Race to the Top - District

Technical Review Form

Application #1300NY-1 for New York City Public Schools

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

Building on four major reform initiatives over the past decade the NYCDOE has set forth an ambitious reform Theory of Action for it's RTT- D application.

- NYCDOE will engender a systemic shift in which schools adopt a student-centered approach that combines rigorous learning standards, excellent teaching, and a focus on individual student need in order to produce graduates who are ready to meet the challenges of college and the workplace.

A successful pilot program launched in 2010 - the iZone project a community of schools implementing personalized learning environments as a means to accelerate progress toward college and career readiness - has led the NYCDOE to set forth an ambitious reform Theory of Action for it's RTT- D application.

- NYCDOE''s vision is to leverage RTT-D grant funds to validate and disseminate models of Professional Learning Environments which operationalize their theory of action.
- Strategies to create professional learning environments include whole-school redesign within existing schools, new school design, development of effective teachers and school leaders, broader use of online and blended learning as the first step in the path towards a fully personalize learning environment, and continuous improvement processes to assess and refine the work funded through the grant.

Because of the success of the IZone project the NYCDOE is well positioned to take personalized learning environments to scale. The NYCDOE is unquestionably positioned to achieve the RTT-D requirements of accelerating student achievement, deepening student learning, and increasing equity through personalized student support as evidenced by the following:

- Online blended learning tools with related training that enable blended learning, where real-time data and online content is used to differentiate instruction
- Mastery-based learning with the support of tools such as iLearnNYC and Jumprope. and training to change the way students evidence their mastery of content knowledge and skills.
- Adaptive learning software including Time To Know, Pearson Success Maker
- School of One which uses daily skill assessments to monitor students' progress.
- New school schedules and staff and student roles that, are student centered and designed to facilitate greater personalization.
- Real-world learning where coursework is completed through internships or other opportunities outside the school building.

The NYDOE has identified five ambitious strategies for diffusing the tools and strategies of personalized learning: Whole-school redesign, New school design, teacher and school leader development, online and blended learning, and continuous improvement processes.

This section is scored in the high range because the NYCDOE has crafted an outstanding comprehensive and coherent reform vision.

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

(A)(2) Reviewer Comments:

The NYCDOE has articulated a high-quality school-level implementation plan for their proposal. The plan specifies three

recruitment strategies for NYC schools to participate in the RRT-D activities. Those strategies include:

- A cohort of 70 schools validating the whole-school redesign approach
- A cohort of eight new schools
- Introducing online/blended learning and RTI in nearly 1,000 schools

(a) The NYCDOE description of the process they will use to select schools to participate is evidenced by:

- Interested schools will apply for participation in the RTT-D program. The application process will include all aspects of the izone including goals, mission, commitment and expectations.
- Interested schools will be required to gain approval from their School Leadership Teams
- Interested schools will have to provide evidence of both a willingness and a capacity for change, including teacher support and student and family commitment.
- An on-line application process that includes the school's vision, needs and gaps, capacity for innovation , and how they will align with iZone and existing partnerships.
- collectively meet the competition's eligibility requirements

(b) The NYCDOE is not able to determine a list of participating schools in the grant activities because of the "opt in" philosophy of the iZone initiative. The NYCDOE will meet grant proposal requirements for identifying schools as evidenced by:

- Responsible information will be made available within 100 days of award as described in the Notice Inviting Applications, should the NYCDOE be selected that includes a complete list of participating schools and an individual school implementation plan for participating schools.

(c). The NYCDOE is not able to determine a list of participating students in the grant activities because of the "opt in" philosophy of the iZone initiative. Assurances of low-income, high-needs students, included in the proposal is evidenced by:

- The iZone currently comprising over 250 schools from across the city with over 190,000 students, serves a higher percentage of students who receive F/R lunch, a higher percentage of students who require special education services and a higher percentage of ELL students. Based on this information the NYCDOE fully expects that the population served in the schools participating in the RTT-D proposal will align to these same proportions.

This section is scored in the high range because the NYCDOE has provided a high-quality and well articulated approach to implementation that includes key goals, strategies, rationale for those strategies, deliverables, timelines, and parties responsible.

(A)(3) LEA-wide reform & change (10 points)	10	8

(A)(3) Reviewer Comments:

The NYCDOE has established an excellent high-quality plan that includes defined goals, activities to be undertaken, and specified rationale for all activities, deliverables, timeline, and the parties responsible that will allow, when implemented, the District to scale and translate their reform proposal to support change in the entire NYC schools system. The three pronged approach to scale the proposal includes:

- The diffusion of personalized tools, strategies, and supports in places of learning, e.g. new school design, teacher recruitment and training programs, and school support networks.
- Establish "communities of practice" through which information and practices are shared among and between school leaders and teachers.
- Multiple entry points for schools to engage in personalized learning environments, starting with relatively low-intensity online and blended learning to full school redesign.

The NYCDOE has also included in their plan to scale and translate the proposed reform a process to ensure outcome goals are met that support improving student learning as evidenced by:

- The Division of Academic Standards will inform and learn from the iZone's development of mastery-based learning rubrics and tracking of college and career-ready standards.
- The NYCDOE will scale existing strategies across the entire district which will "seed" the pipeline of future iZone schools ready to become members of new cohorts of schools implementing personalized learning environments.

This section is scored in the low- high range because a high-quality plan is presented that when implemented will scale and translate the stated theory of action to the entire NYC school system. The plan, however, does not clearly identify a timeline for the scale-up of the reform initiatives throughout the entire district.

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

(A)(4) Reviewer Comments:

The vision of the NYCDOE for personalized learning environments will undoubtedly result in improved student learning and performance and increased equity. Moreover, the established goals are ambitious and achievable and exceed state targets. This is demonstrated by the following evidence:

(a) Performance on summative assessments

- For the RRT- D, the NYCDOE aligns goals with the metrics and targets required for the State RTT
- New York State 4th and 8th grade Math and ELA - overall 12 point gain by post grant, 2 point gain for early years and 3 point gain for later years. Subgroups - 14 point gain by post grant, 2 point increase early and 3 point increase later.
- Percent of graduation cohort college ready - graduated by August with a Regents diploma, earned 75 or higher on English Regents or score 480 or higher on Critical Reading SAT. Overall - 12 point gain by post grant, subgroups, 14 point gain by post grant.
- Mean growth percentile on New York State 4-8 Math and ELA. Overall: 1.2 percentile point gain by post grant, .2 percentile point increase in early years, .3 point increase in later years.Subgroups: 1.7 percentile point gain by post grant .3 point increase early, .4 point increase later.

(b) Decreasing achievement gaps

- Metrics are based on core performance metrics also used for State RTT. These metrics are graduation rates and 4th and 8th grade performance on New York State tests. Overall and subgroup expected gains are the same as those describe above.

(c) Graduation rates

- Over-all: 13 point gain by post grant starting from 2011-12 baseline. 2 point increase in early years and 3 point gain in later years.
- Subgroups: 15 point gain by post grant starting from 2011-12 baseline. 3 point increase in early years and 4 point increase in later years.

(d) College enrollment rates.

- Over-all: 13 point gain by post grant starting from 2011-12 baseline. 3 point increase in early years and 4 point gain in later years.
- Subgroups: 13 point gain by post grant starting from 2011-12 baseline. 3 point increase in early years and 4 point increase in later years.

(e) Postsecondary degree attainment.

- Steady improvement toward goal of one-percentage point increase per year.

The score for this section falls in the high range because the NYCDOE has established ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup.

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 NYCDOE has provided convincing evidence of a record of success during the past your years in which the District advanced student learning and achievement and increased equity in learning and teaching. This includes:

(a) Improved student learning outcomes and closed achievement gaps, including by raising student achievement, high school graduation rates, and college enrollment rates as evidenced by:

- Scores for NYC students on the NAEP have improved significantly on three of the four math and reading tests between 2003 and 2011. Since 2003, NYC students have improved an average of eight points in fourth grade math, six points in eighth grade math, and seven points in fourth grade reading. Also, since 2003 the gap between black and white students has narrowed on all four exams.
- The four year graduation rate for NYC public high schools held above 65% in 2011, an increase of 19 points since 2005.
- The four-year graduation rate has risen steadily in all demographics, overall, and by subgroup.

(b). Ambitious and significant reforms in persistently lowest-achieving schools or low-performing schools as evidenced by:

- In an effort to improve student achievement the NYCDOE has opened 535 new schools - 396 district schools and 139 public charter schools. A 2010 MDRC study indicates the new schools have helped students graduate, be better prepared for college, complete Regents requirements, and earn credits at a higher rate than schools created before 2002.
- MDRC study showed these schools are having a sustained effect on graduation rates with positive impacts on virtually every subgroup.
- In 2006, all "phasing out" high schools had a graduation rate of 38%. In 2011, new high schools had a graduation rate of 70.1%.
- Creation of the NYC Teaching Fellows program, an alternative certification program that prepares pre-service teachers to teach in high-need schools, has helped to alleviate chronic teacher shortages in both high-poverty communities and in critical high-need subject areas.

(c) Student performance data has been made available to students, educators and parents in ways that inform and improve participation, instruction, and services as evidenced by:

- NYCDOE develops and manages school evaluation tools, and provides data, tools, and resources that educators and families use to improve schools and support student learning. These include, School Report Cards, parent,student, and teacher annual feedback surveys, a Quality Review document consisting of detailed school visits, and statewide and federal accountability data.
- All schools in NYC are required to implement additional formative assessments and engage in data-drive inquiry to track and understand student progress. Three tools are used for this purpose: Periodic Assessments, Knowledge Sharing, and Children First Intensive.
- An Achievement Reporting and Innovation System provides a single, secure online platform where educators can find a consolidated view of student achievement data and collaborative instructional resources. There is also an ARIS Parent Link.

This section is scored in the high range because through visual representations of data, and a narrative interpretation of displayed data, the NYCDOE has provided evidence of a clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching,

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	0

(B)(2) Reviewer Comments:

The NYCDOE does not provide a high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. The NYCDOE of application states, "For a variety of policy, labor relations, and privacy reasons, the NYCDOE does not currently make the information described in subsections a through d public or available on our website at the individual level of detail."

(a) Actual personnel salaries at the school level for all school-level instructional and support staff

- No data is presented

(b) Actual personnel salaries at the school level for instructional staff only

- No data is presented

(c) Actual personnel salaries at the school level for teachers only

- No data is presented

(d) Actual non-personnel expenditures at the school level

- No data is presented

This section is scored 0 because the required expenditure data was not presented in the application.

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

(B)(3) Reviewer Comments:

The NYCDOE has provided clear and conclusive evidence that they have sufficient autonomy under State legal, statutory, and regulatory requirements to implement personalized learning environments. Evidence provided in the NYCDOE RTT-D application includes:

- To meet eligibility criteria for the RTT competition, New York State enacted legislation governing school districts ensuring greater accountability and transparency, the implementation of a state longitudinal data system, the funding needed for the development of the state's data portal and data-driven instructional improvement system, and a statewide comprehension evaluation and support system.
- In it's RTT application New York State described how it enables LEAs to operate innovative, autonomous public schools. "New York State encourages and supports LEAs in establishing and operating innovative, autonomous public schools."
- To implement the State RTT, including the work of the iZone, NYSED made it clear that the NYSDE was authorizing important aspects of personalized learning environments such as online and blended learning, authorizing credits resulting from such courses toward a Regents high school diploma, as well as flexibility to grant credit for online and blended learning based on mastery so long as the instruction satisfies the unit of study and credit requirements for instructional time.

The score for this section is in the high range because of the clear and conclusive evidence presented of the autonomy afforded the NYCDOE to implement personalized learning environments.

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

(B)(4) Reviewer Comments:

The NYCDOE has demonstrated an opportunity for meaningful engagement was provided to stakeholders in the development of their proposal.

