WestEd's Reading Apprenticeship to facilitate the attainment of the aforementioned skill sets in their students.</p> <p>Through the use of Writer's Workshop, students will be asked to draw on their individual life experiences to write about and then share in their classrooms. This unique approach to teaching writing will facilitate an atmosphere of appreciation of the districts diverse population, while at the same time further personalizing the learning experience for students.</p> <p>The district details a thoughtful approach to facilitating student planning towards achieving graduation and post secondary education attainment. The district employs a method of goal setting with students that involves the students, their parents, as well as school personnel. The plans are first developed in 8th grade and then monitored and adapted based on students changing needs throughout the remainder of their school career. Teachers, parents, and students are able to monitor these plans through an on-line system.</p> <p>The district proposes several strategies to offer high-quality instructional approaches, strategies, and content. Such strategies as Writer's Workshop, Socratic dialogue, and The Mathematics Studio Program provide evidence of these high-quality instructional approaches and increased personalization for students.</p> <p>The district has demonstrated a thoughtful effort in assessing, planning, and using data to drive individual plans for students. Students will take benchmark assessments in order for educators to determine the extent to which students are grasping material and then use this information to adapt instruction. In addition, critical to planning for the students success is the implementation of the Academic Parent-Teacher Teams (ATT). The APTT model calls for parents and teachers to dialogue around individual student data when developing individual student academic plans.</p> <p>The district has developed a comprehensive plan to address the needs of its high-needs students in a respectful and focused fashion. Through the implementation of the "Full Service Community Schools" initiative, and the "Kids' Zone Initiative", the district has a well established plan to meet the needs of the students academically, mentally, and physically.</p> <p>The district has developed a technology plan based on National Educational Technology Standards for Students. The goals are in line with developing the capacity in students to use tools and resources to track and manage their learning.</p>		
(C)(2) Teaching and Leading (20 points)	20	19
<p>(C)(2) Reviewer Comments:</p> <p>The New Haven Unified School District has set forth a comprehensive plan to ensure all educators receive adequate professional development to support the reform efforts in the district. The district has developed a schedule to ensure all educators are trained and supported throughout the grant period and beyond. Fundamental to ensuring the success of the educators once the training is received is creating peer trainers and providing in-house trainers and coaches to continue to provide training for new hires. The curriculum delivery systems the district will use lend themselves to ensuring teachers have constant and reliable feedback on their students achievement. The assessment technology system, DataDirector, will allow for increased personalization of learning in the classroom due to the immediate feedback educators receive around student performance. In addition, DataDirector will allow administrators to focus on classrooms and/or teachers that may need additional support.</p>		

The district is currently in the process of developing a new teacher evaluation system through the work of the Evaluation Task Force. The district currently includes student achievement data when determining the effectiveness of principals, but more work is planned to develop a fully integrated system to evaluate principals. The district proposes to begin this work during the first six months of the RttD grant.

Through in-depth and focused professional development, the district is poised to equip their educators with the skills and knowledge to use various tools and resources to accelerate student progress toward college and career ready standards. Through the use of their literacy and math frameworks, technology, and parent-engagement strategies, educators will have a full array of skill sets to help their students achieve.

The district is in the process of working to reframe the districts' teacher and administrator evaluation systems. Student achievement data is currently used to determine teacher and administrator effectiveness. The district states that it plans to "make special efforts to ensure that effective and highly effective teachers are attracted to teach in our lowest performing schools." The district plans to do this by assigning the most effective principals to the most challenging schools in hopes that the most effective teachers will choose to teach at those schools as well. In addition, to ensure that the teachers in the hard-to-staff schools are effective, they will employ a "personalized professional development" model. These are adequate first efforts in ensuring every child is educated by a highly effective teacher and principal.

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

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

(D)(1) Reviewer Comments:

The New Haven Unified School District has developed an infrastructure that supports the project implementation.

The schools in the district provide leadership and input into instructional, personnel, and budget decisions through the Instructional Leadership Teams (ILTs) based at each school. The work of these teams is focused on improving instruction for students in the individual schools and throughout the district. The teams are made up of teachers representing the various grade levels and departments in the school. Including voices from a wide array of stakeholders in every aspect of the school is critical.

Although not currently in place, the district has proposed a trajectory toward implementing more authentic measures of gauging student learning such as "Project Based Learning" and "Electronic Portfolios." In addition, through the use of "DataDirector" and "PLATO" credit recovery software, students will be able to show mastery of learning objectives in multiple ways and at various times.

The instructional/curriculum practices the district seeks to implement will have a positive effect on all learners. The literacy and math curriculums will elevate the acquisition of fundamental skills some students may be lacking and provide an avenue to accelerate instruction for those students that would benefit from more challenging work. In addition, the district has put mechanisms into place that will support the continued learning of students that are not able to attend school for various reasons.

The district has partnered with a community organization that will build on instruction and promote the attainment of higher education of educationally disadvantaged students. The "Puente" program provides writing, counseling, and mentoring components. This is yet another partnership that seeks to adapt and make instructional practices available to all students.

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

The New Haven School District has set forth a plan to place an Internet accessible device in the hands of every student in grades 7 - 12. In order to support this initiative, the district has partnered with the Internet provider to provide low cost access for low income families. In the event families can not afford the low cost option, scholarships will be provided for these families. With this technology structure in place, the district has a formidable plan that will equip students and their families with the tools necessary for success.

Support for accessing and using these tools will come through several venues. As previously mentioned throughout the application, the district has partnered with several community organizations that will provide on-going support for students and their families. In addition, the district will hire additional technology support to train and support the teachers, students, and families. The district will not only support the technical usage of the technology, but facilitate the acquisition of soft skills

associated with the use of technology through cyber ethics. Cyber ethics is an important aspect that is often overlooked when planning for the use of technology.

There is a plan to hire a company to facilitate the process of allowing students and parents the ability to export student data. In addition, the district has implemented a process currently that allows students and parents the ability to view student work and teacher comments through Google Docs. Google Docs provides a valuable platform for real time and collaborative sharing of student work.

Currently the district has systems in place to provide interoperability between their data systems. They plan to further increase their interoperability by hiring a developer if the grant is funded.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>The New Haven Unified School District has a strong plan to gauge the effectiveness of its reform efforts throughout the district. Critical to any change initiative is the monitoring that will take place to ensure it is implemented with fidelity. An important aspect of the district's monitoring process will be the work of the literacy coaches, math coaches, and technology trainers who will not only provide initial training, but be available to monitor, reteach, and provide follow-up to the initial training. In addition, such things as monitoring use of technology resources, tech support helps, and observations will help to inform the extent to which the districts plan is successful.</p> <p>The district plans to gather student achievement data through the Data Director system which will provide real time student information that teachers can use to personalize and adjust instruction. In addition, Academic Parent-Teacher Team conferences held three times per year will provide feedback to parents as well.</p> <p>The district is partnering and plans to continue partnering with outside organizations to provide services to students. Through the Equity Task Force which is made up of parents, students, and community members, the district plans to meet monthly in order to provide grant updates.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>The district has described a detailed process by which they have and will continue to communicate and engage all stakeholders around student achievement and their total well being. The various methods previously employed and will continue include:</p> <ul style="list-style-type: none"> <li>• Full service community schools</li> <li>• Quarterly newsletters</li> <li>• Website updates</li> <li>• Surveys</li> <li>• Focus Groups</li> <li>• Community forums</li> <li>• Parent Coffees</li> <li>• District and Cable tv channels</li> <li>• Professional Learning Communities</li> </ul> <p>Along with offering the aforementioned means of communication, the district also plans to make sure stakeholders who may speak different languages are able to access the information as well.</p> <p>The district has articulated a high quality plan for continuously engaging both internal and external stakeholders. Based on the aforementioned communication efforts, the district will be able to meet the diverse needs of their stakeholders in terms offering a wide variety of communication options. These efforts warrant a high score.</p>		
(E)(3) Performance measures (5 points)	5	4

(E)(3) Reviewer Comments:

The New Haven Unified School District has set forth 14 performance measures and clearly articulated the selection and rationale for these measures.

The performance measures related to effective and highly effective teachers and administrators are both ambitious and achievable for all students. The pre-K - 3 and 4 -8 performance measures are ambitious and achievable as well and show a clear upward trajectory toward increased student achievement.

The performance measures for 9 - 12 are lacking in ambition. The goals around students completing the FASFA, taking the PSAT, and completing CTE course credit are less than ambitious.

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

The New Haven Unified School District has detailed a comprehensive plan to evaluate its approach to reform. They have formulated three goals under their program evaluation strategy that once addressed will lead to a comprehensive framework for ensuring their efforts around reform are successful or need restructuring.

In addition to detailing the various methods of collecting evaluation data, such as: the use of focus groups, surveys, case-studies, site observations, document reviews, and data analysis, the district has thoroughly discussed the statistic processes they will employ to extract the meaning of the data collected.

The districts evaluation methods are not limited to the scope of the activities taking place within the school, but include evaluating the effectiveness of the partnering community organizations as well.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The New Haven Unified School District has provided a thorough description of how they plan to fund their reform efforts. Many of their budget expenditures are one-time in nature in that they plan to work to build capacity with their most important resource - human resources. Much of the districts' plan is predicated on the fact that teachers receive in depth professional development around the curriculum practices the districts believes will yield academic success for all students. The district plans to employ the train the trainer model in order to continue the implementation once the grant funds have ended.

Overall the district has provided a clear vision for allocating funds from the RttD grant, local, state, federal, and other sources of funding. They have provided a clear rationale for classifying budget expenditures as one-time or reoccurring and how they will seek to sustain their reform efforts.

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

The New Haven Unified School District has already made a commitment to allocate 98% of their categorical school support funds to help sustain and continue the reform work once the grant period has ended. There is a thoughtful plan in place that addresses the use of local, state, and federal funds to continue the work set forth in the plan. The district plans to apply for grants and even seek a bond referendum to further the work.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

Based on a thorough needs assessment, the New Haven Unified School District has identified a comprehensive approach to

supporting the many and varied needs in their high needs schools and communities. Their approach involves partnering with community organizations to provide not only academic support for the students, but a full continuum of services to support the needs of their families as well. This continuum of services include:

- Mental health services
- Health screenings and services
- Housing support
- Nutrition support
- Financial support and planning
- Empowerment programs
- Language support for students and their families

All of the aforementioned services will seek to effect change for the neediest students and families in the district. This "cradle to college" approach seeks to ensure all students have a chance to succeed in school and beyond.

The district has a plans to continue gathering input from various stakeholders as they work to continuously improve and refine their efforts around the alignment of resources and integrated services. In addition, the district plans to employ individuals to assist with tracking and analyzing the success of the partnerships and collaboratives. This is important in order to ensure the partnerships are carried out with fidelity and produce the anticipated results.

