



Race to the Top - District

Technical Review Form

Application #0825OH-2 for Reynoldsburg City School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>Applicant's vision for this proposal describes the goals and the logic behind the goals to improve student learning. Reynoldsburg City School District R3 - Race to Results (district wide reform initiative) is the cornerstone of the previous, current and proposed plan. The LEA demonstrates a track record of reform consistently as the student demographics have changed. Reynoldsburg City School District details innovation history of the LEA since 1997 and highlights steps taken to improve student learning since 1997. The plan has ambitious and relevant goals for personal postsecondary education for students accompanied by detailed implementation timelines and parties responsible. The plan will provide the individualized learning environment based on students needs and teachers' analysis of data. Applicant's provides strong evidence of a comprehensive reform vision to provide personalized learning environment.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	9
<p>(A)(2) Reviewer Comments:</p> <p>Applicant describes an implementation process, supported by involvement of district administrators, educators and parents. Through the R3 rubric, schools were selected to participate in the plan. Implementation will take place in four Cohorts. During Cohort 1 only 3 schools are targeted, with 1,257 students in the Cohort 1 schools. Implementation of Cohort 1 will involve staff development that will benefit students across the district. Total of 6,108 will benefit from the reform plan. Other schools will be added according to the R3 assessment rubrics. The implementation includes goals, activities, timelines, deliverables and responsible parties. Nearly 50% of the students are identified as high need and 42% are economically disadvantaged. The largest minority groups are black and multi-racial students. Applicant indicates strong evidence to support the implementation plan in schools. The well-conceived plan will support high quality district reform.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>Applicant has a convincing plan for scaled up and meaningful reform. Reynoldsburg City Schools participates in the Fifth to First state initiative which supports and maintains seven hubs and training centers throughout the state. Also there is a successful partnership with Battelle, OSLN, Metro College High School (Metro) and Columbus State. Metro College School will employ six Woodrow Wilson Fellows. Fellows will provide release time to the Metro College High School teachers. Metro College High School teachers will then provide the training to teachers in Reynoldsburg Schools. Trained teachers will become trainers and this will help with consistent staff development throughout the plan. Through partnership with Columbus State, Reynoldsburg will co-develop and replicate blended learning and other personalization strategies in high schools. KnowledgeWorks will plan to freely share the model, implementation framework and lessons learned, consistently providing access to implementation progress. Applicant provides high quality plan for scaling up the proposed reforms across the district.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9
<p>(A)(4) Reviewer Comments:</p> <p>Reynoldsburg City Schools details ambitious goals for every student in LEA. Applicant provides evidence to support implementation of personalized learning for students that will help students to achieve the goals. Applicant lists four integrated "Innovations" to support the implementation. The goals stated through the "Innovations" are theme and interest based. This will increase motivation and student ownership as it provides choices. Through expanding educational choice (Innovation 1), families can choose the instructional strategies to personalize learning plans for their child. Applicant details</p>		

the implementation of the blended school and a hybrid learning management system. Giving students the opportunity to incorporate digital learning into their daily instruction will help with motivation and keeping students engaged. Data presented supports achievement of subgroups including student with IEPs and students working towards closing the achievement gap. Two prior year student data analysis show overall and across grade levels increase in proficiency. Data is segregated by grade level and subgroups as well as overall. Proposed goals state desired proficiency of 95% for all subgroups and all grades. Data analysis indicating graduation rate also states a solid direction in raising the overall, as well as subgroup graduation percentage, with an overall goal of 98% post grant. There is no subgroup graduation base dataline. College enrollment rate has increased from 47% to 66% in 2011-2012 with projected growth of 70%. Applicant has established ambitious goals for all students including the subgroups.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	14
<p>(B)(1) Reviewer Comments:</p> <p>Reynoldsburg City Schools documents and describes its student achievement record for the past four years. The evidence is supported by the State Performance Index which has increased from 86.7 % four years ago to 100 percent in 2011. State Performance Index indicates annual student achievement on the summative assessments. Students in high school have access to college courses and more than 200 students enrolled in the courses. Bell Early College Academy is designed to help first generation college students to overcome the academic and nonacademic barriers, helping them complete their college education College enrollment rates have improved for District graduates. There is an increase in the number of students entering college from 47% in 2007 to 66% in 2009. There is no evidence to support student graduation rate.</p> <p>Applicant states that currently none of their schools meet the definition of persistently lowest achieving school. Schools with low performing scores are identified and reforms are made to turn around those schools. Four years ago, Hannah Ashton Middle School , with a large percentages of disadvantaged students, met 42% of State Performance Index. By 2010-2011 Hannah Ashton Middle School met 100% of the State Performance Index.</p> <p>Student data is available 24/7 to students and their families via online student information system and grade books. Other forms of communication include quarterly report cards and mid quarter progress reports. Report cards provide information on academic as well as student citizenship.</p> <p>Applicant demonstrates strong evidence of clear record of student success.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>Reynoldsburg City Schools's revenue resources, expenditures per pupil, contracts and business transactions are published prior to every board meeting. Commitment to transparency is evident by publishing annual data detailing expenditures at school level, personnel salary and non personnel expenditures on-line for public access. Applicant provides strong evidence of transparency in regards to school budget information.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>Reynoldsburg details sufficient autonomy under state laws to plan and implement the personalized learning environment. The State of Ohio not only creates the conditions to allow innovation but encourages personalized learning environment in all the public schools, private schools and charter schools across the state. Distance learning courses and student K-12 online learning, as well as establishing a digital learning task force is supported by House Bill 153. Under OAC 3301-35-01, credit flexibility helps students earn high school graduation credit by demonstrating subject competency. State law also supports "innovation Zone" to increase district autonomy when districts seek the personalized learning for students. Applicant shows strong evidence of the necessary State, statutory, legal and regulatory support for the implementation of the personalized learning plan.</p>		

(B)(4) Stakeholder engagement and support (10 points)	10	7
<p>(B)(4) Reviewer Comments:</p> <p>Reynoldsburg describes the process and involvement of the stakeholders in development of the proposal. Initially in 2009, a design team comprising Reynoldsburg teachers, represented by the Reynoldsburg Education Association, the local affiliate of the Ohio Education Association and the National Education Association, conducted research and made recommendation to the Superintendent for the development of a K-12 STEM pipeline to transform teaching and learning at Reynoldsburg schools in 2009. Applicant states a design team that has been created at Herbert Mills elementary school to work on making the school a school of choice with a special focus on international studies. The applicant involves teachers in the design group for program evaluation purposes. The plan does not include information on LEA's collective bargaining unit's direct involvement and engagement in the process of developing the plan. Signature page includes signature of the Reynoldsburg Teachers Union representative. Letters of support from parents and parent organizations, as well as community members are included. Applicant demonstrates a moderate evidence of including stakeholders in the development and support of the plan.</p>		
(B)(5) Analysis of needs and gaps (5 points)	5	5
<p>(B)(5) Reviewer Comments:</p> <p>Reynoldsburg City Schools has extensive plan to use assessment data to identify needs and gaps. A District baseline assessment as well as School Readiness assessment for specific schools will be used to identify the needs. To evaluate the progress of the personalized learning environment Reynoldsburg Education Partnership will assimilate data, identify gaps and deploy an adaptive data system for collecting and analyzing triggers and interventions. The intervention plan will be comprehensive and has a built-in evaluation component. The applicant provides evidence of a high quality plan to analyze the applicant's current status in implementing the personalized learning environment.</p>		