(a) Students, families, teachers, and principals in participating schools were engaged in the development of the proposal and, based on their feedback the proposal was revised. Evidence includes:

- The CEO of the iZone met with principals, teachers, union partners, parent representatives, representative from community based organizations, member of the business community, and members of the philanthropic community.
- Meaningful engagement in the process was assured by seeking feedback from a variety of groups including School Leadership Teams, the iZone Leadership Council, Chancellor's Parent Advisory Committees, and the Chancellors' Student Advisory Committee.
- An e-mail address was provided to all stakeholders to provide a mechanism for written comments to be received and reviewed by the NYCDOE. Through the process of reviewing and considering the feedback the proposal was revised to include suggestions from stakeholders.

(i) Evidence of direct United Federation of Teachers engagement and support for the proposals from teachers in participating schools includes:

- The UFT was engaged to ensure input on the proposal, provide information as to how the union's members would

receive and benefit from professional development, and their role in he proposed personalized learning environments. The UFT provided written feedback to the NYCDOE on the ideas and programs contained n the proposal and has signed a letter in support of the application.

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, etc, are contained in Appendix B-2

This section is scored in the high range because there is sufficient evidence of stakeholder engagment in the grant development processs, and documented stakeholder support for the project.

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

(B)(5) Reviewer Comments:

The NYCDOE has presented an outstanding review of an analysis of the current status in implementing personalized learning environments, the logic behind the reform proposal, and has included identified needs and gaps that the plan will address in their analysis.

In analyzing the data resulting from the iZone pilot program, NYCDOE has assessed the remaining gaps for successfully validating and diffusing personalized learning strategies. The proposed RTT-D plan will address the following gaps:

- Revised PLE Model - the proposed RTT-D plan will enable the iZone program to validate and diffuse a PLE model based on the tools and strategies for personalization that were the most effective in the pilot.
- Teacher Preparedness - Professional Development courses and tools will be used to improve instruction and increase teachers' capacity to support student progress toward meeting college and career ready standards and graduation requirements in a PLE.
- Student Preparedness - The iZone pilot revealed students are adept at using technology for entertainment, but may not be able to effectively utilize technology as a learning tool to monitor their own progress. The RTT-D plan will validate and diffuse a revised coaching model requiring students to work with an adult who knows how to set personalized and measurable academic and personal goals.
- Infrastructure - NYCDOE has assessed the data systems needed required for implementing PLEs and as a result seeks to develop new tools as well as revise and improve upon existing tools. For example, new tools include the College Navigator systems,and revisions will be made to existing tools such as the STARS system.
- Ecosystem of materials production and delivery - NYCDOE seeks to develop a robust innovation ecosystem called the Innovate NYC Ecosytem because of a gap in the education technology marketplace. Through a federal I3 grant, Innovate NYC will bring together educators, parents, and students with education technology companies to engage in collaborative, iterative development of solutions to problems identified by stakeholders.
- PLE Pipeline - the RTT-D plan for validating and diffusing personalized learning strategies depends on a large pipeline of schools throughout the District that will be primed to adopt promising practices as they emerge. Two programs will be developed - 1). Online and blended learning will be implemented in 200 middle and high schools,2). RTI will bring personalized learning experiences and individualized instructional strategies to 791 elementary schools.
- Policy Changes - Through participation in the State's RTT, the NYCDOE has obtained changes in the law and regulations to create a legal environment that promotes personalized learning.

This section is scored in the high range because the NYCDOE has presented a detailed analysis of needs and gaps that is of high-quality because the plan establishes key goals, the activities to be undertaken, and rationale for activities.

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

	Available	Score

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

(C)(1) Reviewer Comments:

The NYCDOE has designed a convincing and high-quality plan that will improve learning and teaching by personalizing the learning environment in order to provide all students the support they need to graduate college- and career-ready. Moreover, the plan includes an approach to implementing instructional strategies for all participating students that enable them to pursue a rigorous course of study that accelerates their learning and engages and empowers all learners through:

(a) the support of parents and educators that enables students to:

(i) Understand that what they are learning is key to their success in accomplishing their goals as evidenced by:

- Development of personalized learning plans and other tools to help students understand school and what they learn is key to success in accomplishing their personal life goals.
- Parental engagement to assist students that includes a demonstration of "introduction to academic coaching sessions for parents." This process gives parents insight into what their student experiences during a personalized coaching session, and assists parents by providing them with a framework to discuss their student's progress at home.
- Student led conferences which allow student to speak about their personal learning plan with parents and their teacher. This process provides an authentic assessment for students as they present their progression on what they have learned.

(ii) Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements, understand how to structure their learning to achieve their goals, and measure progress toward those goals as evidenced by:

- The use of a new tracking tool for students called College Navigator which will allow students to explore careers, prepare for the SAT and ACT,and perform scholarship searches, and manage their FAFSA application.
- Coaching students to understand how to structure their learning to achieve their goals, (piloted under the iZone framework), and the use of flexible time in scheduling to meet individual needs and learning styles. This flexibility has been enabled by new state regulations which allow school districts to move from seat time based grading and credit accumulation system to a mastery-based grading and credit accumulation system which allows students to measure their progress toward goal completion.

(iii) Are able to be involved in deep learning experiences in areas of academic interest as evidenced by:

- Student opportunities in experiential learning, in which students are placed in a variety of internship experiences outside of school as based on the City-As-School model.
- Use of technology to connect students to non-school based experts provide opportunities for greater exposure to diverse contexts and perspectives within area of interest.

(iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning as evidenced by:

- Use of technology to connect students to non-school based experts to provide opportunities for greater student exposure to diverse contexts and perspectives.r
- Use of online and blended learning practices.

(v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving as evidenced by:

- Student progress and performance measures based on learning targets mapped to competencies and skills as well as college and career standards and graduation requirements.
- Clear scope and sequence for every course and learning targets and tasks that share understanding of what learning entails and expectations that must be met.
- Frequent formative assessment to generate a range of data teachers can use to provide students with timely, differentiated support based on individual learning needs.
- Academic content mastery as achieved through high-quality coursework aligned with Common Core Standards as well as college and career-ready graduation standards. Mastery of non-academic skills and behaviors such as critical thinking, communications, problem-solving, teamwork and perseverance, are explicitly identified, taught, and reinforced through practice.

(b) the support of parents and educators with a strategy to ensure that each student has access to

(i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and be college- and career-ready as evidenced by:

- All students, including high-need and students with disabilities, have access to a personalized sequence of instructional content and skill development that enables them to graduate on time.
- A personal learning plan that is developed through personalized coaching, monitored through personalized feedback, involves caregiver and educator engagement on a regular basis, and systematically uses data and progression analysis tools.

(ii) A variety of high-quality instructional approaches and environments as evidenced by:

- An instructional approach theory of action that ensures student access to high-quality content so that students learn principles through interactions with people (teachers and peers) and instructional materials.
- Common core and college and career ready standards implemented with high-quality materials and instructional tools.

(iii) High-quality content, including digital learning content as appropriate, aligned with college- and career-ready standards or college- and career-ready graduation requirements as evidenced by:

- High-quality materials are developed and delivered to NYC schools through a set of rigorous guidelines adopted by the NYCDOE, known as the Publishers' Criteria, that align to Common Core State Standards.
- Participation in I3 grant to support creation of an ecosystem for development of high quality educational resources to implement personalized learning environments.
- NYCDOE plans for ongoing and continuous improvement of online resources focused on ensuring any online instructional materials used in NYC schools to be of high quality and rigor.
- Use of the "Common Core"Fellows - group of specialists who bridge worlds of Common Core and online resources. Common Core Fellows are trained to develop and evaluate rigorous digital materials, examine the alignment of online instructional resources, evaluate online instructional materials, and provide support to the city in learning how to determine quality online resources.

(iv) Ongoing and regular feedback, including, at a minimum

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career ready standards. , or college- and career-ready graduation requirements as evidenced by:

- iZone Framework which includes availability and regular use of timely and actionable feedback for students, teachers, parents to ensure a student is making progress to achieve their individual goals under a personal learning plan.
- Data systems developed so students can track progress on their entire learning plan, including nonacademic college and career ready standards.
- Students's use of data to track their progress as supported by teachers having access to the same data as well as other real-time data systems that enable them to provide feedback to students.

(B) Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards or college- and career-ready graduation requirements , and available content, instructional approaches, and supports as evidenced by:

- feedback to students about progress on personalized learning plans. Quality of feedback will be enhanced by professional development provided to teachers on how to interpret the data and make the data actionable.

(v) Accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards or college- and career-ready graduation requirements as evidenced by:

- Personalized learning plans to identify student needs and interests. Students with high-needs, or

those with disabilities have their needs accounted for in the process of developing their plan and the progression needed to to master college and career ready standards and graduation requirements.

- Use of technology to provide real-time identification of student progress, allowing for feedback and intervention in a timely manner,
- Use of Universal Design for Learning which is a framework for allowing all students, including those with disabilities and English Language Learners, to learn same curriculum as in an inclusive classroom.

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning as evidenced by:

- Student access to technology outside of school program through program titled Digital Literacies to build digital literacy skills such as online research, communication, and production.
- Course titled "How to Learn Online" also has been developed.

The NYCDOE has presented a convincing plan that is high-quality as it establishes key goals, activities to be undertaken, rationale for the activities, a timeline, deliverables, and responsible parties. However, this section was scored in the mid - high range because section C - 1 - a - iv lacks sufficient breadth as it indicates studentsonly will only have access to diverse culture, contexts, and perspectives through online sources or experiential learning.

(C)(2) Teaching and Leading (20 points)	20	18

(C)(2) Reviewer Comments:

The NYCDOE has established a comprehensive and convincing plan to teaching and leading that helps educators to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or college- and career-ready graduation requirements by enabling the full implementation of personalized learning and teaching for all students. Through their established plan the NYCDOE will ensure that:

(a) All participating educators engage in training, and in professional teams or communities, that supports their individual and collective capacity to

(i) Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready as evidenced by:

- Response to Intervention - a multi-tiered instruction and intervention model used to ensure that all students have equal access to high-quality, differentiated instruction that is matched to their needs. RTI is especially effective in early identification of struggling students, through evidence-and research-based instruction, assessment, and intervention. ALL 791 NYC elementary schools are beginning to adopt RTI.
- NYCDOE will use RTT-D grant funds to provide professional development to support teachers in using the RTI core components of screening, progress monitoring, and administering the three tiers of interventions based on student need. Teachers will be supported in developing capacity to incorporate RTI protocols into their practice to support a personalized, early intervention approach to K-5 literacy.
- Both teachers and school leaders will receive extensive support for the effective implementation of PLE's. External experts will provide PD and coaching through "per session" training. i.e. before and after school activities, weekends, holidays, and/or summers.
- In-house innovation coaches will provide day-to-day support for schools that are reforming and innovating. Based on lessons learned from the pilot program, the innovation coaches support the implementation of the iZone framework and help teachers and leaders throughout the process.
- Professional development that supports teachers in realizing measurable student achievement gains. Examples of professional development include: pairing more experienced colleagues with less experienced teachers, supporting teachers in planning and executing strategies, expanding the Virtual Teaching program.
- Partnerships among the iZone, university partners, the NYC Teaching Fellows program and other teacher pipeline programs.
- A pipeline of beginning teachers that have received a pre-service experience that includes: apprenticeship opportunities, coursework that leads to PLE class-ready teachers, and iZone instructional models in training and certification programs.

- Voluntary Communities of Practice to further support teachers in personalized learning environments.
- One-to-one academic coaching structures through the use of Affinity Groups.

(ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives) as evidenced by:

- Establishing within the Redesign, new schools, and online/blended schools voluntary professional development for teachers to learn vendor-specific tools that are used for online and blended learning. This professional development will be conducted as blended learning and incorporates online and webinar-based training modules, furthering the teachers' understating of these modalities.
- Teachers in the iZone act as coaches and mentors to help monitor students' progress on their personal learning plans, the iZone provides PD on the learning management systems that students use to track progress. Teachers learn how to run reports and turn them into actionable information used to frequently measure student progress, differentiate instruction, and make recommendations.

