



Race to the Top - District

Technical Review Form

Application #0431UT-1 for Ogden City School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8
<p>(A)(1) Reviewer Comments:</p> <p>The application describes the former mindset of the district, with some noticeable statistics including having six of the lowest elementary schools in the state including the lowest and the third lowest; and having the two lowest performing high schools in the state. During the last school year the district underwent extreme reform by replacing the superintendent with a trial attorney, partnering with the University of Virginia's Darden School of Business to train school leaders, replacing the second level of administration at both high schools, and working around the teachers' union after a stalemate during contract negotiations to offer contracts independently to each teacher. Only 1 in 710 teachers failed to sign the contract presented directly from the district. These changes made some meaningful and immediate impact to student achievement. The following year (2011-2012) only one of the district schools was in the ten lowest elementary schools in the state, high school graduation rates improved by 12%, and test scores improved significantly.</p> <p>The district is now prepared to implement the next phase of their reform which includes 1) adopting standards and assessments that will prepare all students for college and career readiness, 2) utilizing new data to formulate curriculum, improve instruction, and measure growth, through a new administrator hired in the previous phase, 3) recruiting, retaining, developing, and rewarding effective teachers, and 4) continuing to turn around the lowest performing schools.</p> <p>This application does an excellent job of explaining all of the circumstances, changes, and results of its recent reform. They have clearly laid the groundwork for rebuilding the district with the approach that all students can and will succeed. A letter sent to the community listing their guaranties, standards, and attitudes affirms that their students will succeed in their district through dramatic reform. The four key areas of reform that are planned through these Race to the Top funds are not as well described. While they are listed within the narrative on the first page, they are not further described within this section. This required this reviewer to look further into the application to confirm the district's four areas of reform. There is no mention in this section of how the proposed goals will provide personalized student support. A proposal that deserves high marks was reduced to the medium-high range because of the lack of focus on the key ideas in the question.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>The district will utilize the funds to implement district-wide reform, affecting all of the schools in the district. The application describes why all schools were chosen, by analyzing test scores and seeing the need for radical and immediate change. The schools meet the eligibility requirements with an average of 77% low income students among its 12,000 district-wide enrollment. A complete list of participating schools and their data is included in the application. The district is a non-rural LEA in a non-Race to the Top state, and has scored highly in this section.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>This proposal will implement change throughout the district and in all of its schools, so scaling up is not relevant here. The application has summarized its theory of change that includes its college and career ready expectations, the Guaranties; its improved instructional practices based on data, the Standards; and the culture-changing attitudes that include beliefs that all children can and will succeed, the Attitudes. This reform is a culmination of the district-wide reform which has already been in place for two years.</p> <p>Teacher specialists will be hired at the start of the grant period to provide extensive enrichment opportunities to students including performing arts, PE, and STEM enrichment courses, while their homeroom teachers will have more release time on a regular basis to participate in data-driven professional learning communities. These specialists will stay throughout the life of</p>		

the grant, enabling teachers to have meaningful and lengthy professional development time within the contracted school day and without the need for substitute teachers who disrupt the flow of learning. From these meetings, teachers will learn how to gather and interpret data and will provide students and their parents with targeted and specific feedback at least every six weeks. Six teaching assistants will be hired at each school to provide intensive reading and mathematics intervention services for all students who need it. The reading training will include reading intervention training at the University of Utah Reading Clinic, which provides training for phonemic awareness, fluency, vocabulary, and comprehension. Mathematics interventions will include instruction in the concrete level which gradually shifts to the abstract level to support Singapore Math. A cohort of 25 teachers will complete an 18-hour graduate series of courses to earn their state math endorsement, providing teacher leaders at every school in math. A cohort of 25 teachers will also be recruited to complete a 21-hour graduate series of courses to earn their state reading endorsement, providing teacher leaders in reading. Another cohort of 25 teachers will complete 9-hour graduate courses to earn the state level-two reading endorsement, which provides more in-depth training in reading and interpreting research and coaching strategies. This combination of new hiring and further training represents the cornerstone of the project and provides great credibility as to the success of the plan.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9
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(A)(4) Reviewer Comments:

The application includes improved student learning goals that are very ambitious but are achievable through its four goals.

In the first objective, all students being college and career ready, a plan has been created that will collect data on student achievement through a central data administrator, and be disseminated through curriculum changes to teachers to inform their instruction and improve teaching. The application includes specific achievable performance goals that are broken down by grade span: K-3, 4-8, and 9-12. One of the powerful measures in each grade span includes teaching students to self monitor their learning and progress, although it is unclear how the youngest children might be able to succeed in this endeavor. This section also includes goals for graduation and college enrollment, although this district has a distinct societal norm that will impair its ability to achieve loftier goals: the predominate religion encourages missionary work for two years following high school, and many of the district's students will not attend college for up to 30 months. A large number of post-secondary students attend one of the two private universities in the area that does not publish information on enrollment and graduation, so while the district would like to track this data, it is challenging for them to follow up on post-secondary degree attainment.

The second objective includes a comprehensive data dashboard which would be implemented by Fall of 2013. This data system and its administrator will be able to track performance data across schools and grade levels, and also across years. The strength of this proposal is the process whereby students and parents will read and interpret the data and conference with teachers about their growth at least three times per year. The goal is for 80% of all parents to check their student's progress at least eight times per year. This objective could significantly improve student performance and give school leaders more data to decrease achievement gaps.

The third objective is to rewrite the teacher evaluation system to include observations, student performance growth, and parent satisfaction, with incentive pay provided. The district has goals in place for the percentage of teachers each year who will rate as effective or highly-effective, and student data will be examined for results. Another plan is for the district to change its public perception as a low performing district by improving teacher effectiveness and having their test scores top the neighboring districts. This objective will contribute to student performance on assessments, decreasing achievement gaps, and increasing graduation rates.

The final objective is to implement a communications plan that will change attitudes by insisting that all students can and will succeed within the district. The goal is to have 80% of the community to have a positive perception of the quality of education provided by the district. All parents and students will rate their college and career readiness at least twice yearly with a minimum of "adequate" through the process. The district also plans to have five schools eligible and two schools winning the Blue Ribbon Performance School award. This increased parental involvement in tracking student success should increase graduation rates and college enrollment.

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:

(a) The district has a remarkable record over the past four years of partnering with outside organizations to create programs that lead to increased student performance, high school graduation rates, and college enrollment. Partnerships were created

with AmeriCorps and United Way of Northern Utah to create reading programs at elementary schools, the University of Utah and the YMCA to provide reading intervention for junior high school students, and Weber State University's Educational Access and Outreach department to increase post secondary enrollment for minority and low socio-economic students. It has also created several in-district programs, including the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) that provides students with a college-readiness advisor who developed success plans for students and led field trips to college-financial planning and higher education campuses, and the Students Achieving with Behavioral Support (SABS) program which provided an additional counselor for the drop-out prevention program to mentor its highest risk students.

(b) The district has identified six schools needing the most improvement and obtained School Improvement Grants (SIG) for the past year. Every school demonstrated increases in student performance, including 11-28% increase in language arts, 3-6% increase in mathematics, and 5-24% increase in science scores. The three schools that made the largest gains also participated in the University of Virginia's Turnaround Specialist Program, which is a research-based school turnaround program. Each of the schools piloted Read Today, a volunteer reading tutor program that trained and placed 40 tutors in each school for grades 1-3.

(c) The district has made data-driven instruction a priority in recent years. They purchased the DATAWISE program which helps teachers use formative assessments to guide instruction. Teachers can create and administer assessments to measure understanding of a topic, standard, unit, or standardized test. Teachers use the program to monitor individual student progress and prepare reports to inform parents and allow them to monitor their children's progress. The district also has older programs in place that offer occupational planning beginning in 7th grade and the DIBELS reading assessment to measure and map improvement in reading.

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

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(B)(2) Reviewer Comments:

The district's staff salaries with benefits are published annually on Utah's Right to Know website. The district's home page has a direct link to the site as do all of the school pages. Charts are prepared for the district's and each school's web site on the salary breakdowns by actual school-level expenditures for instructional staff and funding sources. The information is available in hard copy as well.

The district is audited annually by an outside firm and the results have been published on the web site for more than 8 years. The Business Office also publishes an Annual Financial Report and Annual Program Report which presents financial information in different formats, with a balance sheet, revenue and expenditure issues by fund, and projected budget for the current fiscal year. All board agendas and minutes are published on the district web site and expenditures over \$30,000 require board approval.