Overall, the performance measures set forth by the district are ambitious and achievable.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

**Absolute Priority 1 Reviewer Comments:**

The New Haven Unified School District has provided clear and compelling evidence as how they will continue and expand their efforts around creating personalized learning environments for students, increasing college and career readiness, and increasing the effectiveness of educators and administrators. The district's holistic system of supports has the support and buy-in of their many and varied stakeholders.

The district has done a thorough job of articulating their plan for reform around the priority focus areas.

<b>Total</b>	<b>210</b>	<b>206</b>
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## Race to the Top - District

### Technical Review Form

Application #0926CA-2 for New Haven Unified 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 New Haven School District provides extensive evidence of a clear plan to build on core educational assurance areas

toward the RTT-D goals.

They articulate a strong approach to accelerate student achievement:

- Their efforts to unify an entire community around high educational outcomes for students shows significant involvement from schools, education organizations, higher education institutions, and community agencies;
- They show a strong plan for giving students, parents and educators rapid time data about student performance to drive decision-making about instruction;
- Their efforts are oriented toward college and workplace readiness with a comprehensive approach to prepare students not only with the content knowledge to succeed but the capacity to plan with their parents for college attendance well in advance of their senior year.

The LEA shows clear intent to deepen student learning through high standards for teachers, students, school leaders and community agencies:

- The district has adopted the Common Core State Standards and evidences rigorous alignment with state curriculum frameworks;
- They show a commitment to develop educators' practices through coaching and professional learning communities around the central foci of critical literacy and mathematics performance;
- They show a commitment to place the highest-quality teachers in the highest-need settings and the capacity to use this approach to turn around the lowest-achieving schools;
- They have a plan for educator evaluation systems that show buy-in from those whose performance will be evaluated, and which are oriented toward continuous professional improvement.

New Haven has done a superlative job of tying their efforts to personalize student learning to clear, significant, and achievable equity goals.

- Their plan to collect data on student performance is oriented toward individualized learning outcomes with an eye on closing the achievement gap between groups of students while bringing all groups' performance up;
- They evidence an ambitious plan to provide the tools and technologies to support student learning without conflating the tools with the solution itself -- the plan to personalize learning is oriented around one-by-one student performance rather than one-to-one device access.
- The plan builds on existing work of a District-wide equity task force which is student- and parent-driven.
- Attention is given to student academic interests related to career preparation.

Overall, this section of their application shows a comprehensive and coherent reform vision, and provides clear evidence for a high score in the high range.

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

The New Haven School district proposal suggests an ambitious and achievable approach to "scaling up" already significant interventions in place to address the key areas of the RTT-D competition.

The proposal clearly describes the process of school selection, and the targeted schools meet the RTT-D eligibility requirements.

- Every school in the district will be involved, with an emphasis on the lowest-achieving schools within the district;
- The percentage of students receiving free and reduced lunch in the district exceeds 40% (at 42.3%);
- The proposal anticipates developing teacher and school leader capacity across the district, not only in the highest-need school settings.
- The district provides evidence that they meet the core assurance areas around teacher, principal and superintendent evaluation; college and career-readiness standards; individual student data matching capacity; FERPA compliance; and community buy-in evidenced through their letters of support.

The proposal includes a detailed list of the schools that will participate in the grant activities.

- Each school is described with sufficient detail (including maps, to show the community relatedness of sites) to warrant particular interventions described in the proposal;
- The district leadership provides extensive evidence about the challenges and opportunities present in the schools as well as their communities-- mention is even made of the impact of specific recent crimes in the community and their reverberating impact on the families, schools and agencies therein;

The proposal clearly describes the number of participating students affected by the grant proposal.

- All schools in the district will be involved with 100% of student and teacher participation;
- Table A(2) articulates the specific subgroups of high-need students, low-income students, and numbers of participating educators.

Overall, this section provides extensive evidence of the New Haven district's clarity of intent to involve and affect the entire LEA, and thus qualifies for a score in the high end of the high range.

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

The New Haven School District's proposal provides evidence of a high-quality plan to effect change in the district as a whole as well as a plan to learn from their efforts so that they may be implemented elsewhere.

The proposal realistically envisions a process of positive change in the district as a whole.

- Key goals of the proposal are aligned with the core assurance areas, and incorporate an appropriate level of detail to ensure positive change for each.
- The activities to be undertaken are logical, sequential, and accountable, as evidenced in Table A(3).
- The timeline is gradual but significant in scale; the sequence is logical and is supported by the buy-in from groups whose work is described;
- Milestones for teacher involvement are concrete; roll-out of technologies and launch dates of parent involvement initiatives are specific; and deliverables correspond to intended learning outcomes.
- The parties responsible for leading and implementing the components of the proposal are clearly described; responsibilities diversify over the scope of the grant as more participants are developed (e.g. math coaches);
- The plan as a whole is highly credible.

The logic model provides evidence of the relationships between the various sub-initiatives of the proposal and their individual contributions toward common long-term outcomes.

- The logic model provides a high degree of clarity about the purpose of the initiative, with outcomes linked to CCSS curriculum, data gathering and analysis, teacher and principal development, and intervention in lowest-performing schools;
- The specific inputs, activities, and intermediate outcomes are parallel in nature and interrelated appropriately (e.g. teacher effectiveness is linked with improved data systems);

The vision for improving student learning outcomes is clear, ambitious and achievable.

- The expanded charts for A(3) show sequenced, significant, accountable initiatives to expand teacher capacity, enhance use of "21st century teaching tools," increase use of data to drive teaching and learning, create a continuum of supports for students and families, and establish a rigorous quality improvement process.
- The plan shows appropriate levels of differentiation regarding development of students: critical literacy development is provided to all students, but reading apprenticeship (and access to high quality non-fiction texts, an emphasis of the CCSS in English language arts) are emphasized with secondary students;
- The plan and the proposal appendices show how extensively the district leadership has cultivated active collaborations with local agencies, particularly around those that support students and families toward college and workplace readiness;
- There has been careful consideration of the need to prepare students' families in the process (e.g. the Academic Parent-Teacher Team conferencing practice)

Overall, this section of the proposal provides extensive evidence of a high-quality plan, and is scored in the high end of the high range.

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

The New Haven District's proposal shows that, based on realistic interventions and prior achievement, their plan is likely to result in improved student learning and performance on summative assessments, reduced achievement gaps, and increased graduation and college enrollment rates. They do not address post-secondary degree attainment in the proposal.

Regarding improved student learning outcomes, they show a consistent and positive track record of improvement as well as a

clear plan to continue this trend.

- The LEA plans to align summative assessments to the CCSS, and the district actively participates in the Smarter Balanced Assessment Consortium oriented around this goal;
- The plan provides summer institute professional development for teachers in target areas (e.g. Reading Apprenticeship) and is followed by in-classroom coaching of 200 of these 274 teachers;
- Targeted intervention is planned to support English learners.
- Technology supports are planned to extend students' learning from school to home and community settings.
- Across all groups, the percentage of students performing at the proficient level has been increasing, though the anticipated increases outpace the prior record of improvement.

Regarding closing achievement gaps and increasing graduation rates, the district has shown clear intent to make substantial gains.

- Their prior data show a consistent reduction in the achievement gap between the highest-performing group (Asian students) and other groups, and resolve to continue this trend;
- The proposal aims to reduce these gaps through data systems that will provide early evidence of academic challenges (e.g. DataDirector, NWEA/MAP data);
- Efforts to involve families will target high-need and high-poverty families for broadband mobile devices to support their children's learning in out-of-school settings;
- Strategic alliances with agencies and organizations with strong track records regarding the achievement gap will be expanded for target subgroups (e.g. Puente classes for Latino students);
- Graduation rates for all groups included two years of prior data, during which time graduation rates stayed constant; the proposal aims to increase these graduation rates from 79.5% to 90% overall.

Regarding increased college enrollment, the proposal sets forth a coherent and positive plan to expand college-preparation initiatives and improve college enrollment.

- The Academic Parent-Teacher team is key to more than one outcome, and as such, it is appropriate for it to begin in the first year of the program; coaching is provided to support teachers in implementing these APTT meetings;
- The FAFSA completion rate increase is ambitious (80% by Y4);
- Community groups, Kids' Zone and IHE partnerships are appropriately integrated to increase awareness of the feasibility of college attendance for high-poverty student populations;
- Career-preparation initiatives are targeted to high school teachers and school leaders;
- College enrollment rates increase from SY 2009-10 to the present across all student groups, most notably between SY 2009-10 and SY 2010-11; rates held stable for SY 2011-12 across all groups.

Overall, this section of the proposal provides strong evidence for required components, and as such scores at the high end of the high range.

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

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

(B)(1) Reviewer Comments:

The New Haven School District has demonstrated a clear record of success in English Language Arts over the past several years, and moderate gains in achievement in Mathematics.

Regarding improved student learning outcomes and closing achievement gaps, the district has shown a multiyear pattern of growth and increased achievement across all student groups.

- The proposal includes descriptions of performance, a chart showing districtwide performance over a 5-year period, and data on student achievement on the California Standardized Tests and California High School Exit Exam.
- On the California High School Exit Exam, the gains of lowest-performing groups increased from 8-12%, outpacing those of the highest-performing groups and the district overall gains. English learners, however, experienced only 1% gains;
- The proposal makes clear that the statewide formula for calculating graduation rates changed during the data-collection period. Even amidst the introduction of a "more stringent" formula, the graduation rates at Logan High School increased from 84.5% to 89.5% over a five-year period;
- The college-going rates of the district high school outpace the county and state, including for students with disabilities.

Regarding the significance of their reforms in turning around lowest-achieving or lowest-performing schools, the district describes itself as having "no persistently lowest-achieving schools," and so focuses their proposed intervention on low-performing district schools. In so doing, they set forth a reasonable agenda for addressing the needs of their English Learning (EL) students, who as listed above have not experienced the gains of other groups.

- The proposal makes explicit the connection between the lowest-performing school sites, the predominance of English learners in those schools (the majority of whom speak Spanish natively, though 1500 district students are native speakers of other languages), and the poverty level of the same, both of which are higher than in the district as a whole.
- They note that a significant measure of the students designated as EL have been redesignated, which affects the performance data percentages;
- The performance increases for underachieving students in Mathematics have moderately underpaced those in English Language arts, and the district's intent to address this discrepancy is evident in other sections of the proposal;

Regarding the transparency and access of their student performance data, the district has a track record of sharing data with teachers, parents and students on-demand throughout the school year.