(iii) Frequently measure student progress toward meeting college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements (as defined in this notice) and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators as evidenced by:

- A mastery-based learning approach which calls for student progress and performance to be measured using pre-determined competencies and skills. The NYCDOE will develop course and grade reporting software titled STARS - Scheduling, Transcripts, and Academic Reporting System.
- STARS will be used to track students' progress against specific standard strands. Teachers and administrators will then use the data to provide students with specific feedback on the progress toward meeting each standard and competency. STARS includes a mastery-based grading scale to support schools that have adopted a mastery-based approach in entering final course grades.

(iv) Improve teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems , including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement as evidenced by:

- A requirement from the NYCDOE that all NYC schools adopt Charlotte Danielson's *Framework for Teaching* to strengthen a common language and understanding of what quality teaching looks like, conduct frequent classroom observations, and provide teachers with formative feedback and professional development to support improved practice in identified competencies. School leaders will observe teachers at least six times per year and provide teachers with regular feedback on their practice and related student work products following each observation.
- Implementation of the New York State mandate for a new teacher and principal support and evaluation systems based upon multiple measures, i.e. 20% of the evaluation must be based on growth on state assessments, 20% must be based on locally-selected measures of students learning, and the remaining 50% of the overall evaluation rating must be based on teacher/principal practice rubric.
- Network leaders, achievement coaches, and other instructional staff affiliated with pilot schools are expected to build knowledge of the Danielson rubric and related observation and feedback processes by participating in central-led professional development sessions, co-creating and facilitating school leader and teacher development on teacher effectiveness.
- Establishment of a Teacher Effectiveness Pilot program designed to include a range of supports: talent coaches who work directly with pilot school leaders to norm expectations of teacher performance and support overall implementation of the program, central and network-based professional development by teacher practice competency experts, and funding for school-based professional development for teachers and other activities to educate and support teachers at the pilot schools.

(b) All participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements.

(i) Actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests as evidenced by:

- Using the personal learning plan as the basis for measuring the student's progress, making recommendations for accelerating their growth and ensuring that they remain on track to graduate. The

iZone provides tracking tools such as iLearnNYC Learning Management System and Jumprope. These tools enable students, teachers, and parents to access data in real time regarding the progress being made. These systems generate data that teachers, through the personal coaching process, use to assist the student in accelerating their progress.

(ii) High-quality learning resources (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards or college- and career-ready graduation requirements , and the tools to create and share new resources as evidenced by:

- High-quality learning resources so that students learn principally through interactions with people and instructional materials. Section C1biii outlines specific steps toward ensuring high-quality learning resources are developed and made available to participating schools.

(iii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs as evidenced by:

- Feedback mechanisms for each student personalized learning plan are part of the iZone framework and the creation and regular monitoring of the plan, coupled with the coaching a student receives from teachers and mentors to allow for a regular assessment of, and a continuous improvement cycle for, the resources being utilized by the student as they progress toward meeting their own needs and interests and college and career-ready graduation requirements. This process is supported by the data systems in place for progress tracking.

(c) All participating school leaders and school leadership teams have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements. The training, policies, tools, data, and resources must include:

(i) Information, from such sources as the district's 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, for the purpose of continuous school improvement as evidenced by:

- Piloting core components of the new evaluation system in a no-stakes environment. Data from the evaluation system will be available to school leaders and non-individual data will be available to the School Leadership Teams.
- SLT's are required to produce an annual Comprehensive Education Plan that assesses needs and priorities the needs of the school and identifies goals. In addition, the SLT must develop action plans reflective of effective strategies and activities to meet goals that are aligned with available resources. Through this process school leaders and school leadership teams will assess, and take steps to improve, collective effectiveness and school culture and climate for the purpose of continuous school improvement.

(ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps as evidenced by:

- Training for both school leaders and teachers for the effective implementation of the personalized learning environments is provided by the NYCDOE.
- Resources and information are part of the CEP that the SLT's prepare annually in their effort to locally control improving school progress on a continuous basis.
- iZones Framework that provides school leaders and SLTs with systems and practices that empower school-based, shared decision-making.

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education) as evidenced by:

- Pursuing a new collective bargaining agreement for a new evaluation system using multiple measures of effectiveness will be to guide educators' development, evaluate their performance, and in turn raise the quality of instruction. These measures will be used to encourage teacher participation in leadership development opportunities.

This section was scored in the mid-high range because the NYDOE has crafted an excellent plan to assist educators improve instruction through 1). a robust approach to teacher development, 2). the negotiation of new positions and the use of currently existing positions for high-performing teachers that provide opportunities to build school-level capacity through mentoring, instructional leadership, and pathways to school leadership, 3) distributive leadership training for principals and a career lattice for teachers, and 4). recruitment, selection, training, and evaluation of effective teachers who assume these new roles. The plan, as presented, describes all of the elements of a high-quality plan except sufficient timelines. The only mention of timelines in the entire section is around implementation of the new evaluation system. This is insufficient. With the implementation of this plan the iZones will have an opportunity to experience a cultural change in the NYC schools that will ensure all students graduate college and career ready.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

The NYCDOE has articulated a high-quality plan that supports implementation of the iZone project through comprehensive policies and infrastructure that provide every student, and educator with the resources needed to implement personalized learning environments. The NYCDOE has practices, policies, and rules that facilitate personalized learning by

(a) Organizing the LEA central office to provide support and services to all participating schools as evidenced by:

- The Office of Innovation Development and implementation will over-see the of the iZone and its Framework
- An identified structure to support the various, learning, teaching, and data systems used in Framework because of the cross-divisional work necessary within the NCY school district. Collaboration across divisions will include:
- Office of Academics and Performance Supports - responsibility for development of academic goals and standards for Common Core, benchmarks for determining college and career-readiness, quality review and progress reports, etc. Office of Teacher Recruitment - will work with iZone schools to embed instructional models into training and certification programs. School Facilities - responsible for design and implementation of flexible spaces within existing buildings required by iZone framework of flexible use of spaces to achieve personalization. Division of Information and Instructional Technology - provides technology infrastructure to achieve iZone initiatives.

(b) Providing school leadership teams in participating schools with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets as evidenced by:

- School Learning Teams - SLT's provide input into school administrators hiring decisions, SLT is responsible for developing annual school Comprehensive Educational Plan aligned with school based budget, SLT develops goals and objectives to meet needs of students and school budget is aligned with CEP to provide resources to meet goals and objectives.

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic, as evidenced by:

- iZone Framework provides data systems and tools to support a student's expression of having mastered rigorous Core Curriculum content and nonacademic skills. Framework also allows students to engage in real-world learning environments through internships, apprenticeships, and fieldwork outside of the school building. Students show mastery of academic, socio-emotional, and career competencies as evidenced by their learning from these experiences.

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways as evidenced by:

- Personalized Learning Plans - Students understand up front the competencies they are seeking to master and are provide knowledge about multiple opportunities through which they can demonstrate mastery. Students will receive a list of competencies and related criteria that will be used to determine if mastery is demonstrated.
- Teachers will construct multiple ways for students to demonstrate mastery and ensure that students demonstrate mastery through multiple avenues.

- Professional development will be provided to teachers to ensure students have the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways.

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners as evidenced by:

- iZone Framework includes a personalized learning plan for every student. If student is ELL or has a disability, that is accounted for in process of developing the PLP.
- Universal Design for Learning will be used by teachers and administrators that allows for all students to learn the same curriculum in an inclusive classroom environment.

This section is scored in the low - high range because practices, policies, and rules that facilitate personalized learning are succinctly articulated. The required elements of a high quality plan that are evident include key goals, activities, rationale for the activities, deliverables, and parties responsible, however, there is not a timeline specified. Completing this plan will provide essential central office support to iZone schools to ensure success.

(D)(2) LEA and school infrastructure (10 points)	10	8

(D)(2) Reviewer Comments:

The NYCDOE has a well crafted plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed. The NYCDOE and school infrastructure supports personalized learning by

(a) Ensuring that all participating students parents, educators and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal as evidenced by:

- All systems for delivery of academic content and tracking of student progress is web based. Tools and systems can thus be accessed from variety of settings including open lab hours at schools, libraries, community-based organizations, etc.
- All student progress-tracking systems have specific portals and pages for each type of user. Each interface uses same underlying data about students PLP and progress they are making.
- Tax-levy capital improvement funds used to upgrade building and facility structural capabilities to accommodate new systems.

(b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support) as evidenced by:

- A Service Desk is available to all staff that can be reached by phone or via the Internet that provides technical support for various systems in place.
- Technicians in all five NYC boroughs provide on-site support
- Schools receive additional data and IT support form the school support networks.

(c) Using information technology systems that allow parents and students to export their information in an open data format and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records) as evidenced by:

- Gradebook and iLearnNYC includes student data such as grades, test scores, and other mastery tracing information that can be exported to .csv format. Exporting to this format makes students' data easily imported into vast number of other programs and educational tools.

(d) Ensuring that LEAs and schools use interoperable data systems (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data) as evidenced by:

- All NYCDOE data systems have interoperability will all appropriate State-run systems.
- All data within iZones is made available for export at anytime to NYCDOE.
- NYCDOE imposes IMS data interoperability standards for system providers in the online curriculum space.
- A central data depository will be implemented so every new vendodr will be required to build deep integration into their software for data flowing in and out of the system.

This section is scored in the low- high range because even though there are articulated comprehensive policies and infrastructure that provide every student, educator and level of the education system necessary school infrastructure supports, two required elements of high-quality plans are not included, parties responible for the plan and a timeline for the plan.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The NYDOE has provided a strong and achievable plan for a continuous improvement process. The plan includes a strategy for timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. Moreover, the strategies addresses how the NYDOE will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff. The strength of this continues improvement plan is evidenced by:

- A continuous improvement process vision that involves an examination of outcomes and implementation as well as the means to make continuous improvements, both during the federal funding and thereafter.
- The iZone Research and Advisory Council which will guide and provide critical feedback to all research and evaluation efforts.   They will oversee a continuous improvement process that includes the following components:
- Monitoring and Measuring - Use of a variety of methods to monitor and measure the effectiveness of project investments will include gathering both qualitative,(surveys and focus groups) and quantitative data (student outcome data analysis, case studies). New measures across all schools regarding college and career readiness will be used , i.e - College Prepatory Course Index, Four-Year College Readiness Index, Six-Year College Readiness Index, Postsecondary Enrollment Rate by Six Months After High School, Postsecondary Enrollment Rate by Eighteen Months After High School
- Timely and regular feedback - Mid-year implementation and end-of-year comprehensive reports detailing summative progress on teacher and student measures as well as data on pre-and post-test changes in measures of academic and personal behaviors. Research-based measures for this purposes will include The Academic Motivation Scale, The Self-Directed Learning Scale, and The Online Learning Readiness Scale. To assess student higher order thinking skills iZone will use the College Performance and Assessment System. Finally, to address core educational policy and research questions NYCDOE will engage with external researchers.
- Ongoing corrections and improvements - Use of "rapid prototyping" to operationalize the vision for ongoing corrections and improvements will use an ongoing process of monitoring and measuring both the implementation and outcomes of the program, but will make appropriate and incremental changes to the program when warranted as opposed to large-scale retooling of programs based on summative findings over greater periods of time.
- Sharing Information - NYCDOE will regularly release both interim and annual reports about the quality of return on RTT-D investments and make these reports widely available via the Internet.

This section is scored in the high range because a specific high-quality plan that will allow the NYCDOE to make revisions and adjustments during the grant period.