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

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(B)(3) Reviewer Comments:

The district's state office of education provides administrative rules and provides the Model Policies and Procedures to guide school law and legislation. The decisions regarding specific strategies, programming, and implementation plans belong to each district. The state has provided guidelines to districts to develop policies consistent with all requirements. All of the proposed changes fall within district and state guidelines and follow along with local and state priorities.

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

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(B)(4) Reviewer Comments:

This district has done an outstanding job of including parents, students, and other stakeholders in the development of the proposal throughout its development. This proposal began with the Ogden Teachers Empowering Excellence through Education (OE3) Planning Team who met with the PTA and Executive Board to solicit ideas for parent engagement and increasing personalized learning. These organizations proposed ideas such as Parent University, individual planning meetings, summer academic enrichment, and extended school hours for extra help, which were considered and became part of the initial plan. The district also provided each school with a draft of the proposed action plan and requested student governments to discuss their ideas on the proposal. A copy of the high school's student response is included in the proposal, and demonstrates full student support for the new goals and programs.

The district formally negotiated through collective bargaining to revise the educator and administrator evaluation system. The

planning began in the 2011-12 school year and the union representatives voted to pilot the new observation tool in the 2012-13 school year. They then agreed to complete implementation in the 2013-14 school year.

The district hired a Federal Grant Specialist who worked with teachers and principals to gather ideas and hear feedback. The planning team working with local organizations including the Chamber of Commerce and the Ogden Area Youth Alliance. Copies of the proposal and budget were sent to the state senator and representative, state legislator, mayor, and state superintendent. Their letters of approval are attached to the proposal.

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

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(B)(5) Reviewer Comments:

The district hired an outside research company in February, 2012 to analyze the district's needs. Their audit included observations, interviews, focus groups, document reviews, and surveys. The results suggested areas of improvement include a well-defined and sequenced curriculum that prepares students for post-secondary education and careers, utilizes evidence-based instruction, empowers teachers, leaders, and parents to understand and analyze data, among other priorities. These recommendations led to conclusions that achievement gaps while improving still need attention, not all students are prepared for college, teachers need an effective evaluation system, and other service priorities. All of these needs were considered when writing this proposal and the final result addresses each gap and provides a plan for success.

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

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

(C)(1) Reviewer Comments:

One of the highest priorities for this district is students' self-monitoring and management of their education. According to research, self-reporting is the most effective strategy to increase learning, so the district has designed the self-monitoring logs. Students keep daily records to assess their attitudes and behaviors and ensure that they are learning each day. Students will be encouraged to discuss their logs with parents daily and teachers will read them weekly. This program demonstrates a strong commitment to helping students understand the importance of learning in their lives.

Another program is the College and Career Readiness Plan, in which students of all grades begin to identify their interests and pursue learning and develop goals to enable them to follow their choices. Parents and students meet with homeroom teachers at the beginning of each year to examine the previous year's work and develop a plan for the new year. Teachers meet throughout the year with students as individuals to monitor and adjust their learning plans. This program helps students identify and pursue their long-term educational goals.

The district is piloting a program with local employers to use technology so teachers and parents can communicate while parents are at their workplace. Parents will also be able to observe instruction and assemblies by checking out the tablets. The district also plans to implement a communication system that sends emails or text messages to parents with important information such as attendance, grades lower than a C, late library books, low lunch money accounts, etc. The system will also send alerts to upcoming events and tests to keep parents updated with school events. This plan will enable the district to communicate with parents with frequent updates on student progress and data.

Tier 2 students will receive additional support through the Community and Stakeholder Specialist, who will collaborate with the school district and other partners to implement Parent University. This plan offers courses on parenting skills, communications, volunteering, helping students at home, decision-making, and community collaboration. This proposal will also fund a manager at each secondary school to work with the specialist to coordinate Parent University courses at least twice weekly.

A variety of instructional practices and interventions are currently in place or will be in place to support the needs of students in regular education along with high-needs students. These numerous plans include partnerships with outside organizations, summer interventions, case managers, special education and English language learner programs, along with many other support programs.

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

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(C)(2) Reviewer Comments:

This proposal includes extensive professional development for every teacher in the district. Teachers participate in a vast array of training courses and sessions. The district endorses the train-the-trainer model in which teachers attend professional development sessions and then lead the same sessions at their schools and district for other teachers. Teachers and administrators participate in professional learning communities to discuss effective instructional approaches and student development. A comprehensive learning support model is planned to ensure that all teachers and leaders will have the training and support to be successful in their positions. Teachers are placed into three tiers based upon their previous evaluations, with tier 1 being high performing teachers to tier 3 being teachers in a substantial training and intervention model. Tier 1 teachers have a vast support system that includes weekly professional learning communities, support on using the district's new data driven system, personalized growth plans, professional libraries, and peer evaluators. Tier 2 teachers will work closely with instructional coaches to create a plan to address their issues. In one month, these teachers will receive at least 15 hours of individualized support from the leadership team. Under this same tier, new teachers are given two days of training before the school year and monthly support sessions. Teachers can use funding to take graduate level courses to gain endorsements and increase student achievement. Principals will receive mentoring from a retired administrator to develop and maintain yearly improvement plans. Tier 3 teachers receive intensive support and will develop detailed remediation plans with benchmarks and a timeline. Instructional coaches will be hired at each building to assist all teachers to become highly effective teachers through understanding of personalized learning environments, assessment of student knowledge and the skills to build curriculum upon those needs, and developing plans to address all student needs.

While this proposal includes a vast implementation plan for the leaders and teachers, this many changes being implemented in the first year makes the plan's success questionable. In an appendix the teachers stated that they are often asked to implement new programs too frequently already, and these attitudes could hamper the project's success. Despite these questions, this section was rated high.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
<p>(D)(1) Reviewer Comments:</p> <p>Prior to the writing of this proposal, the district experienced a large turnover of administrators. Beginning in July, 2012 the district decided to take the culture of mediocrity and demand change. They restructured the administration by examining the needs of the district. The new zone directors spend more than 60% of their time in the schools to monitor, observe, and supporting building leaders. Building leaders have been given unprecedented authority to take "almost any action they deem appropriate to achieve student success." With the financing of this grant, they plan to hire 4 more administrators to oversee and manage the OE3 plan.</p> <p>Current student achievement is below standard so the district is making the shift as quickly as possible to new learning approaches. Two schools have already begun an individualized student program and modeled the plan for the remaining schools. Online courses are available for high school students that allows them to demonstrate mastery and proceed as quickly as they are able. The district's partnerships have created numerous other resources.</p> <p>The district's new infrastructure includes methodologies to assist all students to become college and career ready. Online programs provide all students with the ability to progress and earn credit outside of the school building and hours. Many of these online services adapt the instruction based upon performance, thereby giving a personalized learning environment that makes this learning route accessible to all students, and is especially appropriate for students with disabilities and language barriers. It records data to provide accountability and assessment results for teachers. School-based achievement centers will be opened to provide technology and extended lab hours to make technology and online courses available to all students. The district's strong partnerships with outside organizations such as United Way and the Boys and Girls Clubs provide a wealth of resources for all students and their families, including volunteer tutors, social assistance, and academic enrichment.</p> <p>This district has the policies in place to ensure success if they were to receive this grant, so they have been given a high mark.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	10
<p>(D)(2) Reviewer Comments:</p> <p>The district plans to hire an Informational Technology Specialist if they receive this grant who will improve current technology</p>		