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

	Available	Score
(C)(1) Learning (20 points)	20	20
<p>(C)(1) Reviewer Comments:</p> <p>Reynoldsburg City Schools demonstrates a strong understanding of the personalized learning plan. The personalized learning plan is addressed through four Innovations: educational choice, blended learning, data analytics and collective impact is addressed. Through a partnership with EDWorks, every school will have a theme or interest focus created in partnership with families, staff and community partners. Using the Readiness assessment, a specific scope of work and timelines for each school will be developed. To understand and pursue learning and develop goals for college and career readiness, students will be provided with GoalBook. GoalBook will helps students work with their parents and school staff and structure their learning to achieve goals. EdWorks and Metro will work closely with staff to develop deep and personalized learning experiences. Every school will develop systems to ensure learning opportunities for all students and provide access and exposure to diverse cultures. In Cohort One, an elementary school will have a chance to re-open as a globally themed, digitally blended school. This plan will be implemented in all other schools as well. As part of the school re-design process, schools will transition from seat-time to competency based learning and mastery. Personalized learning will occur through blended learning. Instructional content and skill development will be implemented with support from Education Elements, to help students select appropriate digital content. EdWorks will lead staff through the majority of professional development related to instructional strategies. With ongoing staff development capacity to provide high quality content and instruction will be supported. Frequent feedback and grading practices will by supported by implementation of the Education Elements hybrid learning management system. The system will provide access of data to parents, students and teachers to monitor progress. School based wrap around teams will effectively communicate and collaborate with families to assess student and family needs. Every school will develop a system to train and support students and families to use tools and technologies provided. Applicant presents strong evidence of a high quality plan for personalized learning environment.</p>		
(C)(2) Teaching and Leading (20 points)	20	20
<p>(C)(2) Reviewer Comments:</p> <p>Reynoldsburg City District has had successful student achievement results in the previous years based on the plans already implemented. The staff development will be provided by EdWorks in the form of coaching, and co-teaching. A standards-</p>		

based exit slip, short-cycle assessment, administered to students on Fridays will help provide the data to teachers to plan instructional content and strategies for the following week. Content and instructional strategies for individual learning will be addressed through school-wide design teams to specifically address the needs of the particular school. Using various evaluation tools, with the support of EdWorks, a customized staff development will be developed to assist teachers in using the data analysis tool, and teaching and assessment tools. A trigger/intervention plan will be implemented using adaptive analytics system, to develop a plan meeting specific needs of the students. Using Metro Early College High School resources to develop and adapt content, instructional strategies, project based learning and blended learning to provide high quality learning. Principals and leadership teams will develop plan of action for their particular site. Professional development will include training in classroom management strategies to allow grouping, rotations. Teachers will be supported in data analysis using SOAR and OVAHS. To evaluate effectiveness of teachers and principals and improve teacher and principal practices, Reynoldsburg will continue its roll-out of the HLMS and GoalBook to all schools and provide training and support to stakeholders, including parents. Reynolds will partner with Udacity to deploy additional courses and will share cross-walks so that other Common Core aligned high schools can use them.

Principals have autonomy over personnel, curriculum and building-level budgets. As a strategy for increasing the number of highly effective principals, district has begun to tie administrator pay to performance.

As part of investing in high performing principals and teachers, the district is in the process of developing a performance management tool with Battelle for Kids that will be used to improve instructional practices.

Applicant provides ample evidence of a high quality plan for improving learning and teaching.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
(D)(1) Reviewer Comments: Reynoldsburg City School District provides strong evidence of supportive LEA practices, polices and rules to provide the personalized learning environment for students. The Central office is a key partner in developing and supporting individual schools. The Central office will oversee and coordinate support through professional development, technical support and coaching. School leaders have flexibility to develop schedules and have control over their building budget. Students have the opportunity to earn credit based on mastery and not seat time. Students have the opportunity to show mastery multiple times based on adaptive digital content. Learning is provided in the least restrictive environment for all students. Adaptive tools such as amplification system and text readers, as well as instructional aides and intervention specialists, are available to help all students including students with Individualized Education Plans, and 504 plans. Applicant provides evidence that supports a high quality plan implementation through comprehensive policies, support and resources to facilitate personalized learning.		
(D)(2) LEA and school infrastructure (10 points)	10	10
(D)(2) Reviewer Comments: Reynoldsburg City School has provided details on LEA and school infrastructure to help with understanding of the relevant support available to students, parents, and all stakeholders. The LEA provides access to student data and support to all parties. After school programs provide computer access to students. Community points of access are available. One school library will allow students to borrow devices to use at home. Technical support is provided through District staff, and school personnel. Information can be exported into an open-data, interoperable source through Powerschool, to help parent and students access assignments, scores, grades. Hybrid Learning Management System will generate progress reports. Applicant provides evidence to support personalized learning through school and LEA infrastructure.		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
(E)(1) Reviewer Comments:		

Reynoldsburg's detailed process for the monitoring of continuous improvement appears solid. The LEA has experienced consistent growth in student achievement, however it will be employing a systematic strategy to develop and test innovations to support teaching and learning. The strategy will consist of getting feedback from students, teachers, parents, through variety of sources. Tools will be provided to stakeholders to record their ideas on how to improve learning and teaching as they go. Professional development for teachers and administrators and feedback will help with the adjustment of the plan. Student academic outcomes will be monitored as well as student perception about their academic engagement.

Applicant presents evidence of high quality plan to help monitor and make adjustments as needed through the implementation of the plan.

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

Reynoldsburg's success has been dependent on the involvement and communication of stakeholders. The applicant will provide updates and will solicit feedback from the Teachers Advisory Committee, and Student Advisory Committee. Monthly reports to Board of Education are open to public. The Superintendent's Open Office hours will provide access to the Superintendent to parents, staff and community members. A freelance journalist will work in the district for 10 hours per week to provide readers inside information on the implementation of the plan. KnowledgeWorks will begin forming a national advisory committee on Reynoldsburg's behalf to guide support and challenge the design and development of R3. Applicant provides strong evidence for ongoing communication and engagement with internal and external stakeholders.

(E)(3) Performance measures (5 points)	5	4
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(E)(3) Reviewer Comments:

Reynoldsburg City Schools has provided mandated performance measure for all students. Goals for highly effective principals and teachers are stated. Sub- group data are provided. Student performance measure in fluency for PreK - 3rd grade students are included. STAR reading and math State performance for all students is included in a table provided. There is no evidence of STAR reading and math performance targets for subgroups. DESSA, a nationally normed behavior rating scale, will be administered to all 4th grade students and data will be available for use by school based wrap around teams. A Gallup student poll, which includes information regarding student perceptions around hope, engagement, and wellbeing, will be used to help drive decision making process and addressing students needs. Applicant presents a clear approach to continuously improve the plan.

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

Reynoldsburg City Schools has a feasible plan to evaluate the effectiveness of the plan. A new systematic research process will be put in place to evaluate the plan. The evaluation will employ qualitative methods, as well as mixed methods and quantitative analysis. Since the data will be collected with more than one method, the information will be more accurate. The evaluation will monitor how well the personalized learning environment aligned with college and career-ready standards is implemented. The research team will be working closely with the stakeholders to evaluate the plan. Enclosed tables includes the goals, activities, timelines and the parties involved for the evaluation process. Applicant provides evidence for an effective evaluation process.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
(F)(1) Reviewer Comments:		
Reynoldsburg City Schools has included a detailed budget. A budget detailing reasonable funds through the grant as well as other sources is included. The application provides a budget that includes subparts to address: Personalized Digital Content, data assessment, hardware/technology infrastructure, and WiFi access. The projects will support the implementation of the plan. The applicant has provided a comprehensive budget for the plan.		
(F)(2) Sustainability of project goals (10 points)	10	10

(F)(2) Reviewer Comments:

Reynoldsburg City Schools has a complete outline of how the project will be sustained. Grounded in the LEA's track record since 1997, receiving grant monies and continuing to make a positive difference in student achievement with the funds, the LEA has a list of ongoing expenses and their future funding sources. The applicant expects to also receive funds from the city's general funds. The funds are anticipated from philanthropic resources as well as the LEA's improvement and general funds. Applicant has strong evidence to support sustainability of the plan.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

Reynoldsburg City Schools has evidence of partnership with public entities. A detailed plan of how the partnership will be utilized to help the applicant achieve the targets and goals set for student learning is included. The leadership team will be comprised of representatives of education agencies as well as business and economic development organizations. Sixty percent is the goal for adults earning a postsecondary degree or certificate by 2025. Assessing and identifying needs are outlined. Parents and families will be involved. Progress is routinely assessed through on-line assessment. Desired results are detailed for students in a table provided. For example, the goal for four year graduation rates for all subgroups is 96.4%. Applicant provided a comprehensive plan to further the ambitious yet achievable goals of the program through sustainable partnerships.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Reynoldsburg City Schools presents a comprehensive plan to address the four core educational assurances. The success of the LEA in the past four years is indicative of the ambitious yet achievable plan. Using the previously awarded grant funds, the LEA has successfully implemented and met goals. Building on the success of the prior years, more ambitious goals and objectives have been set. The LEA is clearly on the right track not only through outreach and involving parents and community members in the plan and the process but mainly focusing on where the students are and how each school in the LEA will be able to follow the laid out plan and modify and adjust the plan to help their students. Due to the success record, State and government agencies work with the LEA to help in any way possible. Students benefit from this partnership as high school students receive the remedial intervention they may need to move on to college, and students in Pre K - 12 receive the differentiated instruction they need to meet the rigor of the standards. The continuous improvement plan helps monitor the effectiveness of the plan throughout the year. The four Innovations provide a personalized learning environment, college-ready strategies and tools for blended learning, professional development supported by coaching, ongoing evaluation, and data driven differentiated learning. The applicant has demonstrated a coherent and comprehensive vision for this plan.

Total	210	203
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Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	14

Optional Budget Supplement Reviewer Comments:

Reynoldsburg City Schools describes the need to develop a new testing model to provide better intervention for student learning. This automated model will capture information on different triggers and will provide a more detailed analysis of the data. The analysis will help provide the differentiated instruction and intervention to support learning. The model will be expanded throughout Ohio. Student achievement and behavioral concerns are addressed through implementation of the model. The high quality plan has people responsible, timelines, tasks and deliverables for implementation. It appears that the implementation of this plan will benefit other districts in the state as well. Applicant provides strong evidence for the optional budget.



Race to the Top - District

Technical Review Form

Application #0825OH-3 for Reynoldsburg City School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>Reynoldsburg articulates a vision that is ambitious, comprehensive and coherent with the potential of becoming a national model of school reform. Their initiative, titled R3, exemplifies the principles and spirit of the core educational assurances. Examples of what they plan to accomplish include the following:</p> <ul style="list-style-type: none"> • Meet or exceed college and career-ready standards by having students graduate with recognized credentials showing readiness for a career or with significant college credits aligned with their postsecondary goals. • Implement blended learning to minimize student-teacher ratios and to allow students to progress at their own pace with real-time electronic feedback. • Create their own data analytical models to help them make better decisions for their students. • Demonstrate commitment to high-quality teaching through the development of a strategic-compensation teacher feedback and evaluation system. • Deepen student learning through further development of their STEM schools and initiatives. <p>Its approach to accelerating achievement, deepening learning, and personalizing student support has been well developed and already has taken root in its schools.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>Reynoldsburg describes a well-conceived, thoughtful plan for implementing its proposal that will support high-quality district and school-level implementation.</p> <p>(a) They present a description of the process they will use to select schools to participate that involves a readiness rubric based on a school's capacity to support innovation. This rubric describes several layers of readiness, ranging from "Institutional Innovation," in which the school has demonstrated its capacity to implement fully the reform proposals beginning year one, to "Traditional School Culture," in which the school still exhibits traditional teaching and learning practices, requiring one or more years for professional development and program development to implement the reform proposals with fidelity.</p> <p>Three of their schools have the capacity to implement the blended learning aspect of their reform proposal right away. Simultaneously, the other schools will be addressing the professional development and infrastructure needed for their implementation, leading to all students participating in the grant.</p> <p>(b)-(c) List of schools with required data is provided.</p>		

(A)(3) LEA-wide reform & change (10 points)	10	8
<p>(A)(3) Reviewer Comments:</p> <p>Reynoldsburg describes a series of high-quality activities and partnerships to scale up its initiatives, collaborating with their local agencies and organizations (Battelle, OSLN, and Metro Early College High School) for assistance in providing professional development in effective instructional strategies and blended learning environments for district-wide change beyond the participating schools.</p> <ul style="list-style-type: none"> • Battelle offers seven STEM-focused hubs and training centers, one of which Reynoldsburg utilizes, that act as distribution points for effective practices, including project-based learning, STEM school design, and blended learning. • OSLN provides College Ready Tools materials and training to schools and districts in their region. The district has had eight of its teachers trained on implementing the tools, and they now are a cadre training their district colleagues. • Metro Early College High School will share two of its teachers with Reynoldsburg to coach teachers in blended learning. <p>These activities will help Reynoldsburg reach its outcome goals through the preparation of its teachers to work successfully in blended learning environments, with the college and career-ready standards, and their STEM initiatives.</p> <p>While they list activities, timelines, deliverables, and responsible parties from their partnerships, they do not mention who at the central administration level will be responsible for implementing and monitoring these plans.</p>		

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	6
<p>(A)(4) Reviewer Comments:</p> <p>Reynoldsburg's vision provides comprehensive and rigorous achievement goals for their students that will move them to improved student learning. They have established ambitious annual goals based on the Ohio Achievement Assessments (OAA) with scores at "Proficient and Above." Their ultimate goal is for all students and subgroups to be greater than 95%. For many of the subgroups that can be achieved.</p> <p>(a) The district lists its Ohio Achievement Assessments scores and goals for reading and math in grades 3 - 8, 10 and 12. The special education subgroup has the lowest scores (e.g., 49.3% 3rd grade reading, 42.2% 7th grade reading, 53.2% 10th grade math). Getting that group to 95% or greater by 2016-17 is a worthy goal but may be unrealistic.</p> <p>(b) The goals for decreasing achievement gaps appear to be in increments that are achievable from one year to the next.</p> <p>(c) The only current graduation rate listed is for all students at 90.2% which is a strong rate. While they provide targeted rates for all students and subgroups, they do not list any current graduation rates for any of their subgroups.</p> <p>(d) Current and targeted college enrollment rates are listed only for all students. They do not present current or targeted college enrollment rates for their subgroups.</p>		

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13
<p>(B)(1) Reviewer Comments:</p> <p>Reynoldsburg demonstrates a record of success in the past four years through its improved student performance on state assessments. Equity is a top priority, particularly in getting input from the school community (e.g., building a second high school).</p> <p>(a) They increased the percentage of state performance indicators met from 86.7% four years ago to 100% in 2011. In addition, their performance index (weighted calculation of the percentage of students who score in basic, limited, proficient, advanced, and accelerated categories on state achievement tests) increased from 97.9% four years ago to 100.3% last year. This year they raised it by another one percentage point, earning its first ever "Excellent with Distinction" rating.</p> <p>Although the college enrollment rates increased from 47% in 2007 to 66% in 2009 and the high school quadrupled its number of students taking dual-enrollment courses, the district does not show its rates over the past four years. Furthermore, they do not provide any record of success regarding high school graduation rates.</p> <p>(b) Reynoldsburg fails to meet this particular selection criterion, as it does not provide a clear record of any ambitious and significant reforms in its persistently lowest-achieving schools.</p>		

(c) Online student information system allows students, parents and educators 24/7 access to student performance data. In addition, their standards-based report cards for grades K-6 inform parents about their child's performance in relation to academic content standards, including information on behavior, work ethic, homework completion, and other characteristics that lead to academic success. Parents and students also receive timely comprehensive results of diagnostic tests, formative assessments, and progress monitoring assessments.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
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(B)(2) Reviewer Comments:
 Reynoldsburg demonstrates strong evidence of a high level of transparency in its processes, practices and investments in all of its fiscal, business and academic operations. On its website, the district publishes annual data detailing school level expenditures, including salaries for positions listed in (a)-(d). Furthermore, they furnish summary expenditures of these criteria in their application.