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

(E)(2) Reviewer Comments:

Strategies for ongoing communication and engagement with internal and external stakeholders as developed by the NYCDOE are evidenced by:

- Using a similar process and stakeholder groups exemplified by open engagement and feedback that was used to develop RTT-D grant application will be continued.   The stakeholder groups will be used to assess and diffuse the personalized learning environments in the iZone schools to the entire NYC school district
- Additional stakeholder groups to be used to enhance the on-going communication and engagement include the iZone's Principals' Leadership Council, the Chancellor's Student Advisory Council, and the Chancellor's Parent Advisory Council.
- Development of an RTT-D steering committee made up of internal stakeholders throughout the District that will meet on a monthly basis to share updates on status of work, recent learnings, and to provide guidance to implementation and diffusion strategies.
- Regular program updates at Chancellor's Cabinet to be held on a quarterly basis.
- Improvement of the iZoneSHARE web site that allows educators and parents to voluntarily share information about the challenges they face and the successes they have realized.
- Parent engagement and inter-school events such as the Innovation Conference, parent open houses, and parent-engagement-focused communities of practice.
- Expand communication and knowledge sharing efforts such as updating and expanding resources on the NYCDOE web site to feature best practices and case studies multi-media resources, networking between participating schools and with non-participating schools, and introducing newsletters and videos designed for a variety of audiences.

This section is scored in the high range because the NYCDOE has provided an achievable plan of strategies for ongoing communication and engagement during, and after the grant period.

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

(E)(3) Reviewer Comments:

The NYCDOE ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required measures and one proposed performance measure are evidenced by:

- Goals and Targets for highly effective and effective teachers and principals All (a) and (b) - Currently, NYCDOE does not have in place a new teacher and principal evaluation system aligned with the New York State educator evaluation law 3012c. The data shared in the application was provided by the New York State Education Dept. and at time of grant submission NYCDOE had not received final student-teacher linkage data and therefore could not generate the final student subgroup results for teachers. Gains targeted on this performance metric include over-all 12 point gain by post grant, and subgroups 14 point gain by post grant.
- Goals and targets for on-track for college and career ready - 4-8(a) - On-track indicator for college and career readiness for middle school students is a high school readiness metric. Measurements include students in 8th grade either passing high level Regents competency exams, or who are taking high school ready coursework. Gains targeted on the performance metrics include over-all 12 point gain by post grant and subgroups 14 point gain by post grant.
- Goals and targets for FAFSA completion - 9-12 (a) - Because of inconsistencies in receiving accurate data, the NYCDOE has launched a large scale training initiative to rapidly increase expertise and capacity in college access supports to 11th and 12th grade students in all schools. Gains for this metric have been identified as "increase in FAFSA completion citywide."
- Goals and targets for on-track for college and career (high school students) 9-12 (b) - Graduation Certificate Tool, an on-track indicator, will be used to determine which students are on track for college and career ready success. This tool will include FAFSA information, SAT and PSAT data, and colleges students applied to . Gains for this metric were not identified in the narrative. The accompanying chart to the narrative section indicates similar increases as metrics stated above.

- Goals and targets for career ready - 9-12 (c) - NYCDOE's definition of career ready is founded on NY State's learning standards for career development and occupational studies. The core standards include: Career development, Integrated learning, Universal Foundation Skills, and Career Majors. Gains in this metric will be measured by where students are at on their track toward career readiness. Individual schools are developing portfolios for students to measure their progress on these standards.
- Goals and targets for academic leading indicator for successful implementation data of plan - 9-12(d) and 4-8 (b) - Key Cognitive Strategies Diagnostic - is a diagnostic tool used to assess student population formulation, research ability, interpretation ability, communication ability and precision/accuracy levels as one of the academic leading indicators. The key cognitive strategies are collection of high-order thinking skills that are necessary for college and career success. Gains in this metric are targeted at overall - 12 point gain by post grant and subgroups - 14 point gain by post grant.
- Goals and targets for health or social-emotional leading indicator of successful implementation of plan - 9-12 (e) and 4-8(c) - The Academic Motivation Scale will be used to assess intrinsic and extrinsic motivation levels of participating students . Intrinsic motivation is linked to higher levels of student valuing and satisfaction with learning. Intrinsic motivation scales include - Intrinsic Motivation to Know, Intrinsic Motivation Toward Accomplishments, and Intrinsic Motivation to Experience Motivation. Gains in this metric include overall - 12 point gain by post grant and subgroups 14 point gain by post grant. This metric is key as initiatives funded in this grant are intended to address personalized learning environments opportunities that are designed to not only target individual students' academic performance levels but also their interests, desires, and self-efficacy.

Applicant-proposed measure - NYCDOE will measure the number of students passing an AP exam, i.e. earning a score of 3, 4, or 5 on at least one exam.   Goals for gains in this metric include overall - 56% increase and subgroups - 62% increase.

(a) Its rationale for selecting this measure is evidenced by

- the iZone Framework focuses on college and career readiness as well as specific online and blended learning initiatives targeted to increase access and performance to online AP coursework.

(b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern as evidence by:

- The metric will be used to determine whether the iZones initiative is in fact ensuring that more students are taking and passing AP exams. If performance is not strong the NYCDOE will engage to identify the reasons including desegregating results by school and exam type.

(c) How the applicant will review and improve the measure over time if it is insufficient to gauge implementation progress as evidenced by:

- After desegregating results by school and exam type data will be aligned with qualitative research processes to potentially refine the metric to better understand implementation progress.

This section is scored in the high range because this plan includes all elements of a high quality plan and there are ambitious and achievable goals, activities to be undertaken, and supporting rationale for all activities delineated by the NYCDOE.

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

(E)(4) Reviewer Comments:

The NYCDOE has demonstrated a clear and high-quality approach to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to more productively use time, staff, money, or other resources in order to improve results, through such strategies as improved use of technology, working with community partners, compensation reform, and modification of school schedules and structures. This approach of the NYCDOE is evidenced by:

- An initial research and development phase prior to implementation.   The research activities for this phase will involve iterative planning and development between the core research team and schools. This research will enable necessary mid-course corrections and continuous improvements through rapid prototyping.
- The evaluation of both implementation effectiveness and outcomes effectiveness:
- Implementation Effectiveness will ensure that there is a solid understanding of what worked and did not work, and why. Specifically, this evaluation component will administer professional development evaluation forms at key workshops, and engage in dialog with trainers throughout the year to learn about the key supports they are providing and their

- perceptions of the supports schools require.
- Outcomes Effectiveness will provide information about whether the activities funded by the grant achieved the expected outcomes. To study student, teacher and school level outcomes the following data collection activities will be used: Principal satisfaction survey, observations and focus groups, online and blended course usage data, teacher and student satisfaction surveys, pretest/posttest surveys, school data records, case study reports.
- A summary of evaluation findings will be communicated through interim and final reports.

This section is scored in the high range because a clear and effective plan for evaluating effectiveness and investments has been presented by the NYCDOE.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The NYCDOE presents a comprehensive and convincing budget in support of their RTT - D grant application. The budget tables and narrative:

(a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) as evidenced by:

- RTT-D funding request - $39,999,860
- Other funding sources - $3,710,577

(b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal as evidenced by:

- The NYCDOE's Theory of Action for the iZone project which is to "engender a systemic shift in which schools adopt a student-centered approach that combines rigorous learning standards, excellent teaching, and a focus on individual student needs in order to produce graduates who are ready to meet the challenges of college and the workplace" requires significant funding to reach full implementation. The NYCDOE is commended for budgeting funds for this project in addition to the RTT-D funds that have been requested.

(c) Clearly provides a thoughtful rationale for investments and priorities, including

(i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources that is evidence by:

- RTT-D funds - $39,999,860 that will broadly support 34 staff roles and extensive professional development including $11.5 M for teachers' per session time and contracts with experts. Funds to enhance interoperable systems to support teachers and students in tracking student achievement and personal progress - $3.3M, Wraparound supports for students - $ 4.25M, Whole-school redesign, Online and blended learning strategies - $12.2 M, New schools $7M. Common Core Fellows - $1.4 M, iZone University Collaboration - $1.6 M, Targeted programs for elementary school teachers and administrators $2.5M, and Continuous improvement strategy $2M

(ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments as evidence by:

- Project -Level Budget Summary Tables include all budget categories that will be funded with one-time investments and those budget categories that will incur ongoing operational costs after the initial grant period is concluded. Comprehensive strategies for each of five pioneering strategies - whole-school re-design, new school design, development for both current and incoming teachers and school leaders, online and blended learning, and a continuous improvement process - is succinctly and effectively communicated.

> Because the budget narrative and tables effectively document all of the required components this section is scored in the high range.

(F)(2) Sustainability of project goals (10 points)	10	9

(F)(2) Reviewer Comments:

The NYCDOE has established a plan for the sustainability of the iZones project after the conclusion of the RTT-D grant funding period. The plan components include a heavy focus on building capacity as evidenced by:

- Leveraging the schools that have built capacity to create PLE's through online and blended learning and RTT initiatives.
- Creating communities of practice with schools currently in the iZone, those that have "graduated" from the iZone and those interested in participating.
- Embedding goals and strategies of PLEs into pre-service teacher training and the new schools design process.
- Creating the policy environment and conditions that reduce challenges to PLE's.

The plan also includes support from State and local government leaders and additional financial support as evidenced by:

- The New York State Education Department and legislature supported the initial iZone concept in the NYC Schools.
- the iZone initiative was explicitly made a part of the State Race to the Top Initiative.
- Funding to sustain and scale the RTT-D program comes from the state and city government's operating and capital dollars.
- Additional financial support for sustainability and scale will come from private and philanthropic funding sources in partnership with the Fund for Public Schools.

This section is scored in the low-high range because the following components of a high-quality plan have been met - key goals, activities to be undertaken and the rationale for those activities, deliverables and responsible parties. However, a timeline for these components was not specified.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	5

Competitive Preference Priority Reviewer Comments:

The NYCDOE has submitted a Competitive Preference Priority plan titled "Better Wraparound Supports for Students.   The plan proposes to integrate public / private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students, with the highest priority to students in participating schools with high-need students.   To explain the results, resource alignment, and integrated services the NYCDOE has:

(1) Provided a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as 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 as evidence by:

- Implementation in partnership with community-based organizations that have expertise in working with, and meeting the challenges of, this segment of the population.   This statement is inadequate to describe a "coherent and sustainable partnership" with public or private organizations.
- Replication of the Learning to Work Initiative model of wraparound supports, provided by community-based organization partners, in 10 iZone high schools.
- Training and technical assistance for school staff provided by partnering CBO's with significant experience providing youth development and wraparound supports within the schools.

(2) Identified not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and family and community supports

results as evidenced by:

- Population-level desired results : - daily attendance, families of all absentees among participating students receive direct communication from the school within 24 hours, students receive individual or group social-emotional and academic advisement at least twice a month, participating students develop a postsecondary plan, graduation.

(3) Described how the partnership would

    (a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA and at the student level for the participating students as evidenced by:

- 75% daily attendance,
- 90% of families of all absentees among participating students receive direct communication from the school within 24 hours,
- 90% of participating students receive individual or group social-emotional and academic advisement at least twice a month,
- 100% of participating students develop a postsecondary plan,
- 100% of students graduate.

    (b) Use the data to target its resources in order to improve results for participating students with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues as evidenced by:

- Adding a staff member at each school that will work individually with students on engagement, attendance, and motivation.
- Providing additional "per session" funds for professional development to a core group of teachers. PD to focus on courses specifically designed for this population of students focus on relationships, feedback, development of academic and personal behaviors, and strategies for struggling learners in in both literacy and math.
- Training and technical assistance for school staff provided by partnering CBO's with significant experience providing youth development and wraparound supports within the schools.
- Development of an advisory program that utilizes primary person relationships and counsels students on their high school program through postsecondary training.

    (c) Develop a strategy to scale the model beyond the participating students to at least other high-need students and communities in the LEA or consortium over time as evidenced by:

- A program to serve over age and under-credited students at ten high schools participating in the Whole-school Redesign program.

    (d) Improve results over time as evidence by:

- The same measure used for the Competitive Prefrence Priority and include the High School Progress Reports which measures students' college and career readiness.

(4) Described how the partnership would, within participating schools, integrate education and other services (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students as evidence by

- Students participating in intensive employability skills development workshops, subsidize internships, college and career counseling, and job placement activities.