and work with staff. The new software will have email notifications a smartphone app, blogs, online tutoring, special events, and it will house the DATAWISE system that will handle all of the student data. Parents will be taught to use it in the free Parent University classes that will be held. Parents who participate for at least 10 hours will be eligible to participate in a computer loan with a low-cost internet program. There are also plans to pilot video conferencing on tablets with parents. The local chamber of commerce is committed to facilitating the development of the business policies to support this program. Because the district has a comprehensive plan to enable all stakeholders to have access to current and appropriate data, this section is ranked high.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	12
<p>(E)(1) Reviewer Comments:</p> <p>This district plans to hire the Project Director and others to manage the entire project. When funded, the Project Director will implement an action team, which the application states will consist of 3-7 people. It is unclear how the budget can effectively include salaries when an unknown number of people will be implemented. At that time, according to the application, the team will define the specific targets and then make adjustments as needed. The district also plans to use the Continuous Improvement Management Cycle (CIMC) model to monitor outcomes and make data based decisions.</p> <p>This entire section discusses what will happen if the project is funded. There is no mention of any process currently in place which measures improvement and recommends adjustments.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	4
<p>(E)(2) Reviewer Comments:</p> <p>The application listed in the previous section included a plan to use the publications, "Bridges" and "Connections", to highlight projects and inform the school community about the results. The intention is also to send a notice monthly in the city water bill to keep the general community informed. Some administrators will be spending more than half of their time in the schools and will be charged with ensuring implementation and facilitating communication between the schools and district level. These administrators will be continuously responsive to the needs of teachers and principals, which will result in more immediate feedback to the higher level administrators and immediate solutions for local problems. The district also plans to contract with a communications specialist to develop an effective plan. Communications in this section also appear to be mostly one-way, in that communication from the stakeholders is not often addressed. This section has been given a high rating because the district has a good communications plan for the administrators although it has not yet developed an overall plan to convey information to parents and other stakeholders and to listen to their responses.</p>		
(E)(3) Performance measures (5 points)	5	4
<p>(E)(3) Reviewer Comments:</p> <p>The application includes 16 performance measures with a rationale and anticipated improvement by subgroup. The application did not include either of the required goals for all students which includes the number and percentage by subgroup whose teacher and principal are highly effective or effective. Goal (f) states that kindergarten through third-grade students will be self-monitoring their learning and progress, resulting in improved attendance and fewer office referrals. This goal is included for all other age levels, but it might not be as appropriate at this age level unless modified because of the lack of megacognitive skills in these young children. It also does not give the correlation between ownership of learning and attendance and behavior. Goal (l) states that the number of seniors completing the FAFSA will increase by 10% per year until 80% of the seniors have completed the form. Given the social restraints described in this section and elsewhere, if that 80% of the seniors do not intend to attend college the following year it would be unnecessary for them to complete the forms. This goal needs to include only seniors who intend to enroll in college. Despite these observations, this section has received a high rating.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p>The district plans to hire a third-party evaluation team which will be assigned the task of reporting progress through the use of performance records, achievement data, project surveys, outside data sources (although unnamed) and focus groups. The plan is also to hire an expert consultant to work with the human resources department to implement a viable employee</p>		

payment plan that rewards them for effective performance. The central data system will keep all of the information recorded and it will be available to the appropriate parties. Because the district intends to hire outside consultants to continuously measure the effectiveness and make recommendations for improvements, this plan is high quality and has an excellent chance of being successful.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>The budget includes listings of outside funds that are currently in place or will have in place in the end phase of the grant. There are brief descriptions in most of the individual expenses that summarize the role of that item. Funds are identified as being one year or three year expenses, or for sustainability. Seven spreadsheets summarize the expenses by project name with the first four years included. The budget includes all anticipated expenses for seven and one-half years, and includes a line item for all new employees, consultants, benefits, technology and other equipment, extensive professional development, and other miscellaneous expenses. These anticipated expenses are carefully considered and have given credibility to the overall budget. Because so many potential expenses have already been included, the budget has a high rate of success with no additional funds needed. The expenses for human resources, including teacher incentive pay, new positions created by the grant, outside consultants hired to assure the integrity of the project, and benefits for all of these positions constitute the majority of all costs and demonstrate a commitment to the success of this project and the value of qualified and effective teachers. This section has scored a high mark.</p>		
(F)(2) Sustainability of project goals (10 points)	10	5
<p>(F)(2) Reviewer Comments:</p> <p>This section includes a spreadsheet with the line items from the first budget that are applicable for the following three years of the project. Many of the quality assurance plans are still in place, including outside auditors and consultants to measure the project's success. The original plan is to have many teacher-leaders who will attend train-the-trainer events, thereby reducing the need and cost for extended professional development. Since most of the project's expenses will take place in the first three years of the project, the costs of sustaining the project are minimal. Most of the continuing expenses will be absorbed by transference of responsibilities to current employees, away from outside consultants, and by using the expertise of highly effective teachers to train new teachers. All outside funds are included, and some items are under the assumption that other external funding is secured by the sixth year of the project.</p> <p>This section only included a very brief narrative that states that the district has only developed a preliminary sustainability plan, in that the methods of continuous improvement would provide information to measure which strategies are successful and which need revision. Therefore, the district does not have a concrete plan in place at this time and all budget items are subject to variability. Because the sustainability plan is so tentative and not thoroughly planned, it has been given a medium rating.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10
<p>Competitive Preference Priority Reviewer Comments:</p> <p>This district has a very strong partnership with Ogden United, a strong leadership team with business leaders in the city coming together to provide guidance about goals and solutions. This team helped develop this project, specifically the goals of increasing college and career readiness by focusing on third grade reading skills, algebra proficiency by ninth grade, increased parental involvement, and increasing activities outside of school for students.</p> <p>United Way, YMCA, Boys and Girls Club, and Weber State University have all contributed in various ways to implement the strategy to achieve eight goals. Three of the goals are academic, but the other goals concern social and emotional well-being, family involvement, and learning tools. These very ambitious goals include performance measures and indicators are listed for each goal.</p>		

The district has a tremendous commitment from the community by partnering with twenty different community organizations to provide enrichment opportunities, afterschool care, summer camps, early childhood programs, health services, tutoring, scholarships and safety programs. The schools, families, community organizations, and business leaders have united to form a strong community support system. This section earns a high mark.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

This application meets the absolute priority 1 qualifications by developing personalized learning environments for all schools and all grades within the district. Young students will complete reading inventories and receive intensive intervention services as necessary, a data system will be installed to house all of the data in one place making it accessible to all concern parties, and the teachers will receive extensive professional development and training to meet the individual needs of students.

Total	210	195
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Race to the Top - District

Technical Review Form

Application #0431UT-2 for Ogden City School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7

(A)(1) Reviewer Comments:

The applicant provides a coherent reform vision and a somewhat comprehensive reform vision that articulates a clear and credible approach to goals of accelerating student achievement.

The applicant makes a clear effort to provide a vision that builds on the work of the four core assurances. These four assurances include adopting college- and career-readiness standards and assessments, utilizing a data system that measures student growth and is used to improve instruction, implementing an effective educator program and addressing turning around lowest-achieving school districts.

This vision also includes the mission statement "empowering, excellence through education" to support the reform vision.

Although the applicant defines an extensive change of personnel and leadership roles, the applicant does not specifically address goals for deepening student learning and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests.

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

The applicant's approach to implementing its reform proposal will provide a high quality effort.

The applicant provides a comprehensive approach to implementing its reform proposal to support high-quality LEA-level and school-level implementation.

The applicant provided a concise description of the process used to select schools to participate. After the analysis of student proficiency and progress data by school level, grade-level bands and subject area, it was decided that all schools in the district qualify for and are in need of support from the elements of the proposed plan.

The applicant includes a list of the schools that will participate. This includes all the schools in the district including the District Preschool and the High School Alternative program and includes 12,739 students. This demonstrates that the approach is fully inclusive.

The applicant used Chart (A) (2) to define clearly the total number of participating students, participating students from low-income families, participating students who are high need. The chart also includes the full time equivalency of the educators at the building site.

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

The applicant provides a high-quality plan describing how the turnaround efforts will include Professional Learning Communities, formative and summative assessments, on-going monitoring and celebration of achievement.

This plan is clearly based on the district's Theory of Change. This theory of change includes the elements of effective leadership, personalized instruction, and access to assessment and data and provides clear support for how the reform proposal will be scaled up. This scale up process will begin with the current turnaround efforts.

The applicant outlines clearly the meaningful reform that will help the applicant reach its outcome goals in the detailed plan that is in Appendix B. This plan includes to "Empower excellence in education to eliminate the performance gap in OCSD by creating a personalized learning environment for each student."

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

The applicant clearly proposes four proposal objectives for this project. Those objectives are aimed to provide the personalization strategies, tools, and supports for college- and career-ready standards; accelerate student achievement, increase teacher effectiveness; decrease achievement gaps and increase high school and college graduation rates.

For each objective that applicant includes a well aligned outcome measurement. For example, objective two which states that a comprehensive assessment and data system will inform students, parents, teachers, and administrators about student proficiency and growth in order to create a personalized learning environment aligns with the outcome measure that a comprehensive, data dashboard will be fully implemented in the district by the fall 2013.

The vision includes ambitious yet achievable annual goals for all students as well as for student subgroups in chart (A) (4) (a). This chart also addresses the data collection for postsecondary degree attainment. This vision is likely to result in improved student learning and performance and increased equity.

Examples of these goals include: Improved Mathematics and Language Proficiencies for grades seven through twelve.

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 applicant indicates a clear record of success in the past four years. That has included improvement in student achievement, high school graduation and college enrollment.

The applicant also indicates that some increases in success have been seen in the subgroups as indicated in Chart B (1).

The applicant indicates that early learning interventions have had some success as indicated with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data for grades K-3.

The applicant also indicates that some success has been documented through the AmeriCorps K-3 volunteer reading programs.

The applicant also indicates that the School Improvement Grants have produced significant gains in the lower achieving schools in the District.

The applicant indicates success in making student performance available to students, educators, and parents by developing a multi-step approach. This includes a Student Educational Occupational Planning meeting beginning in seventh grade to examine academic progress.

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

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(B)(2) Reviewer Comments:

The applicant indicates that actual personnel salaries and benefits are included on the district homepage and Utah's Right to Know website.

Financial expenditures are made public through a public audit and the Annual Financial Report and the Annual Program Report.

The applicant does not clearly identify if the public reports include non-personnel expenditures for each school. These efforts decrease transparency in the LEA process.

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

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(B)(3) Reviewer Comments:

The applicant demonstrates evidence that the project proposed meets the appropriate conditions and autonomy based on Utah law. The applicant mirrors Utah's Public Education Mission and responds to Utah law, therefore demonstrates the ability to meet the appropriate conditions necessary to implement the personalized learning environments.

The applicant proposal provides significant resources to address its current evaluation and compensation system to provide the most effective teachers in every classroom. This demonstrates the applicant's ability for sufficient autonomy to implement the personalized learning environments and to meet the goals set by the proposal.

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

10

9

(B)(4) Reviewer Comments:

The district has established meaningful stakeholder engagement to support improved communication by developing a cross-boundary leadership team. This team includes mayors, business representatives, parents and board members.

The needs analysis indicated that there was a lack of mutual trust as stakeholders were not engaged in the formulation of the guaranties. This indicates that the district may not have fully engaged all stakeholders.

The applicant includes a clear description of how parents were engaged in the development of the project. In addition to working with the community leadership team, the superintendent spoke personally with Parent Teacher Association's Local Council of Presidents to assist in building the final draft of the proposal.

The applicant also involved student peer leadership and student government groups to discuss their ideas on how schools should be improved.

The District worked through the local Education Association to address the revision of the educator and administrator evaluation system. The talks were successful as a pilot was established and full implementation will occur in 2013-2014.

The applicant includes sincere letters of support from parent organizations and students as well as local mayors.

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

The applicant has a high-quality plan for analysis of the applicant's current status in implementing personalized learning environments. This plan is based on an instructional audit that was completed by RMC Research in February, 2012. This audit includes rubrics that were written based on research-based effective practices in teaching and learning. The following areas were addressed through the rubrics: Teaching and Learning, District Leadership, and Operations and Support Systems. These areas align with the applicant's reform proposal goals. The applicant used the instructional audit to identify 11 areas of need and concern. These 11 areas are the basis for the plan's strategies. For example one of the areas of concern was to ensure that students, educators, and parents know how to interpret and use data. That area of concern is specifically address in the goal to improve the use of data.

The applicant identifies gaps between subgroups and overall district proficiency rates as well as graduation rates. The applicant also used an analysis of surveys of parents student and teachers to indicate that there was a need to provide more personalized learning and integration of services in Appendix P. These efforts of analysis effectively supports the high-quality plan.

The applicant's plan supported by Appendix A and J includes key goals, activities, timelines, deliverables and parties responsible. This is establishes a credible plan that identifies the needs and gaps of the district.

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 provides a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college and career-ready.

The applicant uses the research of Hattie, J (2003) to establish a student self-monitoring system that is the basis for an effective approach to addressing how students understand that what they are learning is key to their success in accomplishing their goals. This daily log system includes such questions as, "Did I figure out what was being taught by making connections to things I already know?" Another effective strategy that the applicant includes to address is how students understand what they are learning is the College- and Career-Readiness Plan. This plan involves both educators and parents in support of the student's decision-making processes.

The applicant's plan provides for meaningful parent involvement and support by implementing a Parent University. This effort is based on the research of Joyce Epstein. This part of the project provides training for parents as they support students in their pursuit of understanding what they are learning.

The applicant also addresses all students in the effort to understand their learning by establishing several support positions for students with high needs. These positions will include family liaisons, prevention specialists, and GEAR UP advisors. These efforts address the support for ALL students.

The applicant has established based on Hattie's research that all student need to participate in a variety of high-quality instruction opportunities. In order to accomplish that the applicant defines a comprehensive plan that includes age appropriate strategies for each of the three grade configuration.

Examples from the three tiered plan that indicate that deep learning experiences are addressed by the applicant include:

- Daily Writing which research supports as a method of deepening student learning because it increases critical thinking, creativity and communication.
- Providing in Depth Learning Opportunities by hiring 13.5 Full Time Equivalency (FTE) Instructional Specialists to provide

all elementary students with weekly, arts, physical education, research, and Science, Technology, Engineering, and Math (STEM) instruction to increase critical skills of teamwork and increase their exposure to diverse cultures, contexts and perspectives.

- Summer Academic Enrichment to provide access to camps to deepen student learning in the areas of academic interest.

Although the applicant does indicate that students in grades ten through 12 will select a Learning Community to increase their focus and deepen their learning in a content area of interest and achieve their personalized goals, the applicant does not provide a specifically personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals. Therefore it is difficult to determine if personalized learning strategies will be available to all students. Students may have choice in classes, but the instructional strategies to provide personalized learning is not addressed in the applicant's description.

The applicant provides support for digital learning throughout the three tiers of grade spans. For example, the PLATO and Skills tutor provides both remediated and accelerated learning opportunities.

The applicant uses ongoing and regular feedback throughout the three tiered system. For example the Six-Week Feedback process is used to develop efficiency and ownership of learning as all students will meet with their teacher to receive targeted and specific feedback on their current learning progress.

The applicant proves accommodations and high-quality strategies for high-need students to ensure that they are on track toward meeting college- and career-ready standards. For example, by using the Double Dosing strategy support is provided for students in grades 7-9 to master state math core standards by participating in double-dose math periods.

The applicant assures that 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 by using educators to define the DATAWISE system to parents and students during the first session of the College- and Career-Readiness Plan.

(C)(2) Teaching and Leading (20 points)	20	17
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(C)(2) Reviewer Comments:

The applicant provides a high quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready by providing a high-quality approach to teaching and leading.

The applicant provides a high-quality plan for all participating educators as outlined in the Learning Support Model for the district. This model includes educators' training and professional learning communities (PLC).

To support the effective implementation of personalized learning environments and strategies that meet each student's academic needs, the educators are required to participate in Deep Data Drives every six weeks during their PLC's to examine student mastery and develop personalized learning based on this data. This data is then shared with students. This provides for frequent measurement of student progress toward goals.

To support educators' capacity to adapt content and instruction, the applicant identifies that after an examination of student

performance data, results of educator and leadership evaluations, perception surveys and appraisal reports a revised professional development plan will be implemented. These training topics include specific academic needs of students including subgroups, specialized student interests and optimal learning approaches as well as how to use 21st Century tools to assess and accelerate learning.

Feedback to teachers to improve effectiveness is supported by the applicant through the teacher developed personalized growth plan for continued improvement.

To support the improvement of principals' practice and effectiveness, all principals and leadership team members participating in School Improvement (SIG) will complete the two-year University of Virginia Turnaround Specialist Program.

The applicant provides support for educators by providing ample resources for their use, these include:

- actionable information from real time data to help educators identify optimal learning approaches that respond to individual student academic needs and interests
- providing funding for educators to participate in creating new digital formative assessment and providing adequate examples and resources for teachers to accomplish this task.

To provide teachers' and principals' practice and effectiveness, the leadership will be developing and implementing a multi-faceted evaluation and compensation system that includes frequent feedback and interventions. Information regarding these processes will be part of an ongoing professional training for those involved.

The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals. This plan includes providing monetary incentives for teachers to relocate or transfer into high-needs areas and provide them with 21st Century resource and comprehensive and effective professional development.

Although the applicant provides all of the elements for a high-quality plan, the applicant does not provide enough support and evidence for their ability to have sufficient resources in order to accomplish all of the seven major elements of the plan. Therefore it may be difficult for the applicant to complete all the proposals according to the timelines provided. This weakness is outweighed by the strength of the plan overall.

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 applicant provides a high quality plan to support project implementation through comprehensive policies and infrastructure that provide for improved instructions practices for every student, educator and level of the education system.

The Ogden Community School District (OCSD) had a central office reorganization. This reorganization established four district administrators who are responsible for student learning. Duties not relating directly to student learning have been assigned to other supporting administrators. This reorganization provides improved support and services to all participating schools.

The applicant defines a high quality plan to provide school leadership teams. This will include a Project Director who will work with an assigned central office administrator and a team of support specialist including an Informational Technology Specialist and an Assessment and Evaluation Coordinator.

The applicant defines a comprehensive plan that includes mandates of expectations for participating schools coupled with school level flexibility and autonomy that includes scheduling and budgets.

Although the applicant does indicate that some of the participating schools have employed individual student acceleration plans for each student, the applicant does not provide a high-quality plan to give students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic.

Although the applicant provides a plan to provide for learning resources that are adaptable and fully accessible to all students

by first providing one-time money invested in curricular development, technology upgrades and ongoing support of program licensing. The plan does not specifically address how the instructional practices will be adaptable and full accessible to all students, including students with disabilities and English learners.

The applicant provides a high-quality plan to provide professional development to help teachers to become experienced in providing student with multiple ways to demonstrate mastery.

Although there were a couple of areas of weaknesses, the applicant's over all approach to the Local Education Agency's practices, policies, and rules that support instructional practices is strong.

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

The applicant identifies a high-quality program that supports personalized learning by providing LEA and school infrastructure enhancements.

Those enhancements include:

- adding an Informational Technology Specialist to collaborate with current staff to improve the technology system to offer an open data format to support parents and students in monitoring student progress
- using the IT Specialist to collaborate with the Professional Development team to provide teachers with training need to use the technology resources effectively
- using the IT Specialist to collaborate with the Community/Stakeholder Specialist to implement a series of Parent University class to educate parents on using the technology and provide check out of technology hardware
- providing inter-operable data system to manage data including financial and human resources elements.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant provides a clear and high-quality approach to continuously improve its plan.

The applicant provides a high-quality management plan in appendix L of the application. That chart includes the positions as well as the division of duties for each of those positions in relation to the grant project.

The applicant used a continuous improvement management cycle which includes annual, semi-annual, quarterly, and monthly reporting of the project's progress. An example includes that in 90 days the buildings review and adjust school improvement plans and publish results. This process addresses how the applicant will monitor and publicly share information on the quality of the investments.

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

The applicant includes a high-quality plan to address ongoing communication and engagement with internal and external stakeholders.

The applicant's plan relies on the ambitious reporting schedule that has been created. Also Executive Directors visit schools weekly to ensure implementation. The plan also includes contracting with a communication specialist to develop an effective plan.

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

The applicant provides ambitious yet achievable performance measures overall and by subgroup with annual targets for most of the required and applicant-proposed performance measures.

An example of one of those measures is: 90% of third grade students will score proficient on end-of-year reading proficiency assessments by spring 2015. The baseline for this measure is 50%.

The applicant did not include the following measures:

1. The number and percentage of participating students, by subgroup, whose teacher of record and principal are a highly effective teacher and a highly effective principal and
2. The number and percentage of participating students, by subgroup whose teacher of record and principal are an effective teacher and an effective principal.

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

The applicant includes a clear and high-quality approach to continuously improve its project through a plan to evaluate the effectiveness of the Race-to-the Top-District funded activities. The applicant's plan includes contracting with an experienced third party evaluation team that collaborates with the project leadership. Several tools for collecting data will be developed by the evaluation team including surveys and an evaluation of student self-assessment as learners.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The applicant provides a budget and budget narrative that clearly identifies all funds that will support the project.

For example in the budget narrative the applicant addresses all seven major areas to advance its educational reform this includes student learning, effective educator, teaching and leading, assessment and evaluation, family support and integration of services, and a communication plan.

The applicant provides reasonable and sufficient support for each of the seven areas and throughout the entire grant period. For example, the summer enrichment activities are supported with \$48,000 annually. This includes contracted services with community partners, supplies and materials and transportation.

The applicant include one-time investments for technology equipment to be purchased during year one. The applicant also provides for ongoing operational costs of both educators and contractual services.

(F)(2) Sustainability of project goals (10 points)	10	8
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(F)(2) Reviewer Comments:

The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. This includes a clearly defined budget for three additional years after the completion of the grant.

The applicant will begin to assume some of the financial responsibility prior to the ending of the grant. For example, as part of the sustainability the district will begin assuming 15% of the performance pay compensation for effective teachers in year three of the project and 25% of those funds for year four.

The applicant does indicate that a sustainability action team will be established; however, the applicant does not make it clear how that team's role will support a high-quality plan for sustainability.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The applicant defines a coherent and sustainable partnership with Ogden United, a collaborative and cross-boundary leadership team. This team has a focus to improve results for students specially those facing challenges such as students with disabilities, English Language Learners, students affected by poverty, highly mobile students and students with a history of family instability.

Through the partnership the applicant has indicated eight results desired for the students and parents who are involved in the programs offered. These result indicators include the percent of students who are socio-emotionally, mentally, and physically healthy.

The applicant clearly defines how the partnerships are involved with integrated services. Beginning with services currently provided, eighteen partners have specifically outlined responsibilities. For example, the local police department will provide a gang prevention and intervention program for students and the Midtown Community Health Center will provide vouchers for child well-care visits.

The partnership leadership team will implement Action Teams to address desired results. The Community and Stakeholder Specialist will facilitate the work of the Action Teams. These teams will assess the need and assets of participating students and track the appropriate indicators to assess the progress. Each of the teams will have at least two parents and students representing highest-needs families.

The applicant indicates that the partnership will first pilot the proposed strategies on a small scale, then determine which strategies are successful by examining the data and determine how to move toward a scaled up system.

The applicant identifies annual ambitious yet achievable performance measures. For example, one performance measure is that students feel safe at school. With the baseline at 2.8 on a five point scale the desired rate is 3.8 by year four of the grant.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant provides a coherent and comprehensively developed plan to create learning environments that are designed to improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards or graduation requirements, accelerate student achievement and deepen student learning by meeting the academic needs of each student, increase the effectiveness of educators, expand student access to the most effective educators, decrease achievement gaps across student groups, and increase the rates at which students graduate from high school prepared for college and careers. The plan addresses seven key goals and many interventions for all students throughout the district.

Total	210	195
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Race to the Top - District

Technical Review Form

Application #0431UT-3 for Ogden City School District

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

OCSD is receiving a high score for articulating a comprehensive and coherent reform vision. OCSD appears prepared to implement a transformational reform focused on and judged by student outcomes. These reforms align with the four core assurances: (1) adopting college- and career-readiness standards and assessments; (2) utilizing a data system that measures student growth and is used to improve instruction; (3) implementing an effective educator program to recruit, retain, develop, and reward teachers; and (4) turning around lowest-achieving schools.

Reform efforts began more than a year ago, and through this proposal, OCSD is prepared to expand on successes and lessons learned to implement reforms district wide and redirect the course in OCSD. The most promising indicator of success is that the program is well aligned to current district, state and community priorities and vision and it builds on a track record of progress towards similar goals.

OCSD has articulated a comprehensive, cohesive, ambitious and well thought out proposal to personalize learning and support for both students and educators. OCSD's reform plan is based upon OCSD's Theory of Change, which starts with the district's Guarantees, Standards and Attitudes (GSAs) promised to the community, and provided in Appendix A. The Guarantees codify college- and career-readiness achievement-oriented expectations (the Guaranties), instruction-based practices (the Standards), and culture-changing alterations (the Attitudes). The GSA's set high expectations for all students, educators and leaders and provide the groundwork for a cohesive action plan for reform.