- The "Q" system addresses the areas of concern for the RTT-D proposal effectively, with the capacity to collect and share performance data to help inform and improve instruction and services.
- The student data show growth and the capacity to sustain improvement initiatives, more strongly represented by the English Language Arts data than the Mathematics Performance data, though the general trend in mathematics is a positive one over a 5-year data gathering period.

Overall, the LEA's performance in this section is strong. This component scores in the high end of the high-range.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	3
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(B)(2) Reviewer Comments:

The New Haven School District has demonstrated beginning efforts toward a high level of transparency in processes, practices, and investments, with plans to increase access to data as required in the RTT-D proposal.

- The LEA makes district salary scales available for certificated and classified staff on the District website;
- Actual personnel salaries and total compensation by school are available through an online database of Bay Area Public Employees' salaries;
- The LEA has not yet addressed making available the actual personnel salaries at the school level for instructional and support staff, nor have they differentiated these data by subgroup, nor have they made non-personnel expenditures at the school level available.

Because they have made some data available, but have not yet demonstrated a high level of transparency in all levels required by the grant proposal, this element scores in the middle of the range.

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

The New Haven School District has demonstrated substantive evidence that they have access to the right conditions with the appropriate level of autonomy to implement their proposed interventions in their state context.

- California has emphasized personalized learning at the state level, as evidenced by SR 36;
- The state Education Technology Task Force shares the goals of the proposal, including expanded use of online materials for standards-based learning, increased student access to devices to support their learning with guidelines for their appropriate use, designing personalized assessments of student learning, supporting teachers and school leaders in using technology, and expanding broadband access statewide;
- The state has adopted the Common Core State Standards, supports districts' adoption of CCSS-aligned materials, and has a leadership role in the Smarter Balanced Assessment Consortium to implement CCSS-aligned assessments;
- The district holds autonomy over 42 critical funds for educational purposes, affording them flexibility in deploying their budget in consonant relationship with the RTT-D proposed funding;
- The state has various models to support, develop and recognize accomplished teaching practice (e.g. California Math and Science Partnership, California Mathematics Project);
- The state has established legislative guidelines for principal evaluation, though the LEA notes that they also follow the guidelines of the Educator Excellence Taskforce in evaluating the impact of principals' practice;
- The proposal is aligned with numerous state reform efforts that are aimed at developing teacher capacity, incorporating technology into education, and improving student achievement and college and workforce readiness (e.g. STEM task force, Career/ Technical Education Pathways initiative).

In sum, the proposal shows a high degree of the appropriate conditions for their interventions to be successful, and as such, rates at the high end of the high range.

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

The New Haven School District has demonstrated copious and substantive evidence of stakeholder engagement in the proposal, with a high degree of involvement by students, parents, school leaders, elected officials, and community agencies.

The LEA describes substantive work to involve stakeholders in the development of the project and incorporate their feedback into the proposal.

- Parents who participate on district advisory committees and reform initiatives have shared their concerns about student equity, which are described as having "directly informed this proposal;"
- Prior work to develop the New Haven "Kids' Zone" -- described as a "partnership of committed community groups" evidences the LEA's track record of securing stakeholder buy-in for reform initiatives;
- Students from LEA schools have participated in focus groups to inform the launch of the Kids' Zone work and to integrate particular concerns around personalizing learning into the current proposal;
- The RTT-D proposal builds on existing partnerships with community, city, health, and higher education organizations who are already involved in the Kids' Zone reform work, and the letters of support confirm that this collaboration is sustained.

The LEA has collective-bargaining representation, and the union has indicated a high degree of willingness to work with school district leadership toward student learning improvement initiatives.

- They provide evidence of collaborative effort despite challenging budgetary and economic constraints, as evidenced by the union and teaching workforce agreeing to nine unpaid furlough days and a pay cut in order to preserve essential education and support services;

The district provides numerous detailed and uniformly positive letters of support from key stakeholders in support of the proposal.

- The letters of support include faculty and staff of district schools, school leadership, parents and leaders of parent teacher organizations, who attest to their hopes for the positive impact of the grant on their students' learning;
- Appropriate Memoranda of Understanding have been gathered from partner organizations and foundations;
- Elected officials attest to the commitment of the district to "execute ambitious, innovative plans for reform" and attest to the district's "steadfast commitment" to work collaboratively with stakeholders;
- The leader of the county health services coalition attests to a longstanding partnership with the LEA who has "found them to have both the leadership and infrastructure to effectively implement" proposed initiatives, and these organizations serve children and families from birth through adulthood;
- Faith-based organization leaders attest to their common concerns, particularly around family health/ wellbeing, access to opportunity for all, and in one case making an explicit connection between the work of a pastor and prior work done by the same person as an elementary school teacher-- both of whom work for the social-emotional well-being of children from birth to adulthood;
- It is clear from reading the letters that many authors were working from a common template; however, the high number of respondents and the fact that many chose to customize their letters attests to the strength of their connection with the LEA.

The extent to which the LEA leadership has cultivated active and engaged partners strongly supports the traction and feasibility of their proposal, and as such, scores in the high end of the high range.

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

The New Haven School District has demonstrated reasonable evidence for a high quality plan to implement personalized learning environments as proposed.

Regarding the quality of their plan,

- Key goals are identified, are logical, and are appropriately sequenced.
- Activities to be undertaken and rationale for the activities are well explained, linked to the discussion of the identified needs and gaps.
- The timeline is reasonable and sequential.
- Deliverables are significant, developmental, and reasonable.
- The parties responsible for the deliverables are identified, with an emphasis on the significant responsibilities shouldered by the CAO and other district director positions.
- The overall credibility of the plan is high-- the components fit together effectively.

The reform proposal is logical.

- The gap analysis aligns with the LEA's goals around Common Core State Standard adoption, particularly around the ability to make performance standards explicit and shared;
- The proposal and logic model are appropriately sequential and address components likely to lead to significant impact (e.g. implementing standards-aligned professional development for faculty, alignment of teacher/principal/superintendent evaluation systems with student learning data);
- The proposal builds on existing community partnerships (cultivated for the Kids' Zone initiative) to create "Full Service Community Schools."

The LEA has appropriately identified needs and gaps to inform their proposal.

- The proposal includes district assessment data (e.g. the California Standards Test, NWEA MAP data, student transcript analyses), survey data (e.g. California Healthy kids, parent surveys); independent reports (e.g. health department, county office of education), community data (e.g. crime and juvenile justice, community meeting records).
- The analysis of this data squares with the discussion in prior sections of B regarding achievement gaps as well as with the proposed interventions to address gaps and increase student performance.

Overall, the district has demonstrated evidence of a high quality plan building on existing analyses, planning to continuously

gather data to inform the proposal, and logically setting forth components that will result in the intended outcomes. It warrants a score in the high end of the high range.

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

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

(C)(1) Reviewer Comments:

The New Haven School District has articulated a high quality plan to improve teaching and learning through personalizing the learning environment.

Regarding their proposed approach to learning to empower all learners in age-appropriate manners, the LEA focuses on critical literacy and mathematics performance across the age span of the 13,000 students served in the district.

- Literacy interventions are focused across PK-12, not solely in the "learning to read" grade bands of K-3;
- Goals and intervention strategies are differentiated appropriately by student age and ability, for example by introducing the Reading Apprenticeship model in the higher grades;
- The language of the proposal aligns with Common Core English Language Arts emphases on diverse writing modes as well as writing and reading across subject areas;
- The collaborative work of the Academic Parent Teacher Teams supports students in making connections between their individual interests, academic performance and intended career goals;
- Approaches to student learning shift to involve more project-based approaches and expanded access to learning materials outside of classroom time;
- The approaches to literacy and mathematics instruction are focused on students' interests and empower them to share their growing expertise with others through writers' workshop and mathematics studio approaches;
- The proposal integrates social-emotional approaches to support and empower learners, as evidenced by the Restorative Justice model.

The LEA has set forth a reasonable strategy to ensure student access to personalized learning, high quality instructional approaches and content, regular feedback, and appropriate accommodations for high-need students.

- The LEA plans to shift the culture from an emphasis on high stakes tests to one of mastery learning with multiple demonstrations of mastery (e.g. "verbal and written explanation, project-based learning). Efforts have been made to cultivate student, teacher and parent knowledge of this shift;
- The emphasis on Critical Literacy across all grade bands emphasizes sense- and meaning-making activities engaged in by successful readers and writers, as specified in the Common Core State Standards;
- The emphasis on Reading Apprenticeship in secondary schools emphasizes cross-disciplinary "meaning-making" for students;
- The plan to gather and share data among students, educators, and parents aligned with the Academic Parent-Teacher Teams proposal jointly point to efforts to prepare students for college and career. Specific reference is made to the collaboration initiatives already in place with higher education organizations to support this work;
- The DataDirector system "Q" provides access for students to access feedback on their learning by the second half of year one of the proposal and continues throughout the length of the grant period;
- The proposed system aligns feedback to students with college readiness standards and students' college planning efforts;
- The proposal creates mechanisms for credit recovery (PLATO) for high-need students as well as students who have not been initially successful in learning;
- The proposal as a whole represents a shift from teacher-centered and teacher-directed learning to increasingly student-centered and student-directed learning, particularly at the secondary school level.

The LEA has set forth robust mechanisms to provide training and support to students, teachers, school leaders and parents to ensure that all understand how to use tools to track and manage their learning.

- The LEA recognizes, names, and plans for specific professional development initiatives for teachers to help them support students' learning how to track and manage their learning;
- The LEA plans to adopt the Smarter Balanced Assessments when available, which will be aligned to the Common Core State Standards, and will be computer-adapted tests to allow students and teachers to immediately address identified needs and strengths observed in students' knowledge base;
- The LEA identifies particular reform emphasis on mathematics teaching and learning, which has not responded as strongly to previous reform initiatives.
- They set forth a plan to engage partners (e.g. The Teachers Development Group) to implement an evidence-based Mathematics Studio program district-wide. This initiative is aligned with CCSS for Mathematics;
- By year 1, quarter 3, the proposal anticipates that 100% of students in 6th, 9th, 10th, and 12th grades will have individual learning goals aligned with Academic Parent Teacher Team goals;
- The data system proposed will grant students access to feedback on their learning and will align with college and career preparation work beginning in middle school;
- The curricular emphasis on sense- and meaning-making is not only related to content knowledge development but is referred to by the LEA as integral to helping students track, manage, and set goals related to their learning;
- The proposal sets forth a distinctive cross-walk of the content and metacognitive skills (e.g. creativity and innovation, communication and collaboration) that undergird students' capacities to succeed.

Overall, the LEA has set forth a comprehensive proposal for a high quality plan for improving learning and teaching by personalizing the learning environment, and qualifies for a high score in the high range.

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

20

19

(C)(2) Reviewer Comments:

The LEA has a comprehensive plan for addressing teacher and educator development, especially notable in transforming individual practitioners' work with their existing student populations.

Regarding educators' engagement in training and participation in professional learning communities, the LEA has an ambitious but achievable goal to increase personalized learning in 100% of their schools.

- The LEA has existing professional learning communities that they plan to draw on to support teachers' continued development (e.g. to support effective implementation of personalized learning environment and strategies);
- They have identified particular roles for practitioners within reform efforts (e.g. trainer of trainers, coaches, cohort members) and recognize the important role of "early adopters" in reform efforts;
- Their proposed sequence of goals increases teacher leadership capacity over time;
- Classified staff roles in supporting increased technology use are identified and planned for, with "go-to" personnel identified for each school;
- The proposal models personalized learning not only for students but for teachers, who are described as "active learners... using different learning modalities" to support their learning;
- The proposal aims to develop teachers' capacity to use the proposed data systems to drive instructional decisions and individualized student support with an eye on progress toward college and career readiness, and to collaboratively create standardized assessments to support school leaders' capacities to identify trends across classrooms and schools;
- The proposal identifies existing evaluation frameworks to assess teachers' and principals' effectiveness with observable indicators of excellence, including student test data, though the proposal notes and plans for improvements to this existing model;
- The proposal notes the need for clear metrics to identify effectiveness in school principals, and thus is prioritized in the first quarter of the grant period.

The LEA proposes significant professional development for teachers and principals to increase these educators' access to and knowledge of tools and resources to accelerate student progress toward college and career readiness.

- The proposal incorporates at minimum 10 days per year of professional development in critical literacy, math, writing, parent engagement and technology utilization;
- Development of principals focuses on their ability to support curriculum reforms, program changes and parent engagement;
- Professional development initiatives include teacher institutes, coaching models, technology support staff, and professional learning communities;
- The proposed professional development efforts are aligned with Common Core and incorporate access to digital and online learning resources as well as increased numbers of hard copy books to support non-fiction literacy goals as specified in the CCSS-ELA;
- The proposed professional development aligns with the LEA data gathering and analysis systems and aims to provide more frequent and frequently shared data (through DataDirector) to supplement the thrice-yearly NWEA/MAP data;
- Teachers will collaborate to create common and shared assessments among school sites;
- These efforts show awareness of the importance of collaboration between education professionals in the district, particularly those charged with technology support roles.

The LEA is oriented toward continuous improvement, with a high sense of clarity about the central role of the classroom teacher as the "single most important factor in student achievement;" their efforts are still in process to tie student achievement data to those students' experiences with faculty.

- Teachers' access to rapid-time assessment tools allows them to intervene quickly to address student learning gaps;
- The proposed data system includes an "early warning system" to identify and alert practitioners about high-need students, including attendance, standardized test scores, GPA, and disciplinary data;
- The school is aware about students' lived experiences and gathers qualitative as well as quantitative data to inform LEA decision-making and support efforts to help students feel more connected to school.

The LEA is committed to increasing numbers of students taught by effective and highly effective teachers and principals.

- The proposal notes the importance of starting low-performing school turnaround efforts by placing high achieving principals in those schools, and subsequently initiating effective teacher recruitment therein;
- The proposal notes the struggles of attracting high-demand content practitioners (especially STEM) to the district at all, let alone the highest-need schools;
- The district has already implemented site-based Instructional Leadership Teams (ILTs) to engage in decision-making, develop capacity for sustained leadership and succession planning;

The LEA sets forth a high quality plan to personalize the learning environment through expanding teacher and leader capacity. Their deliverables could be more concretely specified with Goal 1.

- The key goals (teachers implementing effective personalized learning environments and strategies, teacher evaluation linked to student proficiency and growth, and educators' effective use of data to match students' needs with resources) are reasonable, linked to the goal of personalizing learning, and appropriately sequenced.
- The activities to be undertaken are appropriate (e.g. gradual introduction to project based learning, multiple modalities of assessment) and correspond to the goals.
- The timeline is gradual and developmental.
- The deliverables are more benchmarks/descriptors than concrete deliverables. Measurement of students' development of metacognitive skills is unclear.
- Key parties responsible are specified;
- The overall credibility of the plan is high;
- By concentrating the Goals on District-wide work, it was difficult to discern targeted efforts to turn around lowest-performing environments as well as those responsible for decision-making therein.

Overall, the LEA is clear about their intent to support teachers' and principals' development, despite the lack of specificity about the correspondence between educator quality and decision-making to transform the faculties of lower-performing schools. As a result, this merits a score in the high end of the high range.

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

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
<p>(D)(1) Reviewer Comments:</p> <p>The New Haven School District is strongly positioned to effect powerful gains for its teachers and students, evidenced by its organization and prior record of collaborative work.</p> <p>The LEA central office is effectively organized to provide support and services to all participating schools.</p> <ul style="list-style-type: none"> <li>• The district has already implemented Instructional Leadership Teams which are charged with student learning decision-making;</li> <li>• These ILTs examine data on student learning and are comprised of grade- and subject-diverse faculty;</li> <li>• The ILTs meet regularly and are engaged in cross-site collaboration to ensure districtwide cohesion.</li> </ul> <p>The school leadership teams are provided with sufficient flexibility and autonomy to facilitate personalized learning initiatives.</p> <ul style="list-style-type: none"> <li>• Sites are already invested with flexibility and autonomy to set foci and create action plans, and so this proposal does not have to launch new initiatives in this regard.</li> </ul> <p>Students are not yet given opportunity to progress and earn credit based on mastery, but the proposal sets forth a reasonable approach for creating this opportunity.</p> <ul style="list-style-type: none"> <li>• The LEA has a Grading and Assessment Task Force whose work connects to this element and is already underway;</li> <li>• The majority of the task force membership are teachers, but the group also reaches out to students and parents in their work toward improved grading and assessment practices;</li> <li>• The proposal anticipates flexible-credit options launching on a pilot level in 2014 with increased roll out to the middle schools, comprehensive high school, independent study school and alternative high school starting in 2015;</li> <li>• The proposal takes into consideration research on flexible-credit research done by the Ohio Department of Education to inform their work.</li> </ul> <p>Students have multiple and multi-modal opportunities to demonstrate mastery of standards.</p> <ul style="list-style-type: none"> <li>• The proposal emphasizes the use of project-based approaches to learning and electronic portfolios of student learning to represent a large-scale view of students' capacities;</li> <li>• The proposed data system (DataDirector), the computer-based thrice-annual NWEA/MAP assessment system, and existing credit-recovery approach (PLATO) work together with the Common Core State Standards to support multiple representations of students' content understandings;</li> <li>• Particular emphasis is placed on the suitability of the PLATO system to support the district's English learning students, offering "program flexibility that can accommodate a group of students with varying learning trajectories;"</li> <li>• The proposal plans for a designated assessment coach to support teacher colleagues to develop multi-modal assessments, which will be used to identify trends in formative feedback to target instruction and personalize learning.</li> </ul> <p>All students receive adapted and accessible learning resources and instructional practices, strongly reinforced in the central curricular reforms proposed (Just Think Literacy, Reading Apprenticeship, Mathematics Studio Program).</p> <ul style="list-style-type: none"> <li>• All three models listed above emphasize differentiation, adaptation to individual learners' needs and strengths, engaging students' interests, and identifying patterns in student achievement to help teachers make instructional decisions;</li> <li>• There is a consistent emphasis on developing learners' sense- and meaning-making, reasoning, and metacognitive capacities, which do not depend on prior content knowledge and are thus accessible to all children;</li> <li>• The proposed curricular interventions are supported by research;</li> <li>• Regarding students with disabilities:             <ul style="list-style-type: none"> <li>◦ The proposal recognizes that not all students with disabilities will necessarily have gaps in all areas, and the attunement of the proposed curricula intends to strive against a one-size-fits-all approach to learning;</li> <li>◦ The proposal aims at universal design, reducing the frustration level of all students, including those with disabilities;</li> <li>◦ The use of technology is described as being lower in "emotional burden" for students with disabilities;</li> <li>◦ The proposal connects individualized efforts to support students with efforts to involve parents, teachers and students in goal-setting through the Academic Parent Teacher Teams.</li> </ul> </li> <li>• Regarding English learners:</li> </ul>		

The proposed literacy initiatives (Just Think Literacy and Reading Apprenticeship) both have a track record of effectiveness with English learners;

- o The Puente Project is aimed at increasing college-going rates among all underrepresented groups of students, primarily though not entirely Latinos. As is mentioned elsewhere in the proposal, the LEA has a majority of EL students who are Latino, though there are 1500 students from other language groups.

The LEA has set forth a high quality plan to support project implementation.

- The key goals for this section address the provision of support to all participating schools, district leadership support of personalized learning environments, and the creation of a continuum of supports for students (especially high-need) and parents;
- The activities to be undertaken and rationale for the activities are logical, sequential and warranted (e.g. increasing district supports to enroll low-income families in broadband internet access program);
- The timeline is reasonable, with an early introduction of access to mobile devices in a 1:1 ratio at secondary schools and 2:1 ratio in elementary schools-- the launch of the SparkPoint centers beginning in September 2013 seems highly ambitious but is achievable given the other conditions in place;
- The description of deliverables makes explicit that some of the listed elements are already in place (e.g. teacher-led grading and assessment study groups);
- The parties responsible are specific and include district leaders as well as community partner leaders (e.g. Kids' Zone Director);
- The overall credibility of this plan is high.

Overall, this section of the proposal is comprehensive and strong, and warrants a score in the high end of the high range.

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

Please see commentary for D(1) regarding the quality of the LEA's plan in this area.

The New Haven School District sets forth a concrete plan to expand and ensure all students' access to content, tools, and resources in and out of school.

- The application is greatly enhanced by the LEA's intent to reach 100% of students with the proposal. The proposal sets forth reasonable ratios of students to mobile devices (2:1 for elementary students, 1:1 for secondary students);
- Data systems, credit recovery and digital resources for learning are proposed for access from anywhere at any time;
- The proposal incorporates substantial social-emotional supports for students, building on existing relationships with community partners, such as after-school programs;
- At the pre-school level, targeted early childhood partnerships will involve pre-K students in summer programs aligned with High Scope curriculum and assessed by the Kindergarten Observation Form;
- The Union City Kids' Zone is a strong access point, bringing together students and families to develop "cradle to career" supports for learning and wellness;
- High school students are supported through Community School structures and Early Assessment Programs to ensure progress toward college and career readiness standards;
- The proposal provides multiple examples of supports for teachers' and principals' effectiveness;
- Multiple examples of supports provided to family members are set forth (e.g. the data system's "Parent Connection," the Academic Parent Teacher Teams, and community partnerships).