(B)(3) State context for implementation (10 points)	10	10
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(B)(3) Reviewer Comments:
 Reynoldsburg cites several state laws that grant districts flexibility in granting credit and providing safe, personalized learning environments. "Credit Flex" allows students to acquire credit at a student's own pace and in a variety of learning environments. In 2012, the state officially defined and developed standards for digital and blended learning, and earlier in 2011 the state established standards for online and distance learning courses. A fourth law involves online safety and anti-bullying provisions. Maryland's laws and regulatory requirements give Reynoldsburg the autonomy they need to implement their R3 reform proposal that includes unique ways for students to earn credit in nontraditional ways.

(B)(4) Stakeholder engagement and support (10 points)	10	6
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(B)(4) Reviewer Comments:
 Reynoldsburg describes a history of engaging school and community stakeholders (community partners, school leaders, staff, students and parents) in prior reform efforts, such as the development of their K-12 STEM initiatives dating back to 2009. However, for the development of the reform proposals presented in this application, there is insufficient information regarding the engagement of students, parents and staff.

(a) There is insufficient information as to how teachers, parents and students were engaged in developing this proposal or if any revisions were made based on their input.

(i) While the Application Assurance includes the signature of the president of the teachers union, there is insufficient information involving the level of direct engagement of collective bargaining representatives. There was no mention whether the reform proposal was revised based on teachers' feedback.

(b) Letters of support include businesses, local post-secondary institutions, and parents.

(B)(5) Analysis of needs and gaps (5 points)	5	5
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(B)(5) Reviewer Comments:
 Reynoldsburg details a high-quality plan for analysis of needs and gaps that includes appropriate activities, timelines, deliverables and responsible parties. A detailed timeline for the next two years includes a series of activities, ranging from the initial evaluation of the school's current status in implementing personalized learning environments to collecting data points to monitor their progress toward implementing the personalized learning environments to the identification of effective interventions. They have included a detailed list of deliverables and responsible parties, which include Battelle, the external agency with whom they have partnered for implementation of their reform proposals.

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

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

(C)(1) Reviewer Comments:

Reynoldsburg describes well-developed, comprehensive, high-quality plans for each of the learning areas required in this section. Every approach has a current status rating, evidence of current application, a goal to improve its effectiveness, a plan summary, activities, timeline, deliverables, and responsible parties. Their approach in completing this entire section is extensive.

(a)(i) Some of their plans include expanding school choice, partnering with an outside organization to upgrade and redesign schools, and ensure curriculum and instruction continue to be relevant.

(ii) They will continue to deploy online resources for student goal-development linked to career and college readiness (Ohio Career Information System, Individual Academic and Career Plan, GoalBook).

(iii) They have and will continue to implement a long-standing practice at the high school level, entitled the "capstone project," in which students study deeply an area of academic interest. They plan to expand this activity to every grade band (K-4, 5-8, 9-12).

(iv) They describe a current student population as racially and socio-economically diverse, with over 50 languages spoken among its students. They are committed to ensuring appropriate learning experiences in this area throughout the grades (e.g., one of the examples they describe is a plan to transform an elementary school into a globally-themed school).

(v) They present a plan in which all schools will move to a competency-based model in which progression is based on mastery for all as opposed to seat time.

(b)(i) They describe schools that already have in place Udacity which blends online college-level coursework with teacher-directed instruction. They plan to continue implementation of learning management tools.

(ii) They plan to engage all staff with job-embedded professional development activities to enhance teachers' instructional strategies.

(iii) They provide examples of their current use of digital content, as well as their plan to enhance it further. They plan to involve an outside agency to train teachers in a greater use of their digital tools.

(iv)(a) - (b) They describe their current feedback and grading practices and their plan to utilize a hybrid learning management system to give students, parents and teachers access to data online.

(v) They outline their current implementation of Response to Intervention and a plan to implement a system of school-based wrap around teams.

(c) They detail ways in which students and parents currently learn how to use management learning tools and how they will expand that in the future.

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

20

20

(C)(2) Reviewer Comments:

As is the case for Section (C)(1), Reynoldsburg continues to describe well-developed, comprehensive, high-quality plans for each of the teaching and leading areas required in this section. Every approach has a current status rating, evidence of current application, a goal to improve its effectiveness, a plan summary, activities, timeline, deliverables, and responsible parties. Their approach in completing this entire section is extensive.

(a)(i) Reynoldsburg describes an embedded professional development approach that focuses on differentiation, problem-based learning, and other strategies for personalized instruction. It plans on increasing teachers' capacity to personalize learning further.

(ii) They describe plans to train teachers in flexible blended classroom models with digital learning platforms and ways to manage classrooms so students can work individually as well collectively.

(iii) They currently make use of data to drive instructional decisions; however, they will enhance teacher use through training in assessments and data collection tools to give more immediate feedback to students.

(iv) They discuss current work with the teachers' association in developing a new performance system, which includes teacher and principal evaluation tools.

(b)(i) They mention tools and resources already in use, along with their plans to roll-out two software programs (HLMS and GoalBook) to enhance this further.

(ii) They list several resources and tools already in use (Compass Learning, Math Nerd, Khan Academy) and plan to seek

additional digital content to meet their goal in this approach.

(iii) They describe a plan to develop a system to gather student-level data regarding the resources they use to meet student needs.

(c)(i) They recognize that the principal is one of the most important in the district, and they intend to provide building leaders with climate surveys and training to improve their effectiveness.

(ii) They describe previous success at student achievement due to their principals' extensive involvement in training and state and national innovative networks. They plan to continue strong investments in leadership training.

(d) They outline a current plan in which administrator pay is linked to market value and performance (this includes the superintendent). The collective bargaining agreement also has provisions for strategic compensation based on student performance. They plan to expand these concepts further in a revised performance appraisal tool.

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>Reynoldsborg presents a clear and comprehensive picture of what currently is in place to support their proposal through policies so that the school community has the necessary resources.</p> <p>(a) They have a central administration whose mission is to develop and support highly effective principals and to hold those principals accountable. They plan to create an administrative position to oversee grant implementation.</p> <p>(b) They present examples on how principals have flexibility and autonomy in schedules, personnel decision and staffing models.</p> <p>(c) (d) They describe a plan to move toward a mastery system for students, particularly at the high school level (their eSTEM Academy allows students to progress in core courses after demonstrating a minimum of 70% mastery). Students receive instruction where they fail to meet standard and are further assessed.</p> <p>(e) Their services to students with disabilities and to English language learners include such resources as adaptive tools (e.g. voice amplification systems), text readers, aides, and intervention specialists.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	10
<p>(D)(2) Reviewer Comments:</p> <p>Reynoldsborg describes a cohesive and thorough picture of what currently exists and what they will do to support their proposals through infrastructure so that the school community has necessary resources.</p> <p>(a) Reynoldsborg describes a 24/7 opportunity for students, parents and educators to access to personalized digital content. They assure a computer-student ratio of 1 device to 3 students with additional computer lab time before and after school.</p> <p>(b) School community members have access to technical support through the schools, and the district maintains an IT staff for support.</p> <p>(c) Parents and students of the secondary schools have access to student performance data through Powerschool, and elementary parents and students use Oasis.</p> <p>(d) The district is implementing a Hybrid Learning Management System to develop an interoperable data system.</p>		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p>		

Reynoldsburg presents a well-developed, high-quality strategy for implementing a rigorous continuous improvement process giving timely and regular feedback.