Although the vision is student-centered, achievement-driven and provides students visibility and agency in their education, the proposal does not specifically define what personalized learning means to the District. Educators will be required to participate in Deep Data Dives every six weeks during their Professional Learning Communities (PLCs) to examine student mastery and develop personalized learning based on this data. This is a good first step to developing what a personalized learning environment means to the district.

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

OCSD is receiving a high score for their approach to implementation. The leadership team analyzed student proficiency and progress data by school level, grade-level bands, and subject area. Other school- based measures, such as student demographics, instruction appraisal data for each school and teacher evaluation data, were also considered. The Planning team then determined that all schools qualified for and were in need of support, and will participate in the reform efforts. They identified specific projects, goals and targets for different age bands. As such, it appears that school selection was entirely based on student need, and other success factors, such as school interest or readiness were not used in school selection.

All 12, 739 students and 681.5 educators will participate, including 3,792 high needs students and 9,914 low-income students. The district provided data to show that all schools meet the eligibility requirements.

Although the District presented a convincing argument showing the need and desire to move forward with urgency and appear ready to "knit these actions into the fabric of OCSD", by implementing all programs district-wide and without a competitive selection process, implementation may be more challenging as leadership resources may be stretched across all sites rather than focused on a few.

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

10

10

(A)(3) Reviewer Comments:

OCSD receives a high score for LEA-wide reform and change. The scale-up efforts will incorporate ongoing professional development, Professional Learning Communities, formative and summative assessment, on-going monitoring, and a celebration of achievement. They justifiably believe that providing teachers with access to easily understood, actionable, student performance data undergirds everything else and are investing in the systems and practices to do so. Additionally, the proposal includes a strong focus for developing, supporting, recognizing and retaining leaders that can have a lasting impact in the district. OCSD presents a high quality, feasible plan for developing and sustaining these programs, including action steps, timeline, performance measures and expenditures. Further, OCSD has a specific goal and communication plan to change the external perception of the district to one that brands college- and career-readiness as an achievable outcome for every student in OCSD. Changing the perception and communicating successes can have a transformative effect in the community, making the reforms meaningful and lasting.

OCSD provides a focused Theory of Change with evidence that will be put into action through the well-developed action plan. The Theory is formed on the reasonable premise that Effective Leadership + Personalized Instruction + Access to Progress and Performance Assessment Data, combined with Stakeholder Support & Integrated Service leads to College-and Career-Readiness.

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

10

9

(A)(4) Reviewer Comments:

OCSD receives a high score for laying out ambitious yet achievable LEA-wide goals for improved student outcomes. These goals include targets for performance on summative assessments for both proficiency and growth, decreasing achievement gaps overall and by subgroup and increasing both graduation rates and college enrollment rates, overall and by subgroup.

Ambitious and achievable targets were provided for all measures, for all subgroups. OCSD has outlined 4 objectives for the grant: (1) OCSD students will be college and career ready and possess the skills necessary to compete in a global economy; (2) A comprehensive assessment and data system will inform students, parents, teachers, and administrators about student proficiency and growth in order to create and foster a personalized learning environment; (3) OCSD will create and implement a new evaluation and compensation system which will allow the district to recognize, retain, and recruit effective and highly effective teachers and administrators; and (4) Develop a communications plan that brands college- and career-readiness as an achievable outcome for every student in the Ogden City School District. For each of the objectives, multiple measures of effectiveness will be used to monitor progress and provide summary evaluation.

For objective one (1), differing and multiple measures across grade bands were provided in addition to all student indicators. For example, in K-3, OCSD is targeting that 90% of 3rd grade students will score proficient on end-of-year reading proficiency assessments including the state criterion reference assessment in reading and the DIBELS end-of-year composite reading score by spring 2015 (GRG PreK-3-a). This measure will be used as a summative measure of effectiveness for early childhood education within the district. As the non-academic goal for early childhood education, Kindergarten through 3rd grade students will participate in assessment-ready learning: students self-monitoring their learning and progress. This self-awareness of their ability to succeed will manifest itself in attendance greater than 95% by spring 2016, and, a reduction in office referrals of 10% per year for three years. Similar ambitious targets were provided for each grade band, and each target is supported by a well-defined action plan and process for continuous monitoring and evaluation to ensure the targets are attained.

They have also set ambitious goals for postsecondary degree attainment and are implementing a state-wide system to track

this.

OCSD is creating and implementing a new teacher, principal and superintendent evaluation system with new measurements and incentives that incorporate student performance as a key measure, allowing teacher and leadership effectiveness to improve. The new system will allow the district to recognize, retain and recruit effective and highly effective teachers and administrators. This is one of the key projects in the proposal and it's successful development and implementation is critical to increasing student learning. Because this system has not been developed yet, this presents some risk to their ability to achieve these targets.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13
<p>(B)(1) Reviewer Comments:</p> <p>OCSD receives a high score for demonstrating a clear track record of success.</p> <p>OCSD has implemented numerous reform strategies over the last four years, many of which have proven successful in isolation or for a small population of students (results provided). In the past year, the district has embarked on a district-wide improvement plan to increase student achievement and cultivate equity, and this comprehensive, strategic effort has shown significant early gains. OCSD provides evidence that overall, student achievement, high school graduation and college enrollment have improved steadily over the past four years, with district wide gains from 3% in mathematics, 8% in language arts and 14% in high school graduation rates. The evidence also shows that the majority of subgroups have seen improvements that meet or exceed the district average. OCSD's six SIG schools have made even more significant gains.</p> <p>(b) One program of particular note is the success with University of Virginia's Turnaround Specialist Program (UVA), focused on building internal capacity. Of the 6 SIG elementary schools, the 3 who participated in the UVA Turnaround program made the largest improvements. Due to its success, this program is being expanded this year.</p> <p>(c) Good steps have already been taken. OCSD already uses a Student Information System that it makes available to students, educators and parents. This includes notifications and text messaging. They are currently revising these systems to support the more rigorous Common Core standards and interim assessments. They have also expanded to use DATAWISE to monitor individual student progress. Also, OCSD posts their school goals in a visible location at their sites and online.</p> <p>Although the proposal states that data is made available to stakeholders, it does not clearly articulate how that data is used to inform and personalize instruction and services, and what actions have been taken based on the analysis and reflection upon the data.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>OCSD is receiving a high score for transparency in processes, practices and investments. It appears that they provide an exemplary level of transparency and access to information at the site-level.</p> <p>OCSD's current transparency policies go above and beyond the requirements of RTT-D. The proposal describes the information that is made publically available, including all staff's salaries (including medical insurance benefits) and where they are published. In addition, they state that salary breakdown by actual school-level expenditures for instructional staff and funding sources are published on the district's website, included in the Annual Report, and in the Annual Financial Report and Annual Program Report, which are available on the web. Board agendas and Board synopsis are publicly available. They provided a URL where plans and budgets can be seen.</p>		

(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>OCSD is receiving a high score for state context for implementation. OCSD states that it enjoys a long-standing, collegial relationship with both the Utah State Office of Education (USOE) and Utah's government, and that its proposal is aligned with and directly responds to Utah law. They also demonstrated knowledge of the laws and their application to the proposed reform efforts.</p> <p>OCSD states that Ogden Empowering Excellence through Education (OE3), which forms the basis for the RTT-D proposal, mirrors Utah's Public Education Mission by:</p> <ul style="list-style-type: none"> • Ensuring literacy and numeracy for all Utah children. • Providing high quality instruction for all Utah children. • Establishing curriculum with high standards and relevance for all Utah children. • Requiring effective assessment to inform high quality instruction and accountability. <p>(Utah State Office of Education, 2009)</p> <p>Moreover, the district asserts that OE3 directly responds to Utah law, Utah Code Ann. §53A-8a-601 and USOE's current initiatives that facilitate personalized learning environments through high standards, continuous assessment, and effective instruction.</p> <p>OCSD received strong letters of support from Congressman Rob Bishop and US Senator Orrin Hatch. Although the proposal was sent to the State DOE, there was no response provided.</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	8
<p>(B)(4) Reviewer Comments:</p> <p>OCSD is receiving a high score for Stakeholder involvement and support. OCSD provided evidence of positive relationships with and support from many community stake-holders and solicited input from many key stakeholders through meetings, interviews reports and updates. However, the needs analysis also shows that mutual trust within the school district is an area of concern.</p> <p>(a) OCSD described extensive involvement of students, families and educators in participating schools throughout the proposal process. The planning team met with OEA President Doug Stephens, emailed him drafts and provided updates. It was not stated whether Union representatives provided any feedback and if so, whether it was incorporated. The district has collective bargaining and the OEA President signed approval for the proposal. The Executive Board and Building Representatives voted to approve the proposal.</p> <p>(b) OCSD received a strong, personal letter of support from Mike Caldwell, Mayor of Ogden and parent of an OCSD student, and one from State Representative Jeremy Peterson. They also received a letter from PTA president pledging their support and willingness to work closely with the district to increase student achievement.</p> <p>It is highly commendable that OCSD also included a sincere, thoughtful letter from the student leaders at one of the High Schools. The students expressed excitement about the college and career focus and the additional training and support for their teachers to personalize learning.</p>		
(B)(5) Analysis of needs and gaps (5 points)	5	3
<p>(B)(5) Reviewer Comments:</p> <p>OCSD is receiving a medium score for Analysis of Needs and Gaps.</p> <p>To a large extent, the district has already completed a needs analysis, has presented the findings here, and has aimed to</p>		