The proposal provides significant evidence of technology supports for students, teachers, school leaders, families, and other stakeholders.

- Investment has been made in hiring personnel with appropriate technology support for device training and use;
- Significant investment in teachers' time for professional development allows them to learn with depth;
- Community centers (e.g. Kids Zone, SparkPoint) provide technology supports to families and communities;
- The proposal makes explicit that all stakeholders and technology users will be trained in and held accountable to frameworks of cyberethics.

The proposal is clear regarding the proposed capacity of parents and students to export information and use data in other systems.

- Though the data system (DataDirector) has many strengths, at present exporting data for use in other systems is not one of them. The proposal anticipates developing a data download module to allow for the functionality specified in this criterion;

- The district uses Google Docs district-wide for student portfolios; these allow for exporting and use in other formats and across platforms.

The proposal addresses required elements of this section strongly. For that reason, this section scores in the high end of the range.

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

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

(E)(1) Reviewer Comments:

The New Haven School District sets forth a clear and high-quality approach to continuously improve its plan.

Their plan to provide timely and regular feedback on progress toward project goals is robust and logical.

- Because the plan is oriented around increasing student achievement in language arts and mathematics, the LEA plans to use regular standardized assessment data to allow teachers and school leaders to examine student progress on a daily, weekly, monthly and yearly basis;
- The proposed curriculum interventions provide ways to measure student progress in meaning-making, metacognitive strategies, and critical thinking. The Instructional Leadership Teams are charged with leading and summarizing these data, which are gathered by teachers;
- The Academic Parent Teacher Teams approach will launch in three schools per year, an appropriate and gradual capacity-building of teachers and parents to work together for students' improved learning outcomes;
- The plan incorporates evaluation of the effectiveness of professional development strategies, during summer institutes, coaching relationships, and other sources of training and development;
- The proposal models use of personalized and digital collaborative tools to gather and share insights on the components named above;
- The proposal delineates an appropriate role for the Director of Technology in leading data collection efforts about the use of tools and online resources during the grant period;
- The proposal sets forth an effective description of ways of gathering data from community and family sources, with a particular focus on the Decoto neighborhood.

The plan is explicit about phases of continuous improvement during the grant.

- While some components are already in place and can provide comparative pre- and post- data (e.g. NWEA assessment data, ILT review data), other components cannot be studied until they are initiated (e.g. Data Director, APTT meetings, and External Evaluation feedback);
- The proposal sets forth in section E(4) the intent to share their data publicly in a summative report at the end of the grant period;
- The Equity Task Force and the Superintendent will communicate publicly the investments and gains during the project itself.

Overall, the proposal shows a clear disposition to study and learn from the implementation process during the grant, and merits a score in the high range.

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

The LEA has effective structures in place to ensure ongoing communication and engagement with internal and external stakeholders.

The partnership between the LEA and the Full Service Community Schools network seems particularly robust and has a site council that meets montly to "review achievement and financial data and to provide direction and support;"

- Similarly, the Kids' Zone work builds on community resources (e.g. student representatives, city representatives, faith-based organizations, early childhood agencies, health centers, and higher education organizations, just as a sample) and holds advisory steering meetings quarterly;
- The Kids' Zone also plans to hold "town hall" meetings to discuss formative data generated through the proposal;
- The various advisories described have a track record of involvement and experience sharing data broadly;
- The existing Equity Task Force meets monthly and is similarly engaged in examination of data and sharing analyses through various means (e.g. multilingual handbooks, district website and facebook page);
- The proposal addresses the relevance of the Instructional Leadership Teams in analyzing student academic progress and sharing best practices.

Because of the distinctive and comprehensive level of community engagement, the LEA has scored at the high end of the scale.

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

The New Haven School District sets forth ambitious yet achievable performance measures. They have provided appropriate and logical rationales for the performance measures and have explicitly described how they will review and improve as needed during the grant implementation process.

- The proposal has identified performance measures that correspond to all students' achievement, those for students in K-3, 4-8, and 9-12 according to the criteria in the RTT-D application;
- For all students, data will describe the number and percentage of students with a highly effective teacher and principal, as well as the number and percentage of students attaining one year of growth on NWEA in Math and ELA;
- For students in grades K-3, the focus is on critical literacy and measured by NWEA growth, and for kindergarten students' social-emotional learning, the Kindergarten Observation Form will be used and analyzed by elementary Instructional Leadership Teams;
- For students in grades 4-8, performance measures focus on passing Algebra 1 by the end of 9th grade, attendance data, and school engagement as measured by the California Healthy Kids Survey Resiliency Module (CHKS);
- For students in grades 9-12, performance measures focus on FAFSA completion percentages, PACT/PLAN or PSAT completion percentages, earned credit in Career and Technical Education, school attendance, and school engagement measured by CHKS.

In the tables describing concrete targets for performance measure improvement, the goals are ambitious and achievable.

- Across groups, the current access of students to a highly effective teacher/ Principal ranges from 31%-42%, and the proposal aims to raise these percentages significantly over the grant period, to a range of 87% to 91%;
- Across groups, the baseline data range of students with an effective teacher/ principal is 49-59%; the proposal aims to raise this to 87-92%.
- The performance measures for students' attainment of one year of growth as measured by the NWEA seem ambitious and achievable, increasing by 6-8% yearly.
- The academic achievement performance measures across all grade levels were ambitious and achievable, ranging from 6% increases per year to 8%. With the professional development supports identified in the proposal, this seems reasonable.
- The proposed performance measures incorporate grade-appropriate health and social-emotional leading indicators.

The LEA has a solid plan for addressing all criteria specified in this section, and thus merits a high score.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p>The LEA has articulated solid and logical plans to evaluate the effectiveness of Race to the Top – District funded activities.</p> <ul style="list-style-type: none"> <li>• The district is clear about the relationship between implementation and investment in specific grade bands showing yields in other grade bands;</li> <li>• They have a plan to contract with an external evaluator with relevant experience to describe RTT-D program implementation, evaluate the impact of the program on academic outcomes for large and small groups, and assess the impact of the various provided supports on student academic and social-emotional outcomes in a particular neighborhood.</li> </ul> <p>The theory of action undergirding the plan for evaluation effectively addresses review of documents, budgets, service utilization records, and feedback from stakeholders.</p> <ul style="list-style-type: none"> <li>• Annual surveys administered to stakeholders will assess satisfaction, perception of value added, and solicit suggestions for improvement;</li> <li>• Qualitative data from open-ended questions and focus groups will be coded to identify themes of stakeholder feedback.</li> </ul> <p>The proposal aims to evaluate the impact of grant investments on students' academic success through a comprehensive and mixed-methods approach.</p> <ul style="list-style-type: none"> <li>• The LEA proposes to compare their results with neighboring control districts;</li> <li>• The LEA will also compare district results with a hypothetical district comprised of 12 California schools with similar demographics and academic characteristics;</li> <li>• The role of the evaluator will assess systems change goals addressed throughout the proposal (sections B, C, D, and F).</li> </ul> <p>The plan for evaluating effectiveness of investments is high-quality.</p> <ul style="list-style-type: none"> <li>• The key goal corresponds to a focus on rigorous, sustainable quality improvement and evaluation process.</li> <li>• The activities to be undertaken and rationale for the activities are clear, logical, and linked to the narrative explanation in E(4).</li> <li>• The timeline is logical and gradual.</li> <li>• The deliverables are clear and involve a high degree of transparency.</li> <li>• The parties responsible for the deliverables are specified and increase in scope over the time frame of the grant (e.g. coaches)</li> <li>• The overall credibility of this plan for evaluating effectiveness of investments is solid.</li> </ul> <p>Overall, the LEA has demonstrated strong evidence for the appropriateness and scope of their plan to evaluate effectiveness, and thus merit a high score on this measure.</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>The LEA has identified all funds to support the project, the funds are reasonable and sufficient to support the proposal, and appropriate rationales are given for investments and priorities.</p> <ul style="list-style-type: none"> <li>• The majority of the budget is devoted to personnel and fringe benefits and practitioner time, which are reasonable given the proposal's emphasis on developing practitioner capacity and hiring needed support personnel as specified (e.g. to support technology integration and use of mobile devices);</li> <li>• Other major costs include supplies, which peak in Y2 with the full deployment of devices for personal use and community center use;</li> <li>• The investments decrease appropriately in Y4 of the grant;</li> </ul>		

The budget is broken out by major initiatives focused on literacy and common core state standards, community connections (also referred to in the competitive preference priority section), teacher/principal evaluation, technology for personalizing learning, grading and assessment, college and career readiness, and implemental and evaluation for continuous improvement;

- The budget elements correspond to the proposal elements laid out in sections A-E of the proposal;
- The budget reflects the emphasis placed on the highest-need area of the district, the Decoto neighborhood;
- The budget reflects alignment with collective bargaining agreements in place for personnel;
- The project narrative reflects other sources of funds (district budget) used to support the implementation of the proposal
- It is clear from an examination of the budget which funds are used for one-time investments (e.g. purchase of equipment) versus those used for ongoing operational costs (e.g. professional development initiatives of various kinds), and emphasis is on strategies to ensure long-term sustainability of the personalized learning environments;
- The LEA makes clear funds that come from outside sources that will supplement the proposed work from foundations and private entities (e.g. San Francisco Foundation Community Schools, East Bay Community Foundation, Clorox Foundation, and Corporate Support) as well as public funds (e.g. CNCS Americorps, Innovative Approaches to Literacy grant).

The LEA has provided thorough and warranted evidence for the description of the use of their proposed funds, and therefore merits a high score in this criterion.

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

The New Haven School District provides a high quality plan for sustainability after the proposed project ends.

- Under the key goal of sustainability, activities listed are oriented around sustaining practitioner capacity, refining effective practices, publicizing evaluation findings, and gaining new resources for subsequent initiatives;
- The activities to be undertaken and rationale for the activities are logical and comprehensive;
- The timeline for follow-up is four years subsequent to the end of the grant period;
- The deliverables focus on sustainment and reform particular to the elements mentioned;
- The parties responsible are specific and reasonable;
- The overall credibility of the plan is solid.

The emphasis for post-grant sustainability builds on the strongest elements of the proposal: collaboration and partnership. Because many of those elements are already in existence, it is reasonable to expect that they will contribute to the success of this plan. This component merits a high score in the high range.

### Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The competitive preference priority is an area of particular strength in this proposal, as is evident throughout whenever the extent and depth of community partnerships are mentioned.

The inauguration of the ambitious Union City Kids' Zone initiative in 2010 secured many of the critical partnerships that this proposal strives to build upon, and which include public and private organizations.