- They will utilize both qualitative and quantitative methods of collecting data (focus groups of student, parent, teacher and other stakeholders, surveys, and student performance data).
- The grant leadership team will meet monthly to document strengths, weaknesses, and strategies for improvement. They will also generate end-of-year reports.
- The district plans to establish a social media site open to the general public to remain informed of the initiative's progress. Internal reports will be made available quarterly and annually.

The district presents strong evidence of an effective strategy for addressing the ways in which it will monitor, measure and share information publicly:

- They identify five appropriate elements of their model to monitor: personalized student outcomes, student perception of their academic engagement, effectiveness of professional development, overall effect of technology, and community engagement in student learning.

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

Reynoldsburg describes a comprehensive approach to communicating its initiatives.

- Superintendent and board member meet monthly with school reps of the teachers' association, quarterly with a business advisory committee, six times a year with representatives from the student body, and the superintendent maintains open visiting hours every Monday.
- Building leaders present status updates to the board, and a freelance journalist publishes reports on the district's goals and progress.

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

Reynoldsburg presents eight ambitious yet achievable performance measures in compliance with the required and proposed criteria.

(a)-(c) For the most part, they provide a rationale, a description how the measure will provide rigorous and timely information, and how it will review and improve the measure over time. They also include the required number of performance measures. However, their performance measures are incomplete for the Ohio accountability test based on STAR Reading or Math. They do not provide any target scores for grades four to eight which is not fully responsive to the application's request for "ambitious yet achievable" targets.

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

Reynoldsburg presents a comprehensive and well-developed plan to evaluate their RTT initiatives.

- Their program evaluation methodology includes quantitative, qualitative, and mixed methods data collection and analysis.
- They plan to evaluate the key components listed in this section: alignment with college and career ready standards, deepening of student learning, professional development, graduation rates, technology and digital learning, achievement gaps, and other elements embedded in the grant.
- Their high-quality plan includes all of the necessary components: goal, activity/method, timeline, deliverables, and responsible parties.

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>Reynoldsburg presents a clear and comprehensive budget that identifies all of the funds supporting the project, including almost one million dollars from other sources. The total budget appears to be appropriate and adequate for implementing its four innovations: Educational Choice (2.2 million), Blended Learning (3.3 million), Data Analysis (1.2 million), and Collective Impact (1.4 million). Each project-level budget narrative sufficiently describes their major goals and objectives and is well-developed with coherent and thoughtful rationale. The funds are reasonable and sufficient to support the development and implementation of their proposal.</p>		
(F)(2) Sustainability of project goals (10 points)	10	5
<p>(F)(2) Reviewer Comments:</p> <p>Reynoldsburg provides a number of goals and use of funds to sustain their projects (e.g., replacement costs for laptops and other devices, WiFi access point licenses, personalized digital content and assessments). Some of these goals will be funded by Reynoldsburg's general fund or their bond-funded capital projects, and they plan to pursue philanthropic support for education partnerships. The district forecasts a positive general fund balance through fiscal year 2016.</p> <p>While they describe goals, they do not include other parts of a high-quality plan, such as specific timelines, deliverables, and responsible parties.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	9
<p>Competitive Preference Priority Reviewer Comments:</p> <p>(1) Reynoldsburg describes a proposal to integrate public and private resources to augment their schools' resources. In fact, they began to establish a partnership recently that brings together local districts, post-secondary institutions (Columbus State Community College and The Ohio State University), educational agencies (Educational Services Center of Central Ohio), and local businesses and economic development organizations.</p> <p>(2) They identify population-level results in their consortium aligning with their RTT proposals that include educational results and other education outcomes and supports. Some examples include the following:</p> <ul style="list-style-type: none"> • increase percentage of students entering kindergarten prepared for school; • increase percentage of high school students who earn college credit before graduation; and • reduce significantly the percentage of post-secondary students who must enroll in remediation courses. <p>(3)(a) They will track local data for the first five selected indicators using assessments listed in their proposal and report results to partners in an aggregated, regional format.</p> <p>(b) They plan to use data to identify and track changes in performance gaps among different student groups: first-generation college students, students of color, students with disabilities, ELL students, and low-income students.</p> <p>(c) - (d) They are prepared to increase alliances, expand their goals, and create additional partnerships with surrounding agencies and organizations.</p> <p>(4) They describe programs currently in place for such issues as primary and mental health, outreach, tutoring, etc. They plan to continue to develop these activities and goals, including socio-emotional and behavioral needs (Bair Foundation, Kiddie Academy, Reynoldsburg Recreation Department).</p> <p>(5)(a) - (e) They describe a process that recently started in which they are completing a readiness assessment (Strive's Readiness Assessment) with their coalition to identify further need, and they plan to create a partner dashboard to highlight their current assets and monitor local data. They developed a high-quality plan for implementing and monitoring their activities. This plan includes goals, activities, timeline, deliverables and responsible parties.</p> <p>(6) They identify performance measures for their proposed population-level with desired results. However, they do not provide any current data (2011-12) on the 4-year graduation rate for any of their subgroups.</p>		

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Reynoldsburg has presented a proposal that encompasses Absolute Priority 1. Its R3 initiative is innovative, far-reaching, inclusive of the core educational assurance areas, and certain to bring about positive results in student achievement. Not only are their ideas forward-thinking and well-developed, but the manner in which they articulated and organized their proposals in this application is exemplary. The district has thoughtfully developed a coherent and comprehensive plan that dots all the i's and crosses all the t's. Each high-quality plan fulfills the expectations of the application while it presents a clear and concise picture of how things will get done. Their current and future partnerships with surrounding organizations, along with those at a national level, will guide the district toward a trajectory of success. It is easy to envision this district becoming a Race to the Top model, demonstrating to districts how to combine relevant, career and college-ready curriculum content, effective instructional strategies, cutting-edge blended learning, and strong community connections to create viable learning experiences for students. They are more than ready to start this process.

Total	210	190
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Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	15

Optional Budget Supplement Reviewer Comments:

(1) Reynoldsburg includes an optional budget supplement in their grant application designed to develop a unique, data-driven analytics platform that captures information on different triggers for action at student, classroom or school-wide levels with an array of intervention opportunities and community services.

Their rationale addresses student academic or behavioral issues requiring interventions that demonstrate a history of success.

(2) They include a high-quality plan on the development and implementation of their proposal that lists the activities, timeline, deliverables, and responsible parties.

(3) They present what appears to be an adequate and reasonable budget of nearly \$2 million with most of it covering the personnel costs for eighteen individuals responsible for developing the data-driven analytic system and to create tools that can be applied to schools outside Reynoldsburg. The roles of these highly-skilled professionals range from data management experts to applications programmers to statisticians.



Race to the Top - District

Technical Review Form

Application #0825OH-4 for Reynoldsburg City School District

A. Vision (40 total points)

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	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9
<p>(A)(1) Reviewer Comments:</p> <p>The applicant presents strong evidence of a comprehensive and coherent reform vision that offers a clear and credible approach to:</p> <ul style="list-style-type: none"> Accelerating student achievement through leveraging its early adoption of college/career readiness standards two years ahead of Ohio to ensure students are appropriately challenged academically; developing and supporting highly-effective teachers through a strategic-compensation teacher feedback and evaluation system; and pioneering data-driven decisionmaking in Ohio; Deepening student learning through the leveraging of two STEM schools that now enroll a third of the district's students and offer digital learning, internships and service projects, and face-to-face instruction; Increasing equity through personalized student support through data-driven analytics to offer teachers suggestions for individualized student needs and learning styles. 		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>The applicant provides strong evidence of a well-conceived plan to implementation of the proposed plan in terms of the selection of its schools.</p> <ul style="list-style-type: none"> Candidate schools were assessed through an R3 Readiness Assessment Rubric, in order to determine what, if any, pre-implementation support needs to take place before the R3 plan can be fully implemented. As a result, four cohorts of schools will receive varying levels of "treatment" through the implementation period. This is a sound approach in that, given the varying levels of need within different schools, a one-size-fits-all approach is counterproductive to the successful launch of the initiative. The applicant suggests that 6,108 students will receive full treatment at their schools within the grant period, with three schools beginning full implementation in Year One and others building up to that implementation over the grant period. Nearly 50% of the students are high-need and 42% come from low-income families. For the first year of the grant, approximately 1,260 students will receive the full implementation. Students in five additional schools will receive teacher professional development training in the first year. Although the five schools are not identified by name, based on the five smallest schools, the minimum number of additional students served would be 1,755 for the first year, for a total of 3,015 students in the first year. 		
(A)(3) LEA-wide reform & change (10 points)	10	9
<p>(A)(3) Reviewer Comments:</p> <p>The applicant presents a high-quality plan for scaling up the proposal throughout the district, Ohio, and the nation:</p> <ul style="list-style-type: none"> Utilizing College Ready Professional Development Tools to instruct District teachers, who will then hone the professional development materials for dissemination to other schools within the district and to other states; Woodrow Wilson Fellows will be embedded in one school's classrooms to provide release time for teachers trained and experienced in personalized learning environments to coach other district schools in personalized learning environments, with the trained teachers fanning out to other classes across the district over the grant period; A university partner will co-develop and replicate personalized learning strategies to schools throughout central Ohio; Partner KnowledgeWorks will share findings and model blueprints with national audiences to share information and receive feedback; The proposal contains most elements of a high-quality plan, but needs more information regarding responsible parties. 		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	7
<p>(A)(4) Reviewer Comments:</p> <p>The applicant demonstrates moderate evidence that the applicant's vision is likely to result in improved student learning and performance and increased equity among student subgroups.</p> <ul style="list-style-type: none"> The projected growth in proficiency goals for all subgroups is ambitious and significant. The district's record of historical commitment and success suggests a strong likelihood of success in the proposed 		

goals.

- The goals for performance on summative assessments are for at least 95% of all student subgroups to pass State achievement tests in every subject. While this may prove harder for students with IEP, whose percentages passing 5th grade reading and math are at 59.7% and 48.6% respectively, the goals are ambitious but achievable.
- The proposal aims to close significant achievement gaps, which tend to be greatest at the earliest grades for Black and Hispanic students (e.g., the 5th grade Black Reading baseline proficiency gap is 24.1% lower than the rest of the district, while 5th grade Hispanic is 32.6%), to zero by 2016-17 seem ambitious and challenging but achievable, given the district's record of achievement.

The selection criterion requires goals for overall and subgroup populations. In two categories, the baseline data is available at an overall level only and therefore does not shed light on the varying rates for different subgroups.

- Graduation rates are currently at 90.2% overall, although baseline graduation rates for subgroups are not available, making it difficult to determine whether the proposed 96%+ rates are reasonable and achievable. The applicant offers goals that are the same for all subgroups, making it difficult to assess how reasonable they are without specific baseline data.
- College enrollment rates are provided at the overall level, based on a baseline of 47% with no subgroup information. As with graduation rates, without baselines for individual groups, it is difficult to judge whether the proposed 70%+ enrollment rates are achievable.

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

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

(B)(1) Reviewer Comments:

The applicant has shown strong evidence of a clear record of success in advancing student learning and achievement and increasing equity. While none of its schools are considered low-performing by the state, some schools performing relatively lower compared to district peers were strengthened through reforms.

- The state performance indicator is a weighted calculation of the percentage of students who score in Basic, Limited, Proficient, Advanced, and Accelerated categories on State achievement tests for reading and math by subgroup and by grade. The district increased the percentage of state performance indicators met from 86.7% in 2008 to 100% in 2011.
- The district identifies and reforms schools in need of support. A relatively lower-performing school, Hannah Ashton, with large percentages of disadvantaged children, met 42% of state indicators in 2008 and by 2010-11 met 100% of indicators. Appendix D and E show that the school's percentage of disadvantaged 6th graders proficient in math is 84.9% (state average 64%) and in math is 91.5% (74%)
- The district increased the number of graduates enrolling in college from 47% in 2006 to 66% in 2009, and increasing dual-enrollment through a program with a university partner to 200 students;
- The district has developed several methods of providing up-to-date and meaningful data to families, students, and teachers to monitor progress. Student data is available to students and families online, and families receive quarterly report cards and mid-quarter progress reports, as well as timely results of diagnostic tests. The redesigned report cards provide behavioral and other indicators of academic success.
- While the applicant's district has impressive high school graduation rates, the proposal didn't fully address changes in high school graduation rates over the last four years.

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

The applicant has provided strong evidence of the transparency of school budgetary information.

The district's website lists actual personnel salaries at the school level for instructional and support staff; actual personnel salaries for teachers only; and actual non-personnel expenditures. The impressive commitment to transparency is further evident with the publication of revenue sources, expenditures per pupil, contracts, business transactions, and even its check register.

(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>The applicant shows strong evidence of the necessary State statutory, legal, and regulatory support to implement personalized learning environments.</p> <ul style="list-style-type: none"> • Ohio's long history of support for Independent Study course emphasizes flexibility in scheduling to meet student needs and has paved the way for these 21st century reforms; • Ohio laws explicitly established Credit Flex, which allows students to meet high school credit requirements through personalized learning environments that tested students' mastery of subjects rather than require "seat time" to fulfill a requirement; • Newly-enacted laws defined digital and blended learning and requires the establishment of standards for schools for student-teacher ratios, course mastery for credit, minimum requirements for school day/year, and staffing, materials, promotions, etc.; • A 2011 law allows all Ohio students access to digital learning at any time in their K-12 years (and throughout the calendar year), and demonstrate course mastery. • In all, the district has a strong environment for autonomy regarding flexible credit attainment and demonstration of mastery, as well as digital and personalized learning, two key pillars of this proposal. 		
(B)(4) Stakeholder engagement and support (10 points)	10	7
<p>(B)(4) Reviewer Comments:</p> <p>The proposal shows moderate evidence of including significant stakeholder engagement in the development and support of the proposal, through numerous opportunities for stakeholder in-put and buy-in. Such buy-in is a critical element of previous successful initiatives by the applicant.</p> <ul style="list-style-type: none"> • Local teachers provided recommendations supporting a K12 STEM pipeline to the Superintendent of schools, who in early 2009 directed design teams to develop planning for the proposal. This process eventually incorporated the feedback of parents, students, and other stakeholders through the design teams and laid the groundwork in fall, 2011 for the development of this proposal. • While the proposal states the ideas originated from educators and their union, there's insufficient evidence, other than a statement regarding union input, regarding whether the local teacher's union fully supported the proposal, such as a supportive letter or more detail regarding specific union input. • The district has adopted a cradle to career framework whose partners collaborate to provide support services to children and families to accelerate student achievement. • Letters from various stakeholders show the depth of commitment on the part of business partners, institutions of higher education, and parents. 		
(B)(5) Analysis of needs and gaps (5 points)	5	5
<p>(B)(5) Reviewer Comments:</p> <p>The applicant has demonstrated strong evidence of a high-quality plan to analyze the applicant's current status in implementing personalized learning environments.</p> <ul style="list-style-type: none"> • The applicant has already begun identifying and remedying gaps within its schools to ready them for implementation • The applicant has reviewed performance data and report cards to identify schools that need to meet annual progress goals. • The applicant has also utilized data to identify achievement gaps between black and white students, as well as between students with disabilities and other students. • The applicant presents a plan to collect data on individual and environmental factors that may "trigger" an educational or non-academic intervention. Those triggers may include, for example, high-achievement in mathematics or challenges a student faces outside of school that might necessitate additional services. 		