define the proposal to address the needs and gaps identified. Last spring, OCSD employed a research firm to conduct an instructional audit using a core of instructional and support rubrics that identified needs and gaps which were then used to inform this proposal. Documentation was provided. OCSD feels that the proposal addresses all of the major gaps and provides an aligned plan for achievement.

It is unclear how key stakeholders were engaged in identifying needs for this Proposal. There is an indication of low morale and a feeling of lack of involvement.

The analysis provided targeted excellence in teaching and learning, but did not specifically target the development of personalized learning environments. Although there is significant overlap in how the district is approaching overall excellence in teaching and learning and personalized learning, including significant emphasis on the use of individual student data analysis as a guiding force, the proposal does not include a high-quality plan to specifically assess the applicant's current status in implementing personalized learning environments.

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

	Available	Score
(C)(1) Learning (20 points)	20	17
(C)(1) Reviewer Comments:		
<p>OCSD convincingly shows that it intends to create a complete shift in mindset of all Stakeholders so that student learning and success, quality teaching with rigorous standards, teacher-student relationships, and parent engagement are the cornerstones for education in Ogden. Detailed planning was provided. OCSD is receiving a high score for Preparing Students for Learning.</p> <p>(a) OCSD is appropriately focused on self-awareness of learning and is implementing a system of student self-reporting and ongoing, frequent feedback. All students will be supported in their development of academic and career goals and will receive support to understand how to structure their learning to achieve their goals. Students will participate in goal setting, self-monitoring, interpreting data and student-led conferencing. They will be instructed to adjust their plans at least 4x per year.</p> <p>OCSD is implementing extensive parent and community programs and resources to involve parents in the education of their child(ren). A Parent University will be offered throughout the school district, and the district is piloting technology access and programs to better communicate with parents through Skype, Facetime, email and texting. Parent University offers learning sessions that support parents and empower them to lead and advocate for student learning and school improvement, articulated in Appendix P.</p> <p>(b) OCSD is incorporating high-quality instruction opportunities, including digital learning content) to provide diverse learning experiences. The proposal says it will promote a portfolio of choices for personalized instruction as well as deep learning experiences. Numerous projects, such as full-day kindergarten and Singapore Math, will be implemented. Some will be Universal, some will be Targeted and some will be Intensive. There are a lot of programs listed however it was not completely clear how these will be integrated. Also, although there is a plan to implement personalized choice at the course level and for some of the targeted interventions, there was not a plan articulated for personalized sequencing of learning for all students within a course or strand, even at the high school level.</p> <p>(c) In addition to providing students training and support to set goals, manage and track their own learning, there are also plans to train parents and families to understand and monitor their student's learning. OCSD has set a commendable, specific, measurable goal that 80% of students' parents will check their students' progress at least eight times per year either electronically or in person. To achieve this, each year schools host SIS workshops for parents and send home "how to" information packets. For families needing additional support, OCSD employs seven Family Liaisons, six prevention specialists, two high school attendance trackers, and three additional counselors to connect families to services and increase participation in their children's learning. This staff collaborates with schools to identify high needs families and develop a personalized plan. They help the parents monitor their students' progress and provide further education for the parents. They have clear, concrete plans and expectations for parent involvement and support.</p>		
(C)(2) Teaching and Leading (20 points)	20	17

(C)(2) Reviewer Comments:

OCSD is receiving a high score for Teaching and Leading. The plan addresses the selection criteria and includes reasonable and well-defined activities, timelines, responsible parties and budgets for the components of the program.

(a) The district has laid out thorough plans for professional development across all schools, grades and subjects that include observation, timely feedback, and adequate time in the work week to participate in Professional Learning Communities, adapt content and instruction, and frequently measure and evaluate student progress. They are also creating a new program for Peer Reviews. They have also laid out plans for extensive leadership training and support, including a new leader mentoring program and Turnaround training (UVA). The professional development all supports the development of personalized learning environments.

They are using a student information system that frequently measures student progress towards meeting college- and career-standards and there are lots of opportunities to receive, analyze, reflect upon and create action plans based on student progress data.

They are developing and implementing an evaluation and compensation program tied to student growth with support to develop and support personalized professional development. The plans for the evaluation system indicate that it will be robust and focused, and will provide necessary and timely feedback to help teachers develop skills to personalize the learning environment.

(b) Through the Effective Educators Project, all educators will have access to the new evaluation and compensation system, classroom observations, stakeholder perception surveys and will participate in professional learning communities. All teachers will be observed a minimum of once every six (6) weeks and have scheduled conferences with Peer Reviewer, Instructional Coaches and Principals. Teachers who are considered struggling receive additional support and coaching. Teachers who make progress but are still struggling participate in Instructional Boot Camp (Summer Teacher Academy).

(c) The school leaders and leadership teams will receive training and support to implement more effective teaching and more personalized learning environments.

(d) The district is implementing an incentive plan available to all educators to encourage effective and highly effective teachers to teach in Hard-to-staff schools subjects and specialty areas.

In evaluating overall credibility of the plan, the timeline seems aggressive to accomplish the extent of the transformation they are planning to do across all grades, subjects and sites without a phased approach. It is hard to imagine how all these changes will be in place by the fall of year one, as indicated in the plan.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	14

(D)(1) Reviewer Comments:

OCSD is receiving a high score for LEA practices, policies and rules that facilitate personalized learning. Many practices, policies and rules have already been changed in order to support the goals and objectives of this plan, lending credibility to the plan. The high-quality plan consists of holding leaders accountable for outcomes and includes processes for continuous improvement of practices, policies and rules to support success. It includes activities, deliverables, reasonable timelines and

identifies persons responsible.

(a) OCSD has appropriately restructured the central office in July 2012 to support an intense focus on individual students. Positions and duties not directly related to student learning were reassigned allowing district administrators to align their precious time with their most important duties: supporting school level administrators to become more effective school leaders. The district has been divided into 2 "feeder" zones; zone executive directors are now physically present in schools 3-4 days per week, at least 60% of their time.

(b) Building level leaders have been explicitly, publicly and repeatedly been given authority to take almost any action they deem appropriate to achieve student success, including scheduling, calendars, instructional times, recess times, etc.

(c, d) The proposal provides some opportunity for students to earn credits based on demonstrated mastery rather than the amount of time spent on a topic through programs such as PLATO, SkillsTutor and Rosetta Stone. They also provide opportunities for students to demonstrate mastery at multiple times and in multiple ways, including summative tests as well as portfolios.

(e) The district is making use of multiple kinds of content and resources, including digital resources. Some of the content selected is adaptable to the specific needs of each learner, including students with disabilities and language barriers.

(D)(2) LEA and school infrastructure (10 points)	10	9
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(D)(2) Reviewer Comments:

OCSD is receiving a high score for their high-quality plan to develop and support LEA and school infrastructure. They have developed a multi-level plan that articulates what they need in order to guarantee that all participating students, parents, educators, and participating stakeholders, 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.

(a, b) The district will hire an IT Specialist to support the development and implementation of data systems and to collaborate with Professional Development team to train and support students, educators and parents. The IT Specialist will also work with the district to create a viable technology system to support parents, students and educators.

(a) The district will be partnering with a community-based organization to pilot a computer-internet lending program for low-income families, demonstrating their commitment to making data available and actionable by families.