- The Kids' Zone work was launched as a partnership of community and civic leaders around supporting children from cradle to career.
- The inclusion of maps in this section makes evident how concretely and geographically targeted the proposed expansion of Kids' Zone intervention efforts are;
- The heartbreaking and specific reference made to killings in the community, naming victims by name, reinforces the depth of understanding that the LEA has of issues of deep community interest;
- The specific focus on the Decoto neighborhood is warranted by the description of the challenges facing this particular community, which exceeds district norms for poverty, language diversity, and single parent head of household status;
- The analysis of this community's challenges yields a twin focus on community mental health and academic intervention;
- Specific and distinctively detailed descriptions of partner organizations are provided, fifteen in all, with diverse foci and constituencies served.

The LEA has set forth six population-level desired results that align with and support the district's RTT-D proposal.

- The target populations addressed include students, family, and community, some in tandem for specific results (i.e. educational and family/ community investment in high school graduates' readiness for college and career;
- The types of results anticipated span educational, health, and family/ community;
- The desired results align with the proposal goals of kindergarten readiness, family health, academic proficiency, college and career readiness, enhanced engagement in learning, and learning at school and home.

The LEA has effectively identified how they propose to track indicators to measure each result at the aggregate and individual level, use the data to improve results for participating (especially high-need) students, and to bring the initiative strategically to scale.

- Their proposal for the competitive preference squares with their proposal for external evaluation and sharing of results;
- The target population for the Kids' Zone work is a community with disproportionate poverty, language diversity;
- The proposal describes intent to use data gathered to make swift adjustments to the project's implementation (e.g. expanding highly successful pre-kindergarten programs if the data suggest remarkable effectiveness of same);
- The proposal to first focus on the Decoto neighborhood and expand outward takes the scaling challenge into consideration, and in fact has already begun with the Kids' Zone work;
- The Kids' Zone partnership outcomes can be used to inform other strategic partnerships in the community, of which 19 already exist across service areas and constituencies;
- The positive track record of prior improvement gains signifies strong capacity in the LEA to continue improvement over the time period of the grant.

The District effectively describes integration of education and other services for participating students.

- The LEA already has mental health and social-emotional supports in 2/3 of the schools including alternative schools;
- Proposed 21st Century Community Learning Centers advance academic learning and social-emotional learning.

The LEA proposes to build staff capacity to assess student needs, identify and inventory school and community needs and assets, create a decision-making process to build and evaluate supports to address needs, and assess the progress of implementing the plan.

- Specific reference is made to existing work (e.g. trauma workshop for faculty) and proposed collaborations between educational and mental health practitioners;
- The LEA and the Kids' Zone have completed initial needs assessments which highlighted needs in mental health and youth violence focused in the target neighborhood (Decoto);
- The leadership expertise and the proposal to secure additional personnel with expertise in critical areas supports an effective decision-making process, as already referenced elsewhere in the proposal around the configuration of advisory committees and their function;
- The progress assessment is effectively described in E(4) and evaluated in this assessor's commentary therein.

The LEA has created a high quality plan to support their proposed competitive preference work.

- The key goals described propose to create a continuum of supports for students and families (starting with high-need students) and to expand the Kids' Zone beyond the Decoto neighborhood and schools;
- Within these goals the activities are logical and are reinforced with the initiatives of the larger proposal;
- The timeline is gradual and developmental;
- The deliverables are concrete and measureable;
- The parties responsible for activities are clearly identified and appropriate;
- The overall credibility of the plan is high.

Regarding identified performance measures for population level, the representation of data sets forth ambitious and achievable goals.

- While some of the data sources do not yet exist (e.g. data on number of students with pre-school experience entering

Kindergarten), most measures build off of existing data sources and therefore will establish a solid basis on which to evaluate the impact of the proposed intervention;

- Performance gains forecast for subgroups of students are consistent, with academic data oriented toward closing gaps between highest-performing and lower-performing subgroups.

The comprehensive nature and description of partnerships in the community strongly supports the LEA's efforts to increase not only student academic performance but indicators of student and family wellness, and as such, merits a score in the high end of the high range.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

**Absolute Priority 1 Reviewer Comments:**

As is evident across all commentaries, the New Haven School District has set forth a comprehensive plan for building on core educational assurance areas to create learning environments designed to significantly improve learning and teaching through the personalization of learning.

<b>Total</b>	<b>210</b>	<b>207</b>
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# Race to the Top - District

## Technical Review Form

Application #0926CA-3 for New Haven Unified 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 provides a comprehensive and ambitious vision of comprehensive and coherent reform, including commitment to serving students from more than forty different primary language groups in 12 schools.

The applicant offers a vision that builds on existing whole-community educational approaches, including (1) full-service community schools, (2) curriculum and assessment systems with the Common Core State and National Standards, and (3) new teacher and principal evaluation systems that incorporate student achievement measures.

Ambitious strategies for accomplishing this vision are laid out, including (1) adopting higher standards and new assessments aligned to the Common Core Standards; (2) upgrading and expanding the district's integrated student data system, (3) advancing an improved teacher development and professional development system that builds teachers' capacity to personalize teaching/learning, and (4) integrating a newly educator evaluation system.

By increasing the use of evidence-based instructional practices and targeting improved teaching to traditionally disenfranchised students, the program described is a clear and credible approach to accelerating student achievement, especially among targeted historically underserved groups. The vision incorporates a commitment to "eradicating" the existing achievement gap by using professional development that promotes the "robust use" of curriculum tools, social services, parent

engagement, and results-centered accountability to create personalized student support systems. These are established, research-based strategies that hold significant promise for accomplishing the mission of the Race To The Top program.

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

Under the direction of the Superintendent, and using a robust and inclusive planning process, the district convened meetings with key stakeholders at the district's 12 schools and with community school and social services departments and agencies to design its reform application. The planning committee determined that a districtwide implementation strategy would best serve the district, which is small and compact, and students' needs are great across all schools. As a result, all of the district's schools will be served by the RTTT program. Thus, the district's low-performing schools and its one high-performing school were selected for immediate and intensive focus. All beneficiary schools were specified and described in the application, and Table 2 provides comprehensive data summarizing school-by-school needs and risk factors.

The NHUSD proposes to serve approximately 10,000 students during the first year of funding and innovative initiatives will eventually reach all of the District's nearly 14,000 students. Data in Table A2 indicate the number and percent of participating students and families with high needs who will be served in each participating school during the life of the grant. This group includes over 40 percent of students served by the National School Lunch Act program. NHUSD further commits to identify and concentrate its program on high-need students, including students at risk of educational failure and those who are performing far below grade level and are at risk of failing to graduate on time.

Extensive details are presented about the comprehensive approach to implementing the reform proposal and the potential of participating schools, grade bands, and subject areas to achieve these goals. These strengths lead to the highest score for this component.

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

A systematic goal-based implementation plan addresses the core RTTT areas, including college- and career-ready standards and assessments, data systems to improve instruction, and strategies for recruiting, rewarding, and retaining great teachers and leaders, and focused and systematic processes for turning around the lowest-achieving schools. The overall plan carefully defines supports for both implementation and scale-up, using a comprehensive logic model and detailed evidence of a thorough and high-quality implementation plan that addresses this criterion in significant detail.

Information in the section's overview Table A3 defines goals, activities, time lines, and agents or agencies that are responsible for carrying each activity forward. The implementation outline specifically and systematically demonstrates the plan for achieving each major goal, and it holds great promise for managing the districtwide changes that will ensure NHUSD will achieve its outcome goals. This plan is of significant and high quality, leading to a very high score for this component.

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

Using the California Standardized Tests (CST) in English Language Arts (ELA) and Math, the District's Director of Evaluation, Research and Assessment compared the percentages of the highest achieving subgroup, Asian students, to every other statistically significant subgroup. Ambitious goals are stated and adjusted appropriately for all New Haven students by subgroup on: (a) performance on summative assessments, proficiency status, and growth; (b) decreasing achievement gaps; (c) increasing graduation rates; and (d) improving college enrollment rates. Additionally, the plan calls for increasing equity and achievable annual goals for each of the participating LEA group in the optional area of postsecondary degree attainment. The goals were based on the criteria of percent of students scoring percent proficient or advanced on the defined State mandated tests, Projected rates of annual attainment are reported against baseline scores from 2008. This analysis is comprehensive and ambitious.

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

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

(B)(1) Reviewer Comments:

Overall improvement in Academic Performance Index (API) in this school district has demonstrated significant improvement in mathematics and ELA core subjects and among all demographic subgroups.

Tables demonstrate strong and consistent improvement among key subgroups the *California Standardized Tests* (CST), and on the English Language Arts (ELA) CST as well as on the *California High School Exit Exam* (CAHSEE). Since the CAHSEE was introduced in 2007-08, African American and Latino tenth-graders passed the ELA portion of the test at the same rate as the District overall (89%), making the largest performance jump of any subgroup. Comparable growth in ELA/mathematics passing levels has been demonstrated across subgroups (e.g., Latinos went from 74% to 82%; socioeconomically disadvantaged students increased passing rates from 73% to 82% and outpaced the District's overall improvement rate from 85% to 89%).

Graduation rates have also improved significantly in both the community's high school and in its alterative high school. Achievement at both schools rose significantly since 2007, exceeding the rate of improvement among nearby counties and the State as a whole. The trend holds regardless of ethnicity, race, socioeconomics, language or disabilities. The District as a whole and all but one school have shown growth in the API over the past five years. These academic achievements are especially impressive considering that the percent of the District's students in economically struggling families went up by over 2,200, from 31.1% to 47.7% during this period.

Student performance data are available from the Aequitas Q Enterprise Student Management system, which allows stakeholders to log in and view student attendance, grades, credits, and assessment scores. Q is a full-featured student information system (SIS) that covers all aspects of student management, including enrollment, scheduling, attendance, grade reporting, transcripts, and behavior records. This integrated record management system also allows teachers, students, and parents to connect with records that are relevant to their school engagement status, management, and/or learning needs.

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

The applicant demonstrates that it currently provides highly transparent data about LEA processes, practices, and investments. Actual salary data, identified by school, are available on a public web site, which is maintained by the Bay Area News Group. The District plans to provide this school-level information directly to the public beginning in 2013-14. Also to be provided through the Site Accountability Report Card (SARC), available online in English and Spanish include:

- Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's
- Classification used in the F-33 survey of local government finances
- Actual personnel salaries at the school level for instructional staff only;
- Actual personnel salaries at the school level for teachers only; and
- Non-personnel expenditures at the school level, as available

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

The applicant demonstrates through its present and proposed innovations and initiatives that the conditions exist under State legal, statutory, and regulatory requirements for it to implement its proposed RTTT plan.

The District initiated its own personalized learning systems beginning in 2004, which include increased use of technology to promote personalized data-based teaching and accountability; it has adopted the Common Core State Standards (CCSS) in English Language Arts & Literacy, Mathematics, History/Social Studies, and Science and Technical Subjects. It has used the State-provided flexibility, enabling NHUSD to integrate and augment digital curricula as new materials are developed. The State-granted flexibility to the District to allocate resources to students needing the most assistance. Using the State's Professional Development Block Grant, the district has also provided additional compensation to new and existing mathematics and science teachers in schools ranked in the lowest three deciles of the Academic Performance Index. In all, State flexibility and partnerships supports personalized learning in the District through numerous inter-linked initiatives that restructure teaching practice and the support systems designed to ensure every child received a personalized education. The applicant spells out detailed examples of State and District initiatives that promote:

- Personalized learning
- Use of technology for teaching, learning, and administration.
- Rigorous standards, aligned curriculum and assessments
- Local fiscal autonomy.
- Highly effective teacher and principal professional development
- Modernized teacher and principal evaluation systems connected to student achievement outcomes, developed by participating teachers, principals, and their unions, and

The applicant presents numerous additional examples of State reforms that complement and leverage local plans to upgrade curriculum and instruction, refocus programming on the individual child, and ensure that all students benefit from an appropriate program that prepares them to benefit from post-secondary education and career following their high school graduate.

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

The applicant provides a comprehensive description of the planning strategies and approaches to engaging fully the widest possible community constituency in developing the initiatives proposed in the RTTT proposal. Meetings were convened, ideas and feedback about plans were submitted, and application concepts and draftwere submitted to stakeholder review. Key stakeholders who contributed to the development of the application included representatives of collective bargaining units, including teachers and principals in participating schools. The applicant demonstrates that at least 70 percent of the teachers from the participating schools support the proposal. In addition, the applicant demonstrates its broad-based outreach to community leaders, parents, constituents, and organizations that are supporters (health care systems, social services agencies, etc.) of children and youth in schools. Feedback was received and application concepts were adjusted based on that feedback.

Included in the application is evidence that the applicant provided State educators a 10-day review period for commenting on the application and includes the letter in the application. It also includes evidence that the Mayor/City Administrators participated in the application plan and received the draft version for review with a 10-day comment period.

The applicant provides additional letters of support from key stake holders, parents, community representatives, and partners who respond enthusiastically, demonstrating their full support for the numerous innovations that the District proposes to implement.

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

The applicant has undertaken a systematic needs assessment and, by engaging numerous stake holders, data-rich analyses, and best-evidence strategies, it determined that the persistent achievement gaps affecting Latinos, African-Americans, English learners, and socioeconomically disadvantaged students need to be addressed with aggressive action. Based on these identified needs, the applicant has designed a high quality plan for designing and implementing personalized learning environments, grounded in the evidence about student needs and proven strategies for addressing these strategies. Table B5 systematically identifies three broad implementation goals that prescribe activities, timelines, deliverables, and responsible individuals for implementing these plans. The plan begins with systematic observations of teachers and classrooms to assess the efficacy of existing programs and to plan modifications that are needed. Data-driven classroom observations will be conducted, data will be analyzed, and teachers and schools will engage in professional development that focuses on creating and strengthening personalized teaching environments. Following the baseline analyses, the design calls for creating multi-tiered high capacity, high quality student academic and social-emotional support systems and for establishing school- and district-level efficacy in implementing and supporting personalized learning environments.

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

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

(C)(1) Reviewer Comments:

The applicant has proposed an impressive high high-quality plan which provides both the structure and substance that has the highest likelihood for improving learning and teaching among the most at risk and highest need students, while sustaining and

advancing the achievements of proficient and advanced learners. The structural and curricular innovations proposed hold promise for personalizing the learning environments throughout schools and across the system. These coordinated, nested, interlinked innovations are based on best-evidence practices and focus on providing all students the personalized support they need to experience a K-12 education program that will prepare them to graduate from high school as college- and career-ready young adults. The plan includes detailed approaches to implementing instructional strategies so all participating students are ready and committed to pursuing a high level and rigorous course of study which is aligned to college- and career-ready standards and graduation.

The applicant proposes to implement new approaches to learning that engage and empower all learners. With the benefit of new strategies for literacy and mathematics, students will engage in learning experiences that help them understand the connections between their learning and their long term goals; will help them link their learning goals to graduation and college- or career-read options; participate in active learning that connects their own interests with academic routes for pursuing those goals. Engaged in these innovative literacy, mathematics, and other core content learning, students will be exposed to diverse cultures, contexts, and perspectives that motivate and deepen their learning; and they will develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving through academic learning.

The proposed program also:

- Integrates support of parents and educators through a advisory roles, outreach, and by making available technology tools for data dash board access;
- Gives students access to a personalized sequence of instructional content and skill development so they can achieve their individual learning goals so they are prepared to graduate on time and college- and career-ready;
- Uses a variety of research-based -quality instructional approaches and environments;
- Offers high-quality academic content, grounded in the Common Core Standards which are aligned with college- and career-ready graduation requirements ;
- Provides ongoing and regular feedback, which includes
  - Frequently updated individual student data that can be used to determine mastery and progress
  - Personalized learning recommendations based on the student’s current knowledge and skills and college- and career-ready standards
  - Appropriate academic and personal accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards and graduation
- Puts in place mechanisms to provide students with the training and support they need to ensure that they understand how to use the data tools and resources for tracking and managing their own learning.

In sum, the applicant has designed a high quality plan for improving and personalizing learning and teaching and for instituting learning environments that will provide all students with the critical supports the need to succeed in school and graduate from high school as a college- and career-ready young adults. The plan includes various complimentary approaches to implementing instruction and accelerate learning that will prepare participating students to pursue rigorous courses of study aligned to college- and career-ready standards.

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

The applicant has a high-quality plan for improving learning and teaching by personalizing the learning environments so they provide all students the needed learning support to graduate college- and career-ready. Its plan ensures that educators implement and improve instruction and offer students increased personalized support. The planned data systems, training opportunities, and continuous collaborative collaboration will build educators' capacity to assess if all students are achieving standards, and, if they are not, they know how to develop safety net systems of support. The strength of this teaching and learning system comes from the district's collaborative support teams called Instructional Learning Teams (ILTs). The ILT is also a school- and district-wide forum for developing school leadership. Furthermore, through administrative (principal and assistant principal) leadership meetings and leveled (elementary and secondary) principal meetings NHUSD has an established collaborative cadre of principals who support one another and promote new leadership by creating a pipeline for teachers to advance to administrative roles. The system builds current and replacement leaders and the ILTs promote sustainability the leadership roles they play.

Table C2 outlines the goals, activities, timelines, and responsible parties for implementing a districtwide professional support and evaluation system that is designed to personalize learning and ensure all students achieve graduation standards and are post-secondary school and career ready. Table 2a summaries the planed professional development, organized by

professional learning communities (PLCs), indicates the skill set to be developed and the training methodology, including training of trainers, cohorts, coaching, and sustainability models.

Through the PLCs and training models, teachers will be coached and supported in designing effective personalized learning environments and strategies that meet each student's academic needs. The training opportunities ensure that teachers adapt content and instruction, using teaching strategies that engage students actively in common tasks using individualized and project-based activities that are aligned to the Common Core standards and are regularly assessed with both teacher-made and formative standardized assessments.

The district's existing and emerging data management systems will be upgraded and coordinated with existing State assessment and local curricula so that student progress can be frequently measured. Continuous data measurement systems will inform both the acceleration of student progress and the improvement of the individual and collective practice of educators.

Teachers' and principals' practice and effectiveness will be informed by feedback from the online assessment technology, Data Director, which gives frequent feedback on individual and collective effectiveness while providing recommendations, supports, and interventions as needed for improvement.

At the conclusion of this project, all participating educators have access to, and know how to use, tools, data, and resources to

- Obtain actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests;
- Identify and offer high-quality instructional content and assessments, including resources digital tools for create and share new instructional and assessment resources; and
- Use processes and tools to match student needs with specific resources and approaches provide both teacher-made and continuous feedback about the effectiveness of the teaching strategies and resources in meeting student needs.

Policies are in place to ensure that all participating school leaders and school leadership teams have access to training, tools, data, and resources that enable them to structure effective, personalized learning environments that accelerates student progress toward meeting college- and career-ready graduation requirements. The training, policies, tools, data, and resources include:

- A systematic, multiple measures teacher evaluation system that helps school leaders and school leadership teams assess and take steps to improve individual and collective educator effectiveness and school culture and climate to ensure continuous school improvement; and
- Focused, collaborative training and evaluation and support systems and practices will enable educators (teachers and principals) to continuously improve school teaching and leading processes that increase students' performance and achievement and closes long-standing achievement gaps

The applicant's high-quality plan for professional development and leadership provides concrete data through new, integrated information systems that will increase the number of students who receive instruction from effective and highly effective teachers and principals in hard-to-staff schools, subjects (e.g., mathematics and science), and specialty areas (e.g., ELA, and special education). The District's professional development strategy will provide personalized professional development, supervision, and coaching for all of the District's professional staff that creates a "personalized" educator learning system that parallels the proposed "personalized" learning systems that will be available to students.

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

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

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

A rich and complex web of mutually supportive classroom-grade-subject matter partnerships has been organized to manage the governance and implementation of this RTTT project. Currently in place, the school district's central office is already providing intensive professional development and support services to schools for classroom-based educators, leaders, and for parents and community members. Working at the school level with teacher-led Instructional Leadership Teams (ILTs), which meet within and across grade levels regularly, and periodically at the school and district level, partnering educators and school leaders are continually diagnosing the status of students' individual and group needs, assessing and planning actions needed to improve structures and processes, and, when necessary to provide added professional development, either through internal

professional mentoring and coaching relationships or by organizing school-wide or district-level focused professional development.

School leadership teams in participating schools have both the flexibility and the autonomy over school programming, instructional decision making, school calendars unscheduled and contributed to staffing and defining roles and responsibilities, including budgets.

Both classroom-level and district-level monitoring strategies integrate personalizing instructional planning and management. Beginning in the 4th grade, the focus - which has since kindergarten been on developing foundational literacy, mathematics and other Common Core skills - shifts to creating for each student an individualized plan for navigating middle and high school experiences that ensures mastery and course taking that prepares students to graduate from high school both career and post-secondary school ready. Individual teacher, student, and parent conferences, data-driven instructional monitoring and planning are supported by regular and continuing Academic Parent Teacher Teams (APTT), in which teachers, parents, and students track progress and demonstrated mastery of Common Core skills needed to achieve well in academic and career-ready skills.