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

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

(C)(1) Reviewer Comments:

The applicant has shown strong evidence of an approach to engage and empower all learners, as students, parents, and educators will:

- Understand why what they are learning is so critical to their goals, through courses designed by community and business partners to provide real-world applications of what they are learning.
- Understand and pursue college-ready goals, through work purposely tied to college and career goals and aided by GoalBook in developing and monitoring goals.
- Are involved in deep learning experiences, through partnerships with community, nonprofit, and businesses to offer real-world challenges through design challenges using inquiry or problem-based learning. Labs, internships, and service opportunities will be available as capstone projects for every grade band.
- Appreciate diverse cultures and perspectives. Current opportunities to incorporate diverse learning, through Skype; distance learning in Mandarin Chinese; service projects; and the use of Udacity, will be expanded to all district schools. An elementary school will re-open as a globally-themed, digitally-blended elementary school.
- Master critical content and develop 21st century learning skills through real-world project-based coursework and other opportunities through the districts K12 STEM pipeline, which focuses on building students' capacity to set goals, work in teams, and persist in times of difficulty.

Students will benefit from:

- A personalized sequence of content and instruction through blended learning, which allows them to move at their own pace. "Adaptive analytics" will provide educators with powerful data to recommend interventions for individual students. Ohio's Flex Credit policy allows mastery-based credits.
- High quality content. Students and families will select "theme" schools that best meet their academic interests; and will leverage personalized, adaptive content from multiple sources, including the Khan Academy, Udacity, and other providers.
- Ongoing and regular feedback from electronic digital content will be available to students and teachers to design student learning. Additionally, quarterly report cards address students in non-academic dimensions that are so critical to their academic achievement.
- Personalized learning recommendations based on adaptive analytics, as well as the results of electronic content exercises. These are in their early stages and are being built upon to be more robust.

For high-need students, the applicant will work with community cradle-to-college providers to assist students and families with a variety of services. They will also provide wrap-around services within schools.

Students will understand how to use data tools and resources to track and manage their learning by in-class training and support; today, a subset of students have access to the data with plans to expand access. Parents are offered published instructions and in-person training as well. The district recognizes the need to expand this training to all district parents.

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

The applicant has shown strong evidence of helping educators to improve instruction and improve their practice in developing personalized, college-ready instruction for learners.

Specifically, teachers will be given training to support their capacity to:

- Support the effective implementation of personalized learning environments through training, coaching, co-teaching, and support from professional learning communities to develop blended learning environments for individualized learning.
- Adapt content and instruction to individual learning needs through school-wide design teams working on training to develop blended learning environments in their classrooms, as well as utilizing assessment data to reorganize student work.
- Frequently measure student progress and use the results to accelerate progress and improve individual and collective practices. Teachers have been monitoring student progress data and making instructional decisions for years by hand utilizing SOAR and Ohio Value-Added High Schools Initiative (OVAHSI) data; technology will simplify this process significantly.
- Improving teacher and principal practices through evaluation feedback through the pioneering and development of various evaluation tools, as well as personalized feedback from school principals, who refer to data from iPads that they carry with them.

All participating teachers will have access to, and know how to use, tools, data, and resources to further student achievement

toward college and career-ready goals through coaching support in designing classrooms and choosing digital content.

- Actionable information to optimize educational approaches through data from the Hybrid Learning Management System and the GoalBook platform to inform teachers' planning.
- High-quality learning resources, such as STEMLab exercises, Khan Academy courses, Math Nerd, Compass Learning, and Fast Track early college programming;
- Processes and tools to match student needs with specific resources and approaches through the development of an analytical model that captures information on observed triggers and interventions for students to make recommendations.

All participating leaders will have the tools, training, policies, and data to structure effective personalized learning environments through:

- The expansion of the Transforming Teaching and Learning for the 21st Century professional development program, Summer Institutes for Professional Development, and coaching, co-teaching, and professional learning communities.
- District evaluation feedback will be available for principals through the development and implementation of stakeholder surveys of principals' performance, based on evaluation work begun in the district's earlier Fifth to First initiative. These evaluation tools will be expanded further and supplemented with climate surveys to allow principals to adjust their professional development budgets as needed.
- Additionally, principals will rely on teacher-level student achievement data to identify needs and develop appropriate remedies.
- Principals will also be provided with professional development leadership training through the District.
- Training, systems, and practices to continually improve school progress toward meeting student performance and closing achievement gaps by continuing to support principal autonomy and "sweat equity" with state and national innovators to find interventions that best suit their schools.

The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly-effective teachers and principals, through performance-based bonuses and pay.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
(D)(1) Reviewer Comments: The applicant has shown strong evidence of supportive LEA practices, polices, and rules to facilitate personalized learning by: <ul style="list-style-type: none"> • Making the LEA central office a key partner in developing and supporting individual schools by creating an administrative position to oversee and coordinate supports through professional development, technical assistance, coaching, and facilitation of continuous improvement. • Providing school leadership with the flexibility to set schedules, personnel and budgeting. Schools currently have this flexibility through several Ohio state laws that support the introduction of personalized learning and digital content, as well as the ability to manage personnel according to school needs. • State law and LEA practices will allow schools to set standards for students mastering a course beyond traditional seat time measures. • The adaptive digital content will provide multiple times and multiple comparable ways to show mastery of a skill or standard, as is currently done with students passing Algebra II but not quite ready for advanced coursework. • Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners. District policy tries to accommodate all learners in "the least restrictive environment," and may offer adaptive tools such as voice amplification systems or text readers. 		
(D)(2) LEA and school infrastructure (10 points)	10	10

(D)(2) Reviewer Comments:

The applicant has presented strong evidence of its plan to support personalized learning through school and LEA infrastructure

by:

- Ensuring that students, parents, educators, and other stakeholders have access to content, tools, and other resources with a planned minimum of 1 device to 3 students; before and after-school programs providing computer access; and the Metropolitan Library's Homework Help Center. One school's library will also allow students to check out devices for take-home use. Parents can also access the student information systems 24/7 to see grades, assignments, scores, and other information.
- Ensuring stakeholders have appropriate levels of technical support, through District Technology staff; school leaders and educators; and students, who are expected to become competent and help others utilize the technical resources.
- Using information technology to allow exporting info into an open data source via Powerschool, which is an interoperable data system.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>The applicant has shown strong evidence of a strategy for continuous improvement that includes timely feedback through the assessment of student progress, professional development, and technological effectiveness.</p> <p>The applicant's research-based plan is based on Design-Development Research, which incorporates</p> <ul style="list-style-type: none"> • Feedback from all stakeholders on the effectiveness of the interventions from daily interactions between teachers and coaches to monthly meetings to formal meetings each quarter. • Data. Students will be assessed for progress in real-time, in interim progress reports and quarterly report cards, with adjustments made to personalized learning plans as appropriate. Program evaluations will also inform continuous improvement efforts. • Professional development of teachers and administrators, and evaluation of their efforts, as well as that of principals will help them develop and adjust personalized learning environments for all students. • Monitoring of how well technology is supporting student-directed, personalized learning; and how effective it is in improving student outcomes. • Community feedback regarding how well the model is engaging parents and incorporating their feedback. • Communication of results to all interested stakeholders via social media and local, state, and national communication forums. 		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>The applicant has shown strong evidence of ongoing communication and engagement with internal and external stakeholders. The applicant's plan is clearly invigorated by the prospect of sharing its latest success with audiences who have followed the district's innovations over the last 20 years.</p> <ul style="list-style-type: none"> • The applicant will provide updates to and solicit feedback from the Teachers Advisory Committee, Business Advisory Committee, and Student Advisory Committee. • Monthly reports to the Board of Education are open to the public and reported in weekly newspapers. • A local reporter has been embedded in the district for 10 hours weekly for the next four years to give readers an inside look at the district's efforts to implement the personalized learning plan model. • The applicant's partner will tap the resources of several different networks of schools working on technology driven education, cradle to career development, and STEM education to share lessons learned and blueprints while obtaining peer feedback and validation. 		
(E)(3) Performance measures (5 points)	5	3
<p>(E)(3) Reviewer Comments:</p> <p>The applicant shows moderate evidence of ambitious yet achievable performance measures for the district's schools.</p> <ul style="list-style-type: none"> • The goals for highly-effective principals are reasonable, with 100% of students being served by highly-effective 		

principals.

- Some of the goals for teachers do not seem ambitious enough given the comprehensiveness of this proposal and the district's history of successful innovation.
- For example, with the focus on STEM, it is understandable that overall goals for reading teachers would be lower, but a 30% goal for effective teachers of 7th grade reading, or 35% for 8th grade reading, for example, seems low.
- Similarly, the goals for 30% of 6th, 7th, and 8th graders to be taught by an effective math teacher, seem very low, given the STEM emphasis.
- The goals for the applicant-proposed measures, especially regarding DESSA "strength" or "typical" scales for 4-8, seem ambitious yet achievable.
- The Gallup Poll measure is especially innovative and ambitious.
- Target data is missing for STAR data, making this difficult to assess.

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

5

3

(E)(4) Reviewer Comments:

The applicant shows strong evidence of a plan to evaluate the program's District funded activities. An internal team will work with partner KnowledgeWorks to evaluate the plan through formative and summative assessments, including:

- Mixed-methods research to compare results to other programs through research of case studies, interviews, field observations, and focus groups, as well as surveys, data analysis of student academic outcomes and personalized learning outcomes, and longitudinal data analysis.
- The evaluation will review how well the implementation model has developed personalized learning environments, aligned with college and career-ready standards, decreased achievement gaps, and implemented new technology, along with a host of other metrics.
- The research team will work closely with the continuous improvement team to adapt the program as needed.

One concern is that the evaluation team will be the same team implementing the model, specifically the partner KnowledgeWorks. While the applicant states the need to identify and share results regarding successful and unsuccessful elements of the plan, it's harder to assess how well this will work in the absence of a third party evaluator. A partner might have more difficulty being objective in identifying and offering information regarding less successful elements of the program.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
(F)(1) Reviewer Comments:		
<p>The applicant has shown strong evidence of a sound budget that:</p> <ul style="list-style-type: none"> • Identifies all sources of funding, including nearly \$75,000 from the state Race to the Top grant; \$193,000 in a federal 21st Century Learning grant; and a projected \$145,000 from a (pending) local government Innovation Fund Grant; and approximately \$140,000 from a partner in discounts per year. • Seems reasonable and sufficient to support the implementation of the various elements of this comprehensive program. • Provides a thoughtful rationale for the use of the LEA funds; 83% are "one-time" in the sense that they are for set-up costs, payable over four years as the various cohorts come up to speed. • Provides a thoughtful rationale for the ongoing costs of \$300 per student fee per year for personalized digital content, which seems reasonable, as does the technical assistance costs for EDWorks and the costs for Education Elements to set up, train, and provide technical support for the Hybrid Learning Management System. 		
(F)(2) Sustainability of project goals (10 points)	10	7
(F)(2) Reviewer Comments:		
<p>The applicant has moderate evidence of a high-quality plan for sustainability of the project's goals after the term of the grant.</p> <ul style="list-style-type: none"> • Much of the requested RTT-D funds will be utilized to set up systems and build staff capacity. Of the remaining 17% of funds that will be used for ongoing expenses, about 25% will be utilized in programs that will be self-sustaining. 		

- Approximately \$2.5 million in funding is anticipated after the project period ends to fund salaries, embedded trainers, equipment purchases and software licensing, WIFI infrastructure, and personalized digital content and assessments.
- The funds are anticipated from local government, philanthropic resources, budget savings on textbooks, and fees for service.
- With a variety of expected resources, the district is not reliant on any one source (though heavily dependent on the city's general fund) which increases the odds for sustainable funding.
- The applicant assumes approximately \$1.6 million from the local government in sustainable funding, but does not appear to rely on any foreseeable state funding for this initiative.
- The application contains most elements of a high-quality plan, but needs additional details regarding responsible parties.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	9

Competitive Preference Priority Reviewer Comments:

The applicant has shown strong evidence of coherent and sustainable partnerships that will further the goals of the program. A local partnership will work in conjunction with a regional partnership to strengthen the local community within a supportive regional model, an approach that will leverage regional resources in a sound, integrated manner.

- Those partnerships will adopt a cradle-to-college model encompassing education, medical, economic development, recreational, and community partners toward the ambitious goal of 60% of the region's adults earning a postsecondary degree or certificate by 2025.
- The partnership will assess the needs and assets of participating students through the monitoring of individual student data by educators, and, with parents' permission, by key partners.
- The partnership will assess the needs and assets of the school and community through the Strive Program's Readiness Assessment, which assesses needed data at the student, school, and district level to identify needs. Additionally, the partnership will assess school and community assets and identify partners who can fill some of the gaps.
- Parents and families will be engaged through the "aspiration process" to begin aspiring to college at an earlier age. By informing families about the relationship between early student achievement and planning for secondary enrollment, families will partner with schools in encouraging preparation toward college enrollment within elementary and middle schools
- The applicant's progress will be routinely assessed through a series of dashboard measures available online to all interested stakeholders.

The applicant identifies seven ambitious yet achievable performance measures, including kindergarten readiness, attendance stability within district schools, and increasing postsecondary degree or certificate completion. Especially impressive is reducing college remediation rates from 42% to under 10%.

- The applicant's goal for over 96% 4-year graduation rates for all subgroups may be a bit too ambitious, but is difficult to measure given the lack of baseline rates for the various subgroups.
- The partnership is developing an infrastructure with an executive director, facilitator, data analyst, and secretary, to be initially housed in a local school or community center.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant has demonstrated a coherent and comprehensive plan to improve student readiness for college and career through:

- Personalized learning environments that build on expanded educational choices of themed schools for students that engage their interests;
- College-ready strategies and tools for blended learning available to all students at any day or time of the calendar year;
- Rigorous professional development training supported by coaching, co-teaching, and professional development communities to increase the number of highly-effective and effective teachers;
- Frequent evaluation of student achievement and teacher and principal effectiveness to identify and decrease achievement gaps;
- Data-driven personalized instruction and teacher/administrator feedback to provide students with content at their level and pace;
- And a supportive legal and statutory environment to implement this proposal.

Total	210	192
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Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	13

Optional Budget Supplement Reviewer Comments:

The applicant has presented strong evidence of a compelling case for an optional budget for an automated statistical modeling framework to provide real-time information for teachers to guide their decisionmaking around students' personalized instruction. Additionally, the budget includes funding to expand the model throughout Ohio by incentivizing other Ohio schools to support the implementation of this model within their schools.

The high-quality plan will develop predictive algorithms to enhance teachers' ability to prescribe student work and interventions, based on various academic and non-academic triggers. The work hours and costs for the various personnel to be involved in the collection of data, development of the statistical modeling and associated systems development, and dissemination and training of the utilization of the model to district and other schools, seem reasonable.

The high-quality plan contains tasks, goals, and timelines, but does not tie them to responsible parties.