(5) Described how the partnership and LEA or consortium would build the capacity of staff in participating schools by providing them with tools and supports to –

    (a) Assess the needs and assets of participating students that are aligned with the partnership's goals for improving the education and family and community supports identified by the partnership as evidenced by:

- Evidence to assess the needs and assets of participating students is not addressed in the application.

    (b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports identified by the applicant

- Identification and inventory of the needs and assets of the school and community is not addressed in the application.

(c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students and support improved results;

- A decision-making process is not identified in the application

(d) Engage parents and families of participating students in both decision-making about solutions to improve results over time and in addressing student, family, and school needs

- There is not plan to engage parents and families of participating students in decision-making and in addressing student, family, and school needs in the application.

(e) Routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems as evidenced by:

- Effectiveness of program ultimately measured by number of students who graduate college and career ready as well as overall rate of graduation.
- Intermediate measures of the steps that must be accomplished to enable a student to graduate include: Daily school attendance, monthly attendance outreach, monthly individual counseling, tutoring services, and individual post-secondary advisement and planning.

(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

- Population-level desired results include - 75% daily attendance, 90% of families of all absentees among participating students receive direct communication from the school within 24 hours, 90% of participating students receive individual or group social-emotional and academic advisement at least twice a month, 100% of participating students develop a postsecondary plan, 100% of students graduate.

This section is scored in the mid range because there is an inadequate description of a coherent and sustainable partnership with community based organizations, there is no identification and inventory the needs and assets of the school and community, evidence to assess the needs and assets of participating students is not presented, and decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students and support improved results was not created.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The *New York City Department of Education* has crafted a high-quality plan to lead a change process that, when implemented, will create a systemic shift in which all New York City Schools will adopt a student-centered approach using rigorous learning standards, excellent teaching and leadership. and a focus on individual student needs, and such has met the USDE absolute priority #1 of establishing a personalized learning environments for students of the New York City schools. Creating scalable, systemic change in the culture of schools is not easy, and the NYCDOE has proposed an aggressive plan that will reduce achievement gaps and increase the rate at which students graduate from high school prepared for college and careers.

Total	210	189

Race to the Top - District

Technical Review Form

Application #1300NY-2 for New York City Public Schools

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8

(A)(1) Reviewer Comments:

The applicant has submitted a high quality plan that incorporates a comprehensive and coherent reform vision with a groundwork that has been already laid through two initiatives (Children First & Innovation Zone). The reform vision incorporates the principles as outlined in the criteria: accelerating student achievement and increasing equity through personalized student support that are based on student academic interests. The only area that appears to lack details would be "deepending student learning". In addition, the applicant did not discuss in details how they intend to build data system as a part of four educational assurance areas.

Despite a couple of areas with limited details, the applicant has submitted a high quality plan and for that, the applicant has received 8 out of 10 points.

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

(A)(2) Reviewer Comments:

The applicant has submitted a proposal that will support high quality LEA-level and school-level implementation of the reform vision including a description of how schools will be selected through open competition where schools will need to apply and adopt reform principles. The list of schools was not provided at the time of application but the applicant has presented a breakdown of how many schools will participate in the project including an estimate of how many educators and students will participate in the project.

The applicant will receive 10 out of 10 points for the section.

	Available	Score
(A)(3) LEA-wide reform & change (10 points)	10	9

(A)(3) Reviewer Comments:

Included in the proposal is a plan to scale up the project to other non-participating schools with three-pronged approach: intentional diffusion of tools, strategies and supports, structured communities of practice & multiple entry points for schools to engage in Personalized Learning Experience. In addressing the criteria, the application provided details on key goals, activities, deliverables and parties responsible for the implementation but they did not provide any timeline for scaling up the project.

However, there is a concern regarding a comment made in the report: NYCDOE is not unlike a supertanker, which would indicate that to turn around the program would be difficult, daunting and challenging. The comment underlies a level of doubt and lack of confidence that the proposal can be scaled up to other non-participating schools.

The applicant receives 9 out of 10 points.

	Available	Score
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	7

(A)(4) Reviewer Comments:

The goals for outcomes as outlined in the proposal are certainly achievable but not ambitious enough. The applicant has stated that they expect 2% gains over all five areas would be achievable but minimal in terms of progress.

For instance, the applicant stated in the goals for (A)(4)(b): Decreasing achievement gap that the gap between black students and white students in the area of high school graduation rate indicated 21% difference in SY 2010-11 and the applicant hopes to close the gap to 19% by SY 2016-17. By all means, the goal is achievable but does not represent ambitious attempt to close the gap.

Another instance would be under (A)(4)(d): College enrollment rates showing an average of 6% gain over 6 years hardly represents ambitious effort to improve student learning and performance.

In addition, the applicant has presented some details in regard to optional goal of increasing post-secondary degree attainment. The applicant states that they hope to increase post-secondary degree attainment by 1% annually during the life of the grant cycle.

Even though the applicant has submitted charts for improved student learning and performance, the numbers do not represent ambitious effort to remedy current malady of low achievement and performance. For that, the applicant receives 7 out of 10 points.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	12

(B)(1) Reviewer Comments:

The applicant has provided data that reflects "a clear record of success in the past four years" in variety of areas: graduation rate, math gains, and English gains but they are not necessarily ambitious.

The applicant has presented a variety of data showing growth over three year period in different areas: graduation rates, math gains and English gains but they are not largely ambitious. For instance, 3rd graders in the area of math made progress of 2.7% over three year period, which is not ambitious enough. In addition, the subgroup of English Language Learners actually had a negative growth of 1.8% over three year period in the area of English and the subgroup of students with disabilities had a minimal growth of 3% over three year period. However, it is imperative to point out that the applicant did present some data reflecting some level of success such as 8th graders in the area of math, which had a growth of 8.9% over three year period and that's a tremendous growth but the success is not consistent across the board.

Overall, the applicant has presented a set of data that reflects a clear record of success in most areas especially in the area of graduation rates but they are not necessarily ambitious or represent large improvements. Nevertheless, the applicant will receive 12 out of 15 points.

	Available	Score
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	0

(B)(2) Reviewer Comments:

The applicant has stated in the proposal that they do not make public any of the information relating to subsections (a) to (d) and for that reason, the applicant will receive 0 out of 5 points.

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

(B)(3) Reviewer Comments:

The applicant has demonstrated evidence of successful conditions and sufficient autonomy to successful carry out the high quality plan:

- Through participating in the Race to the Top competition, the State has provided the applicant with the necessary flexibility and autonomy to successfully carry out their vision.
- In addition, the State enacted several pieces of legislation to support greater accountability and transparency through:
  - State longitudinal data system
  - Improvement system
  - Statewide comprehensive evaluation
  - Support system to provide teachers and principals support to improve their practice as well as effectiveness
- Establishment of iZone enabled the applicant to jump-start the process of shifting educational princples to personalized learning approach.
- Furthermore, the applicant has amended the regulations to allow for flexility to earn credits through online and blended learning.

For the section, the applicant receives 10 out of 10 points.

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

(B)(4) Reviewer Comments:

The applicant has demonstrated evidence of meaningful stakeholder engagement and support for the proposal through open feedback and engagement process with key stakeholders including meeting with the stakeholders and soliciting feedback from the stakeholders for the proposal. In addition, the applicant met with teachers and principals from participating schools, union partners, parents and representatives from a variety of organizations. The meetings with the stakeholders took place at different locations and at various times of the day to ensure that all stakeholders could provide input.

The proposal was put forth to a variety of committees (including School Leadership Teams, Chancellor's Parent Advisory and Chancellor's Student Advisory groups) for review and input. Written comments were gathered and reviewed to improve the proposal.

The applicant also worked with union partners and collected their input on ideas and programs contained in the proposal.

Finally, there are multiude of letters of support in the appendix reflecting broad support that the applicant received for the project application.

For the section, the applicant receives 10 out of 10 points.

(B)(5) Analysis of needs and gaps (5 points)	5	4

(B)(5) Reviewer Comments:

The applicant has submitted a high quality plan for analyzing needs. Prior to the development of the RTT-D application, the district has been involved with studying the needs and the gaps through previous competition (the State Race to the Top) and iZone & have implemented:

- Revised PLE Model with focus on mastery based learning with asynchronous programming, which will be further validated through whole school redesign
- Teacher Preparedness: Through iZone, the applicant has developed professional development to help teachers acquire tools to support personalized learning and develop strategies to support students progress toward meeting college and career readiness standards
- Student Preparedness: iZone pilot program also revealed a lack of student preparedness for learning in personalized learning and have revised coaching model to help students set personalized an dmeasurable academic and personal goals
- Infrastructure: Applicant has a variety of technology tools that will make student performance data more available for teachers and instruction as well as utilizing a variety of additional tools such as College Navigator and STARS to help students progress towards personalized learning experience
- PLE Pipeline is necessary to validate and diffuse personalized learning strategies to other schools in the district with focus on bringing online and blended learning & Response to Intervention to the participating schols.
- Policy Changes have allowed the applicant to implement the project and the applicant will continue to work with the lawmakers and union partners to ensure that they continue to work within an environment that will continue to foster the growth of the project.

In addition, the applicant has identified who will be involved with providing professional development and who will work with the students (persons responsible for implementing the activities).

The only missing element from the high quality plan is timeline. The applicant has not provided any details on the timeline to deliver the activities as outlined in the application.

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

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

(C)(1) Reviewer Comments:

The applicant has submitted a high quality plan that focuses on creating a framework for personalized learning experience for all students. The applicant has implemented a variety of initiatives:

- Theory of action

- iZone framework
- City as Schools
- College and career readiness benchmarks

The initiatives will support the applicant in establishing activities to support students in the area of personalized learning experience through:

- College Navigator
- Diverse contexts and perspectives within students' areas of interest
- iLearnNYC

Also, the applicant has indicated that they will ensure that students are allowed to master critical academic content and develop skills and traits through:

- College and Career Readiness standards
- Aligned curriculum, scope and sequence

In addition, the applicant has identified areas where there will be new additional staff to assist with implementation of the project. For instance, the applicant has identified new staff that will focus on helping students with personalized learning experience. Also, the applicant has outlined a variety of professional development (training and support) to work with students in arriving their goals of personalized learning experienced.

The applicant has identified deliverables and identified people responsible for meeting the deliverables to ensure that the project implementation is successful.

The only area of weakness is there is no clear cut timeline to carry out each component of the project. There is a general sense that the implementation will take place within the life of the grant but there's no breakdown or specific timeline for each activity.

For the depth and quality of the plan sans a clear timeline, the applicant receives 19 out of 20 points.

(C)(2) Teaching and Leading (20 points)	20	18

(C)(2) Reviewer Comments:

The applicant has submitted a high quality plan with key goals:

- Establishing framework to recruit, train and support teachers in the area of professional development and to help them become highly effective teachers; Applicant has stated that they will roll out aggressive reforms to improve rigor and quality of instruction
- Implement Response to Intervention so that the schools, principals and teachers will receive quality data-driven information to guide their instruction and decisions; RtI also promises to help teachers avoid "wait-to-fail" situations by providing timely assistance
- Adapting and aligning content and instruction
- Measuring frequently students progress toward meeting college- and career-readiness standards
- Providing additional professional development to ensure that teachers are trained to support students in the area of personalized learning; Applicant has stated that RtI is a part of a package of professional development and some of other professional development will be performed through iZone initiative

Throughout the application, the district has identified who will be responsible for meeting each deliverable including who will manage Affinity Groups, develop communities of practice, peer-to-peer support, and providing support to both teachers and principals (i.e., Leadership Council & Chancellor's Office).

However, the applicant does not offer sufficient details on timeline for such implementation. Furthermore, the applicant does not have in place an approved teacher and principal evaluation system even though the applicant has stated that they hope to have it approved by January 2013. The fact remains that it has not been fully approved as of yet.

Despite some missing details regarding timeline & approved evaluation system, the applicant has presented a high quality that will result in improving student achievement and for that reason, the applicant receives 18 out of 20 points.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score

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

(D)(1) Reviewer Comments:

According to the proposal, the applicant has indicated that they will house the project under a variety of divisions (DAPS, Teacher Recruitment, School Facilities and DIIT), which reflects the level of commitment the district has made to ensuring that the project receives necessary support from all participating divisions. However, it is unclear how the divisions will be structured to allow for better decision-making process within the project. The report seems to indicate that the Office of Innovation will be solely responsible while other participating divisions will provide support the report does not explicitly provide this information.

Furthermore, the subsection (D)(1)(b) explicitly describes that school leadership teams will not have full autonomy over personnel decisions within each school which is in direct conflict with one of the criteria: providing school leadership teams in participating schools with sufficient flexibility and autonomy over school personnel decisions, however, the same subsection explains that the schools will have flexibility over school-based budgets providing that the fiscal parameters are honored.

There's no clear timeline for the criteria (D)(1)(c) and (D)(1)(d) meaning there's no clear timetable on when the students will be assessed and whether they will have any kind of deadlines that they will have to work within in order to ensure that they are progressing. Otherwise, the applicant has no clear mandate to encourage students to continue progressing towards their goals.

It is evident that not all participating schools will receive full autonomy over personnel decisions which is one of five critical elements for this particular section and for that reason, the applicant receives 12 out of 15 points.

(D)(2) LEA and school infrastructure (10 points)	10	8

(D)(2) Reviewer Comments:

The applicant has presented a high quality plan to ensure that the infrastructure will support personalized learning:

- (a) The applicant has stated that they will provide:
    - Variety of tools and platforms that are accessible at all times
    - Online and blended learning systems that are accessible at all times
    - Student progress-tracking systems
- (b) The applicant has set up service desk and online ticketing systems to ensure that internet support will be provided at all times
- (c) The applicant will establish two tools to support this effort and both tools can be exported to help make transferring data to support students' personalized learning experience:
    - Gradebook
    - iLearnNYC
- (d) The applicant has stated that they have invested $10 million to establish a roubst central data repository that will serve as the central infrastructure for supporting online and blended learning for the students.

However, the applicant hasn't clearly identified who will be responsible for setting up the data repository including who will continue to monitor its operations. In addition, there's no clear timeline on when the repository will be established.

For some missing details, the applicant has clearly stated how they will establish the necessary infrastructure to support this effort and receives 8 out of 10 points.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The proposal implements a high quality continuous improvement process that will allow for timely and regular feedback with focus on both outcomes and implementation of the project which will provide the applicant with a broad view of the project.

The applicant explains that by focusing on both Outcomes & Implentation, the applicant will be able to observe progress of the project. The applicant will perform this through multple methods: surveys, focus groups, student outcome data analysis & case studies to look at both types of data (qualitative and quantitative). The applicant will also use student accountability data to

monitor progress as well.

In addition to measures established above, the applicant will assess through college and career readiness metrics such as how many students have demonstrated proficiency, postsecondary enrollment rates, college readiness index and others.

The applicant has also established a loop feedback process for the students so that the applicant will receive timely and regular feedback (both mid-year and end-of-year cycle reports and summative progress reports).

The applicant will also use continuous improvement process established as a part of iZone initiative and the process will allow for continual changes to the program to ensure that the project continues to progress towards goal. The district also uses rapid prototyping to help improve the tools and strategies utilized for personalized learning strategies and Research Advisory Council will be responsible for providing this guidance.

Finally, the applicant has stated that they will share the quality of the return on the investments with both internal and external stakeholders by releasing interim and annual reports and establishing means for ongoing communications and engagements of all key stakeholders.

The applicant receives 15 out of 15 points.

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

(E)(2) Reviewer Comments:

The applicant's proposal has strategies for ongoing communication and engagement with both internal and external stakeholders through a variety of means:

- Councils: Applicant will set up iZone Principals' Leadership Council (involving 30 principals), Chancellor's Parent Advisory Group & Chancellor's Student Advisory Group
- Committees: Applicant will set up a variety of committees to gather input and feedback from key stakeholders
- iZoneSHARE: Applicant has set up a website to allow educators and parents to share feedback and comments

Innovation Conference, inter-visitations, open houses, parent-engagement focused meetings are a part of strategies for sharing information and collecting feedback from key stakeholders. The applicant has stated that they will utilize iZone partnership to work with both private foundations and philantrophic organizations to ensure that they are apprised of the progress and use this as a way to gather feedback as well.

The applicant has received 5 out of 5 points.

(E)(3) Performance measures (5 points)	5	4

(E)(3) Reviewer Comments:

The applicant has submitted 10 performance measures including breakdowns of data for each measure. Even though the applicant did not submit exact "finalized student-teacher linkage data," the applicant was able to provide some general details and projections especially considering the applicant did not have any historical trends to justify the target scores. As for selecting performance measures other than what was outlined in the NIA, the applicant explains that the measures for Grades 4-8 have been used as a part of iZone initiative and other measures for Grades 9-12 have been used as a part of iZone initiative as well. By selecting the previously used measures, the applicant was able to present baseline from which they could project target scores for the upcoming years. In addition, the applicant presents a couple of research studies showing benefits of focusing on academic motivation and self-efficacy as a form of performance measures. The applicant explains that the performance measures will be "implemented as formative assessment tools for the continuous improvement of our program.".

Other than providing performance measures, the applicant has not offered any details how they will monitor them annually and what corrective action they may take if the measures are not met annually.

Finally, the target scores as reflected in the proposal are achievable but they are not necessarily ambitious. For instance, the applicant has stated that by SY 2016-17, 14% of all participating students will have highly effective principals (Performance Measure All - a), which is only 7% increase from the baseline (as established in 2011-2012). By all means, the target score is achievable but not ambitious. Likewise, the Performance Measure (Grades 9-12 - b) reflects 2% of students with disabilities at the time of setting baseline, will improve to 17% by SY 2016-17 - thus representing only 15% of growth - certainly an achievable goal but doubtfully an ambitious goal.

Due to the goals being somewhat unambitious, the applicant will receive 4 out of 5 points.

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

(E)(4) Reviewer Comments:

The applicant has proposed to evaluate effectiveness of investments through two components:

- Implementation with focus on assessing what worked and what did not work
- Outcomes with focus on whether the activities funded by the grant are yielding expected outcomes at student, teacher, and school levels

For the part of Implementation, the applicant will be performing workshop evaluations to gauge whether the professional developments are effective or not. The applicant will also engage in discussions with trainers to get a better sense of what the needs are and what types of professional development they need to offer to best serve teachers.

The applicant also listed several questions that will be central to their Implementation assessment:

1. What is the scale of innovation in schools?
2. What is the scope of implementation?
3. What PD was offered and attended?
4. What were the successes and challenges of program implementation?
5. How do teachers respond to innovations?

The questions will provide input to the administrators as they develop professional development activities for the teachers and work with trainers to better utilize the professional development activities to support the teachers.

For the part of Outcomes, they will focus primarily on the students and they have listed several questions that will guide their assessment:

1. Do students show greater achievement gains than non-participating peers?
2. Do students demonstrate greater gains in socio-economical/psychosocial variables than non-participating peers?
3. Is there difference between students and non-participating peers greater by a.) innovation type; b). subjects/grades/schools; c.) student subgroups?

They will also perform multiple methods to gather data such as providing surveys to principals, observations of innovations in action, and focus groups with teachers. They will use online and blended course usage data to track students' and teachers' progress. They also plan to incorporate pre- and post-tests:

- Academic Motivation Scale
- Key Cognitive Strategies Diagnostic
- Student Self-Directed Learning Scale
- Online Learning Readiness Scale
- Teacher Efficacy Scale
- Instructional Technology Outcomes Expectation Scale

Finally, they will incorporate interim reports with focus on formative findings including implementation evaluation and recommendations and suggestions & final reports which will include complete methodology of both qualitative and quantitative data including recommendations and suggestions based on findings.

The applicant receives 5 out of 5 points.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8

(F)(1) Reviewer Comments:

The applicant has provided general information about the budget including some general descriptions of all of the funds that the applicant will use in supporting this project but the applicant does not provide in-depth details about what external foundations or specifically how much the applicant will receive from other funding streams such as SEA and LEA. In addition, the applicant provided rationales for investments and priorities including which components will be utilized for operational versus what will be used to fund one-time activities (softwares and computer hardwares).

The applicant's budget does outline most general information but lacks some specifics as far as external funding streams are concerned and for that reason, the applicant will receive 8 out of 10 points.

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

(F)(2) Reviewer Comments:

The applicant has established the groundwork for long term sustainability of the project through two means: systemic shift & funding streams.

The first part (systemic shift) focuses primarily on building capacity and identifying strategies to diffuse personalized learning to other schools through iZone professional development and creating communities of teachers that work together to acquire necessary skills to support the diffusion of the vision to across the district. The applicant has identified how they will support local schools in developing those capacity that will result in using minimal funding to sustain the project past the grant cycle. Those activities will allow the schools to become self-sufficient.

The second part (funding streams) is where the applicant has identified possible funding streams that will allow the district to sustain the project over long term and the possible streams include those:

- Private
- Philanthropic
- City
- State

The applicant adds that by investing heavily upfront, the applicant is able to focus on using federal funds to build infrastructure and groundwork thus reducing the need for additional federal funding after the grant. The applicant's approach to this will allow the federal funding to have the most effect within the timeline of the grant cycle then phase out district's dependence on federal funding by the end of the cycle.

The applicant receives 10 out of 10 points.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

In regard to competitive preference priority, the applicant has stated that they will focus on setting up wraparound supports for students. The applicant describes in the proposal that they intend to utilize Multiple Pathways to Graduation (MPG) to work with the project with focus on supporting over-age and under-credited students (OA-UC) including collaborating with community-based organizations to provide OA-UC students with learning to work opportunities (LTW). The applicant, however, does not list details in regard to which community-based organizations they hope to collaborate with nor did the applicant provide descriptions of other partners such as public-health, service providers, or higher institutions.

The applicant does provide a list of five population-level desired results (daily school attendance, monthly attendance outreach, monthly individual or group counseling, individual post-secondary planning & college application submission).

The applicant provides details on how they will assist with building capacity to ensure that the project can sustain beyond the life of the grant including adding a staff to each participating school and providing professional development to support the staff in serving OA-UC students.

The applicant receives 6 out of 10 points.

Absolute Priority 1

	Available	Score
Absolute Priority 1	**Met/Not Met**	**Met**

Absolute Priority 1 Reviewer Comments:

Throughout the report, the applicant has provided a high quality plan on implementing personalized learning experience for the students and have provided the necessary infrastructure to support the project through comprehensive professional development.

First, the applicant has exhibited that they have taken necessary steps to realign the entire district to provide personalized learning to the students through different means:

- Realignment: The applicant has provided vision to make this possible through realigning to college- and career-readiness standards and providing necessary support to ensure that the students will be progressing toward goals of meeting the standards. The applicant has also identified performance measures that are well aligned with the standards to ensure that all of the district will be building toward same goals. In addition, the applicant has identified strategies that they will undertake within the framework of personalized learning to ensure that achievement gaps close by the end of the grant cycle.
- Capacity building: From previous initiatives (State RTT, iZone, Multiple Pathways, and others), the applicant has established groundwork that will build highly effective teachers and principals through strong recruitment and career lattice.
- Infrastructure: The applicant has displayed high level commitment to creating infrastructure to support this project on two different levels: educators, parents and students will have access to high quality technology that will allow for online and blended learning, 24/7 technological access, and the necessary service to support this effort. Second, the applicant has identified ways they will sustain this project beyond the life of the grant cycle and how they intend to scale up.

The applicant has met Absolute Priority #1 criteria.

Total	210	180

Race to the Top - District

Technical Review Form

Application #1300NY-3 for New York City Public Schools

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

(A)(1)

The applicant articulated a comprehensive and coherent reform vision that builds on its work in four core educational assurance areas. The applicant has lined up a number of vendors and established what seems to be unprecedented support for the project. The applicant has articulated a reasonable and credible approach to accelerating student achievement,.yearly and at the end of the project . Incremental gains are projected each year and more substantial gains will be made at the end of federal funding of the project. Data are presented to document these gains.The stated target for the students' academic achievement is expected to exceed state targets of achievement for the target population. The individualized learning, on line courses and the ability for students to learn at their own pace will deepen student learning. Courses will be matched to student interests and the teacher/advisors will assist students to reach their goals of college and career readiness. The project will promote equity through a number of ways. One way is for all target students to have an equal chance to apply and attend the project.schools. Another way is through allowing gender equity in the admission process. Still another way is through teaching and learning, where students will have support to pursue common and individual tasks that are based on student academic

interests. Community service and cultural related studies are just two of the many options which will be available to the students.

The state is committed to preparing students for college and career and has adopted rigorous college and career-ready standards. This has been important to the success of a robust curriculum. The applicant will build on this initial initiative.

The applicant described a very sophisticated computer system, which produces a large amount of data. These data are collected, analyzed and disseminated. These data will help students accelerate their learning and academic achievement. These data have made it possible to document a model project, which can be replicated. An even more sophisticated computer system will be implemented soon, with state of the art capability. With the use of this computer system, it will be possible to provide timely data back to students, educators, supervisors and parents. The applicant presented overwhelming evidence of the capability to match student level preschool through 12th grade and higher education data. The entire project is data driven.These data will provide a roadmap for the project. The computer system will support the personalized learning community for the target population.

This section was rated in the high range because the applicant has addressed the four core assurance areas with data and a persuasive narrative, which comprises a comprehensive and coherent vision.

(A)(2) Applicant's approach to implementation (10 points)	10	8

(A)(2) Reviewer Comments:

(A)(2)

The applicant will implement a project theory of action, whereby the eight new schools will adopt a student-centered approach in the teaching and learning process. It will combine rigorous learning standards, excellent teaching and focus on individual student needs in order to produce graduates ready for college and careers. It is data and research driven. The proposed project will build on a ten year project which has been recognized for excellence, nationally and internationally. The applicant presented an exceptional, rigorous plan for schools applying to participate in the proposed project. There are many layers to the application process. All that apply will not be accepted. The process is very competitive. The qualifications to participate, as a school in this project, is of high quality and will meet the eligibility requirements of the project. The schools that will be chosen will come from some of the lowest performing schools,with high needs students and high poverty rates, according to the applicant. A list of the specific participating schools is not available. A credible explanation is presented by the applicant as to the reasons the schools have not been selected. It is unclear how many and the qualifications of the participating educators who will participate in the project. The project will significantly further the reform agenda in the District.

This section was scored in the high range because of the exceptional high quality of the vision and the tremendous amount of detail presented about the proposed project.

(A)(3) LEA-wide reform & change (10 points)	10	8

(A)(3) Reviewer Comments:

(A)(3) The applicant will implement the proposed project in eight schools. These eight schools conform to the program eligibility requirements and will act as an incubator for two types of innovative schools. The schools will be scaled up after the grant period and will be replicated throughout the District. During the grant period, data, strategies and best practices will be generated and disseminated widely, beyond the participating schools. The project objectives are ambitious and attainable, because the applicant has successfully done this before. The applicant presented convincing evidence that the new schools will implement a personalized learning environment, based on existing research. It will be a pioneering effort because in one of the two types of schools among the eight, the target student population will be black and Latino young men from the city's highest poverty neighborhoods. Young women will not be excluded. This is a challenging task because of a history of low academic performance by the target population. The project will use a variety of strategies that are researched based and technology rich. The theory of action is focused on success in improving student learning for all students.The applicant will provide a unique opportunity to create new models of learning, with a specific hard to reach student population, in an urban area. The applicant failed to adequately describe the timeline for the project activities and the responsible persons for the project activities.

This section was scored at the high level because the applicant described an innovative, strong plan, which will be scaled up and translated as another promising model in school reform into the school district.

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

(A)(4) Reviewer Comments:

(A)(4)

The applicant has ambitious and achievable goals for measuring student learning in the targeted lowest performing schools. Data are used to assess learning progress on summative assessments, including percent proficiency and mean growth percentile in the state tests and college readiness. The goals are realistic and will increase over the grant period. Currently the applicant tracks all performance measures and posts most data on the web site. The applicant showed a modest decrease in the achievement gap between minority students and other students. Charts and a compelling narrative, defending the anticipated gains in closing the achievement gaps, make this acceptable because the achievement gaps are expected to jump ahead by the end of the project funding. Also the applicant expects to exceed the state levels of closing the achievement gap by the end of federal funding. Graduation rates and college degree attainment rates will be tracked and closely monitored. Appropriate intervention will be conducted, when needed. Baseline data exists and were presented in the application.These data will be useful in establishing the starting point and measuring incremental project improvements. Given the target population, this will be challenging. The applicant has designed a project that will likely produce improved results, annually.

This section of the application was scored in the high range because the applicant has developed a number of strategies, practices and procedures that will likely work. Some examples are the teacher/advisors who will work one on one with students in designing and implementing their own personalized plan of study. This will guide students toward successfully graduating and earning a post secondary degree or following a chosen career path. Another example is the ability of the students to learn at his or her own pace and to choose from a wide variety of courses that matches the student's interests.

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

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

(B)(1) Reviewer Comments:

(B)(1)

The applicant has undertaken major reform efforts over the last decade that have led to measurable gains for students in the lowest performing schools. Many of the lowest performing schools are in the i-zone schools, which have been designated for reform during the last ten tears. This has been documented through extensive research, reports and publications. These have documented improved scores for NAEP in three of four math and reading tests as well as fourth and eighth grade math tests. Low income students in the District now outperform peers across the nation. Graduation rates have climbed steadily. In 2011, there was an increase of 1,000 graduates over those in 2010, across all demographics and among subgroups. Graphs and charts were used to show this. This is an impressive record. The reforms have been ambitious and significant. These data are made available on the website and shared widely among stakeholders in various formats. The applicant continues to develop and implement strategies that will improve participation, instruction and services. One example is the strong focus on pre-service and in-service teacher training and development. The applicant failed to adequately describe the extent to which student performance data will be made available to students, caregivers and educators so that they will improve participation, instruction and services.

The section was scored at the high level because the applicant has a proven track record and will likely continue on the current trajectory to implement meaningful education reform for the target students. The personalized learning will inspire this target population to higher academic achievement levels.

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

(B)(2) Reviewer Comments:

(B)(2)

The applicant has outstanding transparency practices and procedures. Some of the transparency is promulgated by State law, legal regulations and other reasons. Personnel salaries at the school level for teachers and for other instructional staff are

made available on the web site. Names are not included, for privacy reasons. The majority of each school's budget is published on the web site in an effort to further promote transparency. The shared responsibilities regarding fiscal expenditures, between the principal and the School Leadership Team in each school is another practice which ensures transparency in the system.The checks and balances of the existing procedures, embedded in the current practices promote transparency. This high level of transparency is supported by the State and monitored through the teachers and administrators union's involvement in the schools.

This was scored in the high range because the applicant presented an outstanding plan for transparency. The checks and balances that are provided by the state, city and other entities will promote continued transparency in the applicant's processes, practices and investments.

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

(B)(3) Reviewer Comments:

(B)(3)

The applicant described successful conditions and sufficient autonomy under State legal, statutory and regulatory requirements for implementing the personalized learning environments in the eight target schools. Examples of some related laws and regulations were quoted in the application and related regulations were included in the appendix of the application. New State laws have been enacted to support local autonomy and to further support successful project implementation. The State longitudinal data system will improve the conditions for collecting and analyzing data which has the capability to significantly improve instruction and service delivery. The technology and computer system is highly sophisticated and capable of collecting and disseminating project data. The School Boards in each District has sufficient authority at the school level, The laws and regulations have important implications for personalized learning courses.The laws and regulations support these new courses and ways of learning by making them as acceptable as other existing courses towaed earning a state recognized high school diploma. As a result of new legislation, personalized learning courses can now be applied towards a Regents State diploma.This is quite an accomplishment and portends well for students participating in this project. The applicant will continue to closely monitor new laws and regulations to ensure continued compliance.

This section was scored at the high level because of the outstanding conditions that State legal, statutory and regulatory requirements have made for the proposed project to operate successfully.

(B)(4) Stakeholder engagement and support (10 points)	10	8

(B)(4) Reviewer Comments:

(B)(4)

The applicant developed the project through an open and deliberate engagement and feedback process.The applicant engaged with a wide variety of stakeholders throughout the city, at different times and places. The process ensured that more stakeholders would be available to participate. There were many responses from many stakeholders. Some changes and adjustments were made to this application as a result of these meetings. The applicant is sensitive to union concerns and will continue to work with the unions, especially on the new teacher evaluation system. The result of this robust engagement effort with Parent Advisory Committees, School Leadership Committees, Student Advisory Committees and others, is that there is significant support for the proposed project. The strong support is likely to translate to successful implementation and sustainability of the proposed project. The applicant recognizes that these early contacts will pave the way for ongoing meetings with a broad range of stakeholders. Letters of support are in the application and reflect solid and significant support and continued engagement from numerous stakeholders, such as student organizations, the union, local civic and community-based organizations and others.One donor has made a significant dollar contribution to in-service and pre-service training of teachers and school leadership. This contribution will last through 2016 and will contribute toward sustainability to the project. The participating schools still have to be identified.

This application was scored in the high range because the applicant presented an excellent engagement and feedback process. According to the letters of support, there is significant and solid commitment to the project and evidence of continued engagement as the project is implemented. The support from wrap around service organizations, political officials, educational groups, philanthropic donors, student groups, community organizations and other stakeholders is commendable and will support project sustainability.

(B)(5) Analysis of needs and gaps (5 points)	5	4

(B)(5) Reviewer Comments:

(B)(5)

The applicant has been engaged in ongoing analysis of personalized, student-focused approaches to student learning and other education reform strategies for nearly ten years. The project will benefit from State education reforms, that have implemented necessary infrastructures and data systems. This has allowed the applicant to increase teacher effectiveness, adopt rigorous learning standards and assessments and analyze data in real time. The data analysis has provided a road map for further planning.Thus giving rise to this proposed project, which will advance meaningful education reform. One important gap is the need for more tailored professional development for pre-service teacher training. The proposed project will address this need.

Another need uncovered is that many students are already tech savvy, but are insufficiently prepared to use technology as a learning tool. This new project will match a trained adult coach with each student. Another gap found, through deep data analysis, was the need for an improved technological infrastructure. That will be addressed in the proposed project. Evidence and documentation of the gaps and needs are convincing and will be appropriately addressed. The applicant failed to indicate a sufficient timeline and identify the particular responsible person(s) for implementing the personalized learning environments.

This section was scored at a high range because the applicant used multiple data to identify gaps and needs. The applicant will implement creative strategies to address the gaps and needs.

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

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

(C)(1) Reviewer Comments:

(C)(1)

The applicant will implement an approach based on four principles which will support personalized learning for the target students. There will be flexible real world learning environments that will use space, scheduling and technology to meet individual student needs. The applicant has proposed a suite of tools for students to take charge of their own learning. This is aligned with current education reform. The applicant proposed new student and staff roles. Students will know how to master competencies that prepare students for college and career. Teachers will have more time, structure, skills and student load to facilitate students to design and follow a personalized learning plan. Students will be properly trained to use the technology to track and manage their own learning. Software will be used and developed to include cultural studies, academic skills, critical thinking skills, special interest courses, career and college ready courses and other rich areas of study will be available. All are research-based. These approaches will ensure that caregivers and students are aware of academic progress at all times. Data collection, analysis, feedback and sharing will be an integral part of the project. Web-based and blended learning experiences are excellent and exciting options for the target population. It will bring excitement and hopefully motivate students to achieve their career and college goals.The applicant failed to provide a sufficient timeline and identify the responsible person(s) who will implement this part of the project.