The collaborative professional structure in which educators are working ensures students opportunities to demonstrate mastery of standards multiple times and in multiple comparable ways using project and portfolios, teacher-made exams, quizzes, and mastery challenges, open-ended and informal as well as formal continuous progress assessments as well as formalized academic ready and college ready standardized tests. Within schools, teaching teams develop assessment tools that go beyond - but include -- multiple choice and standardized tests and students' mastery of these varied learning tools and assessments are recorded in the school systems SIS.

Learning resources and instructional practices are adaptable and fully accessible to all students, including students in numerous language groups, English language learners, and students with disabilities.

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

10

10

(D)(2) Reviewer Comments:

The applicant has put in place a rich and responsive system for supporting personalized learning by—

- Ensuring students, parents, and teachers as well as other stakeholders can access necessary content, tools, and other learning resources both in and out of school - engaging in-school and out-of-school partners such as KIDS Zone, among others.
- Ensuring all participants and players have appropriate levels of technical (on-line), professional and peer support, including both personal and electronic strategies for maintaining a continually assessment of students' evolving needs, asset, and supports and identifying additional resources that can be applied in support as gaps or needs are identified for individual students and for targeted high needs groups of students and their families.
- New technology systems allow parents and students to export their information in an open data format and to multiple research-based and best evidence formats to ensure every student receives the necessary instructional and tutoring or other supplemental support that is needed to keep on track for learning. Existing and significantly upgraded electronic learning systems are being used, including electronic tutors, personalized instructions, and increasingly sophisticated management information tools that allow teachers and support teaching teams to make recommendations for learning supports and to use software and SISs that securely tracks and maintains personal academic and support services records.
- The system's SIS, Data Director, is an interoperable data system that includes human resources data, student information data, budget data, and instructional improvement system data.

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

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

(E)(1) Reviewer Comments:

A continuous improvement plan is defined and integrated throughout the application that represents the best thinking available and creates avenues and opportunities for making reasoned, data-based adjustments and the programs are put in place. The applicant's continuous improvement structures are thoughtful, systematic, and they integrate continuous interactions with students, teachers, school leaders and all other key stake holders who are creating a rich system of supports for upgrading and

personalizing teaching and learning in the district. The processes that are being put in place to ensure such continuous progress feedback systems include:

- Quarterly standardized assessment and formative assessment data feedback systems which are integrated and managed in the district's SIS, DataDirector. DataDirector provides teachers and principals, as well as students and families, the tools that allow them to record and analyze student progress daily, and as needed, as well as by looking at longer weekly, monthly, and annual progress cycles.
- The management, monitoring, and reporting goes beyond standardized assessments to "mine" student writing, projects and class discussion. ILTs will be the primary structure for fathering continuous feedback on student learning and to scale up approaches, as needed.
- Academic Parent-Teacher Teams (APTT) will participate in the monitoring progress on individual levels, evaluating and re-setting goals collaboratively through dialogs among parents, students, and teachers.

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

5

5

(E)(2) Reviewer Comments:

Comprehensive communications strategies are already in place and the RTTT funding will expand those to enable the Director of Technology's team to interface continuously on the success of the rollout of the CCSS-aligned "Open Education Resources" (OERs and on the Kids' Zone student and family support strategies.

Stakeholder engagement is organized around the Full Service Community Schools and the City's Kids' Zone structures, which include more than 30 neighborhood organizations and resources that will have access to appropriate aspects of the new data systems. Together, these groups can review and assess implementation progress, and, through regular meet-ups, collaborations, and cross-structural and cross-organizational planning groups, they can provide continuous feedback and recommendations for mid-course corrections.

Internal as well as external stakeholder communication currently takes varied forms and these forums will be expanded to include, at the school level, grade- and subject-matter teacher ILT work sessions, professional learning communities, superintendent-led community forums, coffees, and feedback sessions, and continuous operation of District and City cable television stations that broadcasts information about events, job listings, volunteer opportunities, as well as regular and all specially called School Board meetings and hearings.

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

5

5

(E)(3) Reviewer Comments:

Ambitious performance measures have been systematically detailed in more than 12 performance areas. Annual targets by subgroup begin with a 2010-11 baseline and are projected to 2016 for each target and for each subgroup. What makes this plan particularly impressive is that individual and group performance measures include both expected measures of standardized achievement results as well as measures of kindergarten readiness; school attendance, self-reporting of students engagement developmentally and socially healthy supports, activities, and engagement; FAFSA application completion rates; results on career interest inventories and college readiness indicators; credit earning in Career and Technical Education courses; and student self-reports of meaningful experiences of personalized learning opportunities, instructional supports, and connections with in-school and afterschool-activities that promote engagement, social and emotional development, and attachment.

The applicant specifies the various reporting measures to be used, the rationale for selecting each measure, and uses standardized and evidence-based tools to capture progress in academic and well as developmental support experiences.

The District's SIS will make it possible to report progress and evidence, by more than 15 demographic subgroups, in a rigorous and timely manner. Evidence is formative as well as summative, and structures are proposed that will keep every level of the District's educators, stakeholders, and support systems aware progress and in a position to have the data they need to assess specific child and group needs continuously.

The District has established a classroom-school-district level strategy for engaging every stakeholder and educator in a continuous monitoring process that will allow these groups to track progress and report just-in-time data and plans for on-the-ground program and procedural adjustments, as necessary.

The data plans are rich, complex, thorough, and maximize the use of expert assessment and reporting systems that should very effectively drive the reporting necessary to ensure personalized learning systems to be effective for every student, especially for the traditionally most poorly served.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p>The District's strategy for monitoring and reporting information at all levels - from student, to educators, to school managers and leaders and into the community- build on each other so that the investments in the early grades begin to show returns as students move into succeeding grades. The strategies for evaluating the effectiveness of the investment integrate accountability at every level of the system - from child and family - to the school, leadership, and community levels. The monitoring and analytic procedures include a comprehensive external evaluation plan that will be implemented by an external evaluator from the start of the project. The work of the external monitor will connect with and feed back into the system the routine instructional tracking and monitoring that will be increasingly available through the District's current and enriched data management systems.</p> <p>The evaluation strategy for ensuring investment worthy implementation plans a rigorous, multi-method, multi-year evaluation that examines progress at each "developmental stage" of the project's implementation. The continuous research is driven by three inter-linked goals that match each implementation phase: (1) implementation description; (2) impact evaluation and analyses about all of the districts' students, as well as how specific clusters of schools, students, and various subgroups progress; (3) impact assessment of academic, family, and social supports on students' academic and social-emotional outcomes.</p> <p>This evaluation plan is highly original and comprehensive. It plans to take advantage of the best available qualitative as well as quantitative research tools and strategies and to reports results at all systems levels in timely ways that ensure the goals of personalized teaching and learning and ambitious academic outcomes are achieved by all students, especially by those in the targeted, traditionally underserved groups. A particularly powerful dimension of this evaluation is that it captures but goes well beyond what quantitative assessment-based evidence can provide and collects data and monitors progress of how systems are serving all players and stakeholders, including students, teachers, families, and the service communities. Throughout the evaluation "messy" indicators are monitored and reported, such as the support systems, and the social/emotional factors that are changing and serving academic ends.</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>The budget is detailed and the narrative is thorough. The applicant carefully identifies all the funds that are requested and how they are matched with additional sources that will sustain the programs implemented under the grant. The proposed package of resources is large but the projects are ambitious and the applicant explains exactly how the resources will be used. The rational details all funding sources, internal, external, federal, local, etc, and it projects specific information that demonstrates when fund are used for one-time investments and which funds (and how much) will invest in services and programs that the district will be able to continue to sustain beyond the life of the project (e.g., supplemental staff to support personalized learning; the comprehensive data system that will be installed and used; the continuing evaluation systems for evaluating and continuing to build professional leadership and teaching capacity).</p>		
(F)(2) Sustainability of project goals (10 points)	10	10
<p>(F)(2) Reviewer Comments:</p> <p>This high-quality sustainability plan demonstrates the District's commitment to building on existing professional and community talent and resources and to sustaining the innovations that will be instituted during the life of the grant. In particular, the applicant leverages investments from local and regional foundations and corporate partners to expand services that are effective and meet the project's objectives.</p> <p>Three-year sustainability projections are offered, demonstrating a conservative but reasonable expectation of resources that might be expected to be available to continue the program's core initiatives, including salaries for enhanced coaching and tutoring staffing, data-driven instruction, technical assistance, parent and community supports, equipment maintenance, leadership development, etc.</p>		

### Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

During the life of this RTTT grant, the applicant will work closely with a combination of community services, wrapped around the City's "Kid Zone" program. The RTTT grant will make it possible to expand the existing full-service community school programs and thereby establish permanent and continuing integrated health and educational services, complete with the trained personnel, leadership, teaching, management, and evaluation systems that will ensure the program's long-term value to the community.

- More than 15 partnerships support the sustainable effort with services from public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;
- The theory of change for the city's project will achieve results for students, families, and the community, including six explicitly defined, ambitious, but appropriate goals (e.g., ready-to-succeed kindergarteners; healthy families and children; high levels of educational proficiency; students graduating from high school college- and career- ready; stable, personalized learning environments; and increased availability of out-of- school time programs).

The applicant commits to:

- Continuing to measure and track key indicators;
- Use data to target resources and improve results for students with significant challenges, and all students;
- Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);
- Use the data to target its resources in order to improve results for participating students, especially students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues; and
- Scale the model beyond the target neighborhood invested in during the life of this grant to serve all high-need students in the entire district and, over time, to provide supplemental services District wide.

As a result of the project's comprehensive evaluation, it will be position to assess impact of each program component and to expand those that are successful and adjust or enhance those that were less successful. Additional annual goals are stated in terms of achievable performance measures that ensure population-level desired results in the same performance areas that were targets during the grant period. Ambitious but achievable goals have been set for more than ten demographic subgroups that align with those supported during the life of the grant.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant has coherently and comprehensively addressed how it will design and support dramatically improved educational opportunities in the core educational assurance areas. Its design holds promise for creating personalized learning environments supported by increasingly well-trained teachers and school leaders, and for redesigning its curriculum so it is aligned with college- and career-ready standards and graduation requirements. The plans will deepen student learning, increase educator effectiveness, and expand student access to the most effective teachers - especially in schools with the highest need and highest risk populations. Throughout the application, the applicant demonstrates plans for integrating changes and enhancements, based on carefully conducted needs assessments, conducted by numerous cooperating stakeholders. The application holds great promise for increasing graduation rates and success in post-secondary and career

choices for all students, particularly for those previously poorly served by schools.

Total

210

210