(c, d) The district unambiguously requires that data systems be interoperable and allow students and parents to export the data in an open format to be used in other electronic learning systems

The plan is ambitiously being implement across all sites and all grade levels starting in year one. However, there is a clear, high-quality plan to achieve the goals and strong leadership, commitment and will to drive the process forward.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The district receives a high score for Evaluating Effectiveness of investments.

The district plans to contract with an experienced third party evaluation team. The evaluation team will develop tools to monitor progress, including surveys, scoring and analysis. The evaluation team will accurately summarize, analyze, and report data for each specific project, including strategies, methods, and progress toward meeting the project's objectives. To collect the required data, the evaluator will collaborate with the project director to utilize the following five sources: 1) participation records, 2) achievement data, 3) project surveys, 4) outside data sources, and 5) focus groups. Due to the complexity of the programs and duration of projects, this is a sound and reasonable approach. The district and implementation team will work with the outside evaluation team regularly to evaluate and revise the plan.

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

5

5

(E)(2) Reviewer Comments:

OCSD describes a feasible plan to provide ongoing communication and engagement and is receiving a high score. A comprehensive reporting schedule is in place to keep all stakeholders informed of current efforts and results. Executive Directors, who report directly to the superintendent and assistant-superintendent, visit schools weekly to ensure implementation. One of the key responsibilities of Executive Directors is to ensure implementation with fidelity and to communicate between the school and district levels.

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

5

5

(E)(3) Reviewer Comments:

OCSD described an exemplary process for identifying needs and determining ambitious yet achievable performance measures, overall and by subgroup. It sets annual targets for both the required and OCSD supplied performance measures.

They provide a convincing rationale for selecting the measures and for how the measures will provide timely and formative leading information. First, the team mined both the district's data and the state's data, examining both overall and subgroup achievement. In this process, the team identified what data was missing, unavailable, or did not provide adequate details. A plan was developed to address the needs. The team then examined the data to establish the gaps between the current performance and the desired outcomes; baselines were identified and the required annual growth was established. The team carefully examined the growth needed by each subgroup to both achieve proficiency in student learning, and increase graduation rates and post-high school enrollment; while decreasing the achievement gap among subgroups. The team established the performance measured for each sub-population and calculated the annual growth required and evaluated the obtainability of each measure.

Progress is monitored and assessed on multiple levels so that the district can monitor and improve measurement tools as needed.

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

5

5

(E)(4) Reviewer Comments:

The district receives a high score for Evaluating Effectiveness of investments.

The district plans to contract with an experienced third party evaluation team. The evaluation team will develop tools to monitor progress, including surveys, scoring and analysis. The evaluation team will accurately summarize, analyze, and report data for each specific project, including strategies, methods, and progress toward meeting the project's objectives. To collect the required data, the evaluator will collaborate with the project director to utilize the following five sources: 1) participation records, 2) achievement data, 3) project surveys, 4) outside data sources, and 5) focus groups. Due to the complexity of the programs and duration of projects, this is a sound and reasonable approach. The district and implementation team will work with the outside evaluation team regularly to evaluate and revise the plan.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>OCSD receives a high score for Budget for the project.</p> <p>The budget is reasonable, clearly identifies the funds that will support the project, and provides a clear and thoughtful rationale for investment priorities. The budget is aligned to the seven major areas of focus in the proposal to advance its educational reform: 1) Student Learning (2) Effective Educator—effective educator evaluation and compensation system; (3) Teaching and Leading (4) Assessment and Evaluation (5) Family Support and Integration of Services (6) Communication Plan; and (7) Project Management and oversight. Specifically, the budget focuses on the implementation of a multi-faceted effective education evaluation and compensation system, with student academic growth as the focal point. This system is supported by a comprehensive professional development system that includes weekly Professional Learning Communities (PLCs), individualized instructional coaching, on-going, timely feedback through peer evaluators, live and e- workshops, and targeted intervention for minimally effective educators.</p> <p>Investments are identified as one time or ongoing. The proposal leverages local, state, federal, and private funding and in-kind resources and it includes a plan for OCSD to incrementally assume fiscal responsibility for its proposed strategies and imbeds its reform within the current district infrastructure.</p>		

(F)(2) Sustainability of project goals (10 points)	10	8
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<p>(F)(2) Reviewer Comments:</p> <p>OCSD is receiving a high score for Sustainability of project goals. OCSD has developed a preliminary sustainability plan with a project budget and use of funds for three years after the grant ends that relies on a mix of Federal, State and Local funds combined with increased revenues from student retention. The district argues that if the programs are successful at dramatically increasing student outcomes and improving the perception of the district, that funding will be available (reallocating district dollars and increasing local taxes) to continue funding the parts of the program that have been shown to have the greatest impact. As part of continuous improvement, a sustainability action team will examine which strategies are successful and develop a concrete on-going plan. This is a credible plan, but certainly has some risk in expecting enough revenue from increased retention to be available to sustain programs in the timeframe needed.</p>		
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Competitive Preference Priority (10 total points)

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

<p>Competitive Preference Priority Reviewer Comments:</p> <p>OCSD receives a high score for the Competitive Preference Priority, which is supported by a high quality plan for implementation, including deliverables, timelines and responsible parties. The district has established a deep partnership with organizations in their community, organized to support the needs of students in the district. This community alignment signals a helpful external context, indicating a higher potential for overall success of the students, and the proposed project.</p> <p>To support RTT-D plan, OCSD will leverage the collective commitment of Ogden United, a collaborative cross-boundary leadership team, to improve results for Ogden students, specifically those facing significant challenges, such as students with disabilities, English Language learners, students affected by poverty, highly mobile students, and students with a history of family instability or other child welfare issues. In 2011, Ogden’s City Council, the United Way of Northern Utah (UWNU), and OCSD’s School Board passed a joint resolution to support the Ogden United’s Strategic Plan.</p>		
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Over the past four years, United Way has committed over \$300,000 cash and in-kind resources to develop community schools. OCSD has committed over \$2 million from its Full Service Community Schools Grant and over \$600,000 in district and Title funds to implement this strategy. All of these partners commit to the 8 measures, including (1) Students exit third grade reading at grade level; (2) Students exit 6th grade ready for pre-algebra; and (3) Students are socio-emotionally, mentally, and physically healthy. These measures are well aligned with the overall proposed performance measures, and have aligned ambitious targets.

Ogden United members share the following theory of change for a systemic, sustainable reform: cultivating a unified academic, family, and community support network is essential for improving the academic outcomes for Ogden's children and youth.

To accomplish these results, Ogden United will work in conjunction with OCSD leadership, by meeting monthly to monitor, assess, and evaluate progress toward the desired results of this competitive preference.

After the data is mined annually, Ogden United, OCSD and the third-party evaluator will use the Utah Adaptable Community Needs Assessment (Moore, J. 2009) as a guide to compose, administer, and analyze digitally-based surveys to provide snapshots of Ogden's families and their economic well-being, educational status, health and welfare. Ogden United and OCSD will report results of the data analysis, survey, and segmentation analysis back to the community through Community Conversations, like a town hall meeting. Ogden United, OCSD Leadership, and community stakeholders will then implement an Action Team to address each of the desired results.

United has a 6 step scale-up process. Each stage of the process outlines a set of milestones that, according to experience, community schools partners will likely need to achieve in order to build a scaled-up system. The six stages of scale up are: (1) decide to scale-up; (2) develop an operational framework; (3) plan for scale up; (4) plan for sustainability; (5) implement systematically; and (6) continuous improvement and expansion.

OCSD has identified 8 performance measures, including "OCSD families have access to 21st Century learning tools".

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

OCSD's proposal, Empowering Excellence through Education, has demonstrated that, building on recent successes and current momentum, it has clearly met Absolute Priority 1. It is prepared to implement transformational reform that is focused and judged on student outcomes. Personalization of learning, designed to significantly improve learning outcomes and teaching practice, permeates throughout the proposed projects. Projects are designed to accelerate student achievement and deepen student learning while meeting the academic needs of each student. They have already started to implement and have plans to greatly enhance and extend the use of data systems to make timely and useful student progress data available to all stakeholders, including students and parents. Additionally, they have plans to implement a new, rigorous and effective system wide evaluation system based primarily upon student growth, with a provision to recruit effective teachers for the high needs schools and subjects.

Total	210	190
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