This was scored at the high range because the applicant has proposed a well planned personalized learning experience that will likely be a successful education reform initiative.

	Available	Score
(C)(2) Teaching and Leading (20 points)	20	18

(C)(2) Reviewer Comments:

(C)(2)

The applicant presented a range of high quality teacher training. The applicant is aware that there is a vast body of research that documents that teachers are the single most important school-based factor in influencing student academic achievement. At the same time, school leadership is also key to successful student academic achievement. The proposed project will take both into consideration. Therefore the proposed project is constructed on the proposition of a fully developed vision of professional training for teachers and school leaders. The use of a "teachers helping teachers" model is a useful strategy. Thoughtful recruiting, selection, training and evaluation of teachers will assist in attracting a strong cadre of teachers. The teacher career lattice is an interesting approach that the applicant will use as a model in sound teacher training. In-service and pre-service teacher training will employ a broad spectrum of strategies that will support individualized learning experiences. Teachers will be trained to identify high quality curricula, lesson plans, unit plans and multiple formal and informal assessments. The applicant will be trained to support students rather than have a "wait and fail " attitude toward student progress. One really promising strategy that will he applicants has proposed is an Affinity group that will serve as a nucleus of professional development. This group will provide a safe place for teachers to meet, exchange ideas, material, concerns,

research, strategies, best practices content, skills and data. As a result of the staff development, teachers and other school based personnel will be uniquely equipped to provide support to students in a personalized learning environment, that meets the needs of individual students. Multiple measures of effectiveness will be conducted and used to guide the entire teaching and learning process.

This section was scored in the high range because the applicant presented a strong and rich plan for teaching and learning that will support the implementation of a successful specialized learning community. A reasonable timeline and the overall person(s) who will conduct and assume ultimate responsibilities for these many important aspects of the project are missing.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

(D)(1)

The District's Office of Innovation leads the effort to develop, test and disseminate innovative practices and strategies to the entire educational system. Other central offices play key roles in supporting new and innovative programs and projects. The collaboration of central office staff is a model for interoffice cooperation.The central office's interdisciplinary, cross divisional work has served the education reform effort well in the past ten years. School Leadership Teams at the school level have been granted and is exercising considerable decision-making at the school level. The Teams share responsibility with principals in developing the Comprehensive Education Plan, which is closely aligned with the school budget. This gives a considerable degree of power to both.The State and city have enacted laws that give a high degree of flexibility to the local schools. The parameters are adequately described in the application. The State has enacted legislation that has cleared the way to provide multiple opportunities for students to earn credit based on demonstrated mastery on on-line courses. Courses can be completed at the individual student's own pace. The applicant has presented documentation that the project will provide curriculum and instructional materials for all students, including students with disabilities and those who are ELL. The applicant will have a help desk. This will provide anticipated assistance to students, teachers and caregivers who use the learning technology. It is another way to ensure proficiency in the use of technology in the learning process.The applicant has made a commitment to strengthen data inoperability standards for system providers for the on-line curriculum. The applicant has made a long-standing commitment to making project data extensible. This is huge in ensuring easy access to an exorbitant amount of project data by numerous stakeholders.The applicant has invested approximately $10 million to start the development of a central data repository. The applicant failed to indicate a reasonable timeline for the above project activities, such as providing learning resources and instructional practices that are fully accessible to all students such as those with disabilities and English learners.The applicant failed to indicate a sufficient timeline and indicate the responsible person(s) who will implement this part of the project.

This section was scored in the high range because of the excellent project policies and infrastructure. Some are already in place. Others will be implemented.

	Available	Score
(D)(2) LEA and school infrastructure (10 points)	10	9

(D)(2) Reviewer Comments:

(D)(2)

The applicant will provide a rich array of tools, materials, and platforms for delivery of academic content and the successful tracking of student progress. The applicant will have in place an exceptional computer system that will have almost unlimited capability to receive, store and disseminate project data. The possibilities seem endless. It will be accessed by students, educators, caregivers and a host of other stakeholders from many locations, schools, libraries,such as from schools, libraries, home computers, community-based organizations and other venues. This will make accessibility to the system easy and expansive. Some local schools have at least part time help desk workers on-site. This will provide help to anyone at or affiliated with the school in navigating the technology. The applicant claims to be "first" to impose interoperability standards for system providers. The system has the capability to store a broad range of useful data, which can be retrieved and disseminated in many customized formats. There is a Research Advisory Council that guides and provides critical feedback to the project. The Council is comprised of influential and accomplished professionals, who lend skills, resources and credibility to the project. Local schools are encouraged to set up there own local research team to help manage data and boost the local

school capability around data, since data is so important to project effectiveness.The applicant failed to sufficiently indicate a timeline and the responsible person(s) to implement this part of the project.

This section was scored in the high range of the scale because of the applicant and local schools' extraordinary infrastucture.capabilities to support the proposed project. Training and technology is described in detail. The school district has invested a substantial amount of resources to ensure that local schools have the infrastructure in place to support the project.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	**15**	**14**

(E)(1) Reviewer Comments:

(E)(1)

The applicant has a number of rigorous formal and informal assessment processes that will be used at every level of the project implementation. Qualitative and quantitative data will be collected analyzed and shared. Some examples are surveys, focus groups and case studies. These data will be used to improve project operations. Research questions have been developed and will collect a wealth of data. Also student data will be collected and used to share and assist students in reaching their goals toward college and career attainment. Examples are student outcomes, school accountability data, reading,writing and math tests, pre and post tests and others. The applicant has many measures in place which will be used throughout the project. An ongoing monitoring process is embedded in the project implementation. Each phase of the project has a robust monitoring plan. The project is data driven. The applicant will disseminate project data through its transparency plan and other venues such as meetings, conferences and through the media. The applicant did an outstanding job of publicly sharing project information on the quality of its investments funded through Race To The Top-State. That is documented through the project being recognized nationally and internationally. The applicant failed to indicate a sufficient timeline and responsible person(s) to implement this part of the project.

This was scored in the high range because of the strong plan the applicant has for ongoing and timely monitoring, measuring and disseminating project progress, even after the federal funding ends.

	Available	Score
(E)(2) Ongoing communication and engagement (5 points)	**5**	**5**

(E)(2) Reviewer Comments:

(E)(2)

The applicant presented numerous and diverse strategies, techniques and venues in place now, that will foster ongoing communication and engagement with internal and external stakeholders. The communication approach is ongoing, open, flexible and clear. The applicant has demonstrated that key project personnel are willing to reach out to a broad constituency of stakeholders, listen and make changes if needed. This was done effectively during the development of this application. The resources in the communications office of the District's Central office will provide extensive support for ongoing communication and engagement. The chancellor will make many appearances in the community. Monthly meetings will be held with the Student Organization. There will be many informal and formal meetings with students, educators, parents and others. There will be ongoing communication and negotiation with the unions. All of these and many other strategies are being implemented and are likely to produce outstanding results.

This section was scored in the high range because of the high quality of ongoing communication and engagement with internal and external stakeholders.

	Available	Score
(E)(3) Performance measures (5 points)	**5**	**5**

(E)(3) Reviewer Comments:

(E)(3)

The applicant has adequately addressed the ten performance measures. The measures are attainable and ambitious.They are attainable because of the high level of resources and the high quality of services and support that will be available to the students and the teachers who support the students.The measures will provide rigorous, timely and and formative feedback through the data feedback process already in place. The process is rigorous because it will collect valuable data frequently

and in many ways and from various sources. Teacher/advisors will view and review student progress in real time and provide immediate feedback. Interventioin will occur when or if needed. They are ambitious because of the target population, who have a low record of academic achievement and are from low poverty areas and schools. Incremental improvement of the target student population's academic achievement will be an accomplishment. The applicant expects to exceed state level targets of academic achievement of the participating students by the end of the project. The performance measures are written with the necessary specificity.The number and percentage of participating students who will complete and submit the Free Application for Federal Student Aid form is one indication of the commitment of the project to move students along a learning trajectory that will close the academic achievement gap and prepare them for college and career ready. The applicant presented social-emotional leading indicators in the proposal, which will support students in their personalized learning journey.

This section was scored in the high range because it includes high performance measures, which are likely to be attainable and ambitious.

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

(E)(4) Reviewer Comments:

(E)(4)

The applicant will conduct a rigorous formative and summative evaluation plan. The professional development program is extensive. Data will be collected, analyzed and fed back to teachers and principals for assessing strengths and weaknesses. Student web-based courses will be evaluated as part of the instructional delivery process. Some evaluations will be self administered, others will be conducted by school-based educators. Results will be used to support a successful personalized learning environment. The applicant has made an enormous investment in technology, which has resulted in exceptional data collection and project improvement. The results are detailed in this application. It has been an effective evaluation tool. Plans are to intensify and improve on the existing technology.

This section was scored at the high level because the applicant has highly effective evaluation activities, which will yield an abundance of useable data for the project.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

(F)(1)

The applicant has a very extensive, well developed budget. The budget narrative is comprehensive. It is reasonable and sufficient to support the many project activities. The personalized learning environment will be fully funded. The total budget is $43,710,437. The budget will be funded through a combination of federal, state and a philanthropic organization. The budget categories are appropriate and described with necessary details. Budget items have reasonable rationales. Funds that will be used for one time investments and those that will be used for ongoing operational costs are clearly stated in the budget. Diverse strategies, which are explained in the budget, will ensure the sustainability of the personalized learning environment. One example of the strategies is embedding the goals and strategies of personalized learning environments into existing places where teachers and school leaders create and learn, such as pre-service teacher training and the new school design.These will last past federal funding.

This section was scored at the high range because the applicant presented an excellent budget, with the necessary elements. Budget items were clearly justified.

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

(F)(2) Reviewer Comments:

(F)(2)

The applicant presented a high quality budget plan for project sustainability. The State government will contribute financial support. A philanthropic organization (The Fund for Public Schools) will contribute financial support. The funds from that umbrella group comes from a broad group of donors. The City government will contribute financial support. All will make substantial contributions to support the proposed project. The applicant included the reasonable assumption that the proposed

project will be successful and that budget costs will remain stable. The supplemental budget is clear and sufficiently justified. Documentation was provided.

This section was scored at the high range because the applicant presented a comprehensive and credible plan for sustainability of the project. Strategies technology and personalized learning are just some initiatives that will likely be sustained.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

Better Wraparound Supports for Students.

The applicant has identified a community-based partners already in place to work with on this project. The project is targeted to serve high needs students and students at risk for dropping out of school. The target population could benefit from the services of this project. The partnership is described and prior successes noted. The applicant indicated how the proposed project can be scaled. The process is explained and is likely to meet with some success. Key services will be delivered to the target population in improving school attendance, engagement and self motivation. A plan is in place to track the students who participate in the project. Students will benefit from a personalized learning environment. The ultimate goal of the proposed project is to increase the graduation rate and ensure the students are college-and career-ready. The applicant has a reasonable plan for tracking student progress and reporting, accordingly. The project goals are ambitious. More information is needed on the coordination of wraparound services.

This Priority is scored at the medium level because while the concept of the project is promising, the outreach effort and family/caregiver engagement is weak and not sufficiently described to truly reach the target population. The applicant failed to present a compelling narrative or data in this regard.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Absolute Priority 1

The applicant meets this criteria because the proposed project has a clear mission and articulates the mission. It will build on the core educational assurance areas. Persuasive and documented evidence is presented about the project. Students across all groups will increase academic achievement because of the innovative mode of instruction and accompanying services they will receive. There is every reason to believe that the students who complete the program will be college- and career-ready.The selection process is explained in detail. The process is rigorous and will meet project requirements. Professional development for staff is diverse and rich. The conceptual theory, that underlies the project design, is appropriate. The personalized learning environment that will be created for students and teachers is groundbreaking in school reform. Technology in the program is cutting edge. Data will be collected in volumes and in real time. Data will be used in many formats. The teacher evaluation process has not been agreed upon yet, but there is hope that the key elements of education reform will prevail in the final document.

Total	210	189