



Race to the Top - District

Technical Review Form

Application #0395FL-1 for School Board of Miami-Dade County, FL

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>The applicant describes a comprehensive and coherent reform vision for over 340,000 students who are 91% minority, 66% Hispanic, 24% African-American, and 70% Economically Disadvantaged. This vision consists of changing the classroom practice and models for teaching and learning to best support each student's achievement by building on work in four core educational assurance areas to accelerate and expand student learning, and to increase equity through personalized student support based on student academic interests. The belief behind the applicant's proposed reform is that changes in learner outcomes are predicated on changes in the classroom practice; therefore, teachers need timely access to student data to improve instruction, resources, skills, and support to personalize learning environment for each student. The proposed program will place Student-Prep Math (iPrep Math) learning center at every middle school with measurable goals for students' advancement. These goals consist of creating a personalized learning environment to support all students' success and increase student achievement; increasing student access to post-secondary education and career opportunities by increasing the number and percentage of students passing for the first time Algebra I; improving the quality of teaching and learning by increasing the number of students taught by an effective or highly-effective teacher; and building the capacity of student services support teams, which addresses the needs of the child in order to improve student's achievement.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>The applicant has factored past student performance and past district performance into its decision to select middle schools for the Student Prep Math (iPrep Math) center for the proposed project and provided a list of schools selected to participate. Historically, the applicant's reforms have addressed primary grades and high school but do not penetrate into the middle grades, which is critical for laying foundations that will last and have an absolute effect on students' achievement, future career choices, and financial stability as adults. Students need to explore, experiment, and experience real-world applications to prepare them for post-secondary study and careers. District data reports systemic weakness in middle school mathematics achievement.</p> <p>The applicant proposes to incorporate Algebra I into the curriculum for students at risk of failing. The iPrep Math will be implemented district-wide across all 49 traditional middle schools serving 11,760 eligible students. They provided a breakdown of all participating students as required by the criterion. There will be 147 iPrep Math center teachers, and one learning center at each school designated for Grades 6, 7, and 8 which will serve 240 additional students. This method is intended to effectively drive students' achievement and desire to engage in a collaborative, student-centered, responsive, and innovative paradigm for teaching and learning.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>The applicant provides a comprehensive approach to scale up this project and to support district-wide change beyond the targeted schools, reach outcomes goals, and improve student learning outcomes. The strategy consists of site-embedded, job-alike demonstration of the power of personalized learning to support the achievement of even traditionally at-risk students, and expand the model into other mathematics classrooms and other subject areas such as science. The applicant includes well-defined goals, timelines, deliverables, responsible parties, and credible activities to support the overall plan for the project. The high-quality theory of change of this project consists of scaling up their approach to implementing a rigorous curriculum, identification of effective instructional methods, which will improve student learning outcomes.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	10
<p>(A)(4) Reviewer Comments:</p> <p>The applicant provides a comprehensive chart on the students' summative assessments for proficiency status and growth for student's achievement which includes baselines and goals. The chart shows their goals of improvement for all students' learning performance from Grades 3-10 with a proficiency rate target that increases 4 or 5 percent each year, which is ambitious and achievable. For example, Grade 6 baseline rates for reading and math consist of 53%/50% for all students; 58%/55% SY 2012-13; 62%/60% SY2013-14; 67%/ 65% SY2014-15; 72%/70% SY2015-15; and 77%/75% SY2016-17.</p> <p>The applicant proposes a goal of reducing the overall achievement gap among student subgroups by 50% over five years. This goal is ambitious and achievable given their proposed comprehensive student supports. The annual graduation rate goal (2% increase each year) and the annual college rate goal (1% increase each year) are ambitious and achievable. Implementing this comprehensive plan will result in improvement of students' growth, which leads to success in academic achievement, success in college enrollment and graduation, and future careers.</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	15
<p>(B)(1) Reviewer Comments:</p> <p>The applicant provides a well-defined approach for improving student learning outcomes and closing the achievement gap by using resources to realign their</p>		

all-encompassing strategic goal of increasing the achievement of all students. For example, between 2008 and 2011, Black and Hispanic student state assessment participation rates and graduation rates increased significantly. It is notable that as an urban district, the applicant's Black and Hispanic students achieved at higher levels than their peers in reading and mathematics across all grade levels.

The district has a strong track record of taking direct ownership of the turnaround process and supporting strategies to provide one-on-one support to the 19 lowest-performing schools from providing intensive professional development, coaching, staff reassignments, frequent progress monitoring, and site visits by administrative and support teams. The results of this multi-level approach show a significant increase in student achievement. For example, in 2011, based on the district's own school rating system 7 of the 19 target schools improved to a "C"; only two remained at an "F"; 10 of the 19 schools increased by one or two letter grades. The original 19 schools were initially rated as 7 "Ds", 10 "Ds", and 2 "Fs", and by 2012, rated as 5 "As"; 2 "Bs"; 8 "Cs"; 3 "Ds"; and only 1 "F".

Data are available for and transparent to all stakeholders. For example, teachers have immediate access to test results and can use this to refine their instructional practices. Each school teacher will use an Electronic Gradebook to record student attendance and grades and this information will be available for review and action by parents and students. The District's web portal will provide principals with access to the data for all students; an informational dashboard will allow student's progress to be monitored. This strategy will foster data access in a timely manner to inform immediate and effective action at all levels to support students' advancement.

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

The applicant provides a high-quality plan to make school-level expenditure data available to the public through administrative policies that emphasize transparency. The Florida's Educational Funding Accountability Act requires all school districts to report certain financial information in the form of a school financial report to parents/guardians. This report shows how revenues were spent to operate each school during the prior year. Copies of the report are distributed at the building level by the principals and available in English, Spanish, and Haitian Creole. The report is compiled by the Office of the Controller's Cost and Business Services for the Florida Department of Education. This data represents the revenue and the expenditures/operating costs allocated to schools for total and per full-time equivalent student. Data are compared to other schools in the district and the state that includes actual personnel salaries at the school level for instructional and support staff, instructional staff only, teachers only, and non-personnel expenditures. This method ensures all information is made available as required by Race to the Top-District grant.

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

The applicant describes a comprehensive plan to demonstrate evidence of having successful conditions and sufficient autonomy to implement a personalized learning environment for students' advancement. For example, state guidelines already provide for acceleration at the middle school level by demonstrating mastery of competencies rather than by seat time alone. The iPrep Math model is designed in compliance with state class size requirements by assigning a team of three teachers to each iPrep Math Learning Center where two full-time teachers paid by the district and one part-time teacher supported through grant funds. The use of technology results will enhance student learning in the classroom by reforming the instructional practice of teachers.

The academy-model programs allow schools to recruit and retain students in competitive educational markets where charter schools are drawing students away from traditional high school programs. For example, there are 1,100 students enrolled in iPrep high-school level programs district-wide. Students are able to work at an accelerated pace based on their demonstration of competency.

(B)(4) Stakeholder engagement and support (10 points)	10	5
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(B)(4) Reviewer Comments:

The applicant demonstrates some evidence that key stakeholder support was received at each level of planning for this proposal. The plan consisted of engaging students, teachers, and principals in participating schools. For example, in one meeting high school students reported that they wish this type of program was offered when they were in middle school. The applicant solicited input from the United Teachers of Dade and the local teachers' union to ensure teachers' participation. There were nine letters from the stakeholders expressing their support for student's personalized learning program in this district. However, the applicant only briefly mentions parent engagement, stating that they reached out to the Parent Teacher Association/Parent Student Teacher Association to involve middle school students and families in proposal development. They did not clarify if there was any input from the parents or give details on how they engaged parents in these meetings to support the proposal.

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

The applicant demonstrates evidence of a high-quality plan for an analysis on current status in implementing personalized learning environment. During the past four years the applicant has implemented a Continuous Improvement Model to drive decision-making processes throughout all levels of the district. This model includes ongoing reviews of multiple data sources to identify opportunities for strategic actions and the necessary resources to effect change and assess outcomes. The reform proposal relies on findings contained in the Final Report of the National Mathematics Advisory Panel: "Foundations of Success" and other research-based sources. The applicant draws heavily on the success of its existing iPrep high school academies in defining explicit detailed components of the iPrep Math program. For example, the Carnegie Learning MATHia ITS software supports individualized math instruction, which aligns to different categories of student interest. The proposed approach will ensure all students will have the opportunity to be fully a part of the iPrep Math program, apply learning, and make meaningful connections across disciplines with the iPrep Math program.

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

	Available	Score
(C)(1) Learning (20 points)	20	20
<p>(C)(1) Reviewer Comments:</p> <p>The applicant provides a high-quality plan for improving learning and teaching through personalized learning environments. The approach consists of a strategic framework for preparing students to achieve at their highest potential. For example, teachers and students work together to develop a post-secondary plan, and make the connection to what is needed to graduate with the academic and personal skills to succeed in the workforce or higher education. The iPrep Math model is aligned to Common Core State Standards, ensuring high-quality instruction. Students will be able to be involved in deep learning experiences by working on high-interest projects independently and collaboratively, reflecting and discussing in small group settings, and drawing on real-life experiences that relate to the concepts of each lesson. Teachers, students and parents will be able to monitor students' learning progress by tracking their concept mastery through a checklist of student learning goals included in the online system.</p> <p>The iPrep Math project will empower educators, leaders, and the community to support students' creativity and successful use of the personalized learning environment. This project is responsive to the Florida Secondary School Redesign Act which establishes components for middle school education. The proposal states, "students who are at risk of falling behind are provided tiered levels of intervention and support". These services are seen as integral to the success of the iPrep Math project ensuring all particularly high-need students will have the opportunity to gain the knowledge from this project.</p> <p>School master schedules will be designed for individual students that will allow them to progress at their own pace. This mechanism will allow students to move on to higher-level course work or provides remediation strategies if necessary. The iPrep Math project will allow students to take charge of their own learning path and to work on high interest projects individually and collaboratively in online learning communities. Because iPrep Math emphasizes 21st century learning skills, it allows students to learn to think critically, learn and adapt to new situations, work independently, work collaboratively, solve problems and communicate effectively. Students will take a pre-assessment to determine strengths, weaknesses and learning targets that will be incorporated into their individual learning plan. They will take part in a series of interim assessments, informal and formal progress monitoring and all required national, state, and local summative district assessments. This proposed approach will allow students to be able to manage their own learning in a personalized learning environment. The district will contract with an external source to develop high quality content. Content will be derived from the Common Core State Standards, Florida State Standards, and the District assessments.</p>		
(C)(2) Teaching and Leading (20 points)	20	20
<p>(C)(2) Reviewer Comments:</p> <p>The applicant describes a well-defined plan for improving leading and teaching through personalizing learning environments for the proposed project. Teachers will be recruited and selected based on content knowledge, a history of effectiveness, and a desire to engage in the iPrep Math model. Teachers will be trained on co-teaching, e-learning facilitation, project-based learning, personalized learning, using multiple data sources to differentiate instruction, formative assessments, and the use of technology resources and platforms. These training efforts, along with a learning community in every school are sound strategies that will support effective implementation of personalized learning environments and will help teachers adapt content and instruction appropriately.</p> <p>The district provides training for mathematics leaders, coaches, and teachers using the Stairway to Learning Success model. This model will be implemented as a part of the blended learning professional development approach that progresses through Preparation, Meaning, Content, Practice, and Performance. This model has a mechanism in place to track and manage their learning. The educators uses other resources in the online system to help them access changes that can be use to help them incorporate into their practices to support the students. One example is the "Resource" tab located within the online system which allows further activities.</p> <p>The district's teacher evaluation system, Instructional Performance Evaluation and Growth System contains all of the major components required by the grant. The applicant states that they will use evaluation system data to provide effective communication and feedback in every aspect of the evaluation process. The goal is to continue effective job performance or improve effective performance. The teacher evaluation system will incorporate all the major required components. Student learning gains measured by state assessments will account for 50% of a teacher's final evaluation. The other 50% will be based on a variety of other measures of student learning. This is consistent with the state requirements. Principals and assistant principals will receive an "orientation" giving continuous information, and support in assisting teachers to implement personalize learning environments.</p> <p>The applicant proposes efficient and comprehensive use of a Web portal that will house data to support teaching, learning, and instructional decisions. For example, students and their parents have access to their current data, including test scores and grades. Teachers will have access to class-level and individual student data, test data, attendance, and grades. Principals will be able to assess data on all students at their school and produce strategic reports that provide data on school grades and student learning indicators. Training for principals and teachers on effective data is available through the Regional Center meetings and through professional development initiatives such as the Leadership Institute. Additionally, struggling students will be able to receive the highest quality teachers and dramatically different and innovative approaches to teaching and leading. For example, the district will implement small learning communities that allow teachers to personalize instruction, address different learning styles, strengths and weaknesses, and to provide intensive interventions in reading and math instructions through innovative instructional delivery systems.</p>		

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
<p>(D)(1) Reviewer Comments:</p> <p>The applicant provides a well-developed organizational structure to support the personalized learning environment for all students participating in this program. For example, the district will empower highly-effective principals by providing more site-based flexibility and significant autonomy related to performance history in order to optimize instructional effectiveness. Schools will determine bell schedules, make personnel decisions, and control school-level budgets. The district</p>		

has uniquely established an Office of Innovation and Accountability that will identify new strategies for improving iPrep Math for teaching and learning. District office staff will be hired to oversee all grant activities to support the implementation of iPrep Math center. Students will be allowed to progress based on demonstrated mastery and not seat time. One example of how they provide multiple ways to demonstrate mastery is to increase high risk students' access to more advanced math courses and support to succeed. Additionally, students will complete real-world projects that are based on students' interests and goals. All students demonstrate mastery through discussion-based assessments. Teachers provide additional opportunities for all students to achieve and demonstrate mastery to support students' success in this program.

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

The applicant describes a well-defined infrastructure for participating schools in this project. The approach consists of providing all students and teachers with the materials, curriculum, and technology needed for students' advancement. For example, all classrooms will be retrofitted for the necessary technology access and interactive technologies. Laptop computers will be restricted to classroom use during the week in order to ensure availability for student use each day. Additional laptops will be available for check out to support home-learning on an equitable basis.

The district will assist students who lack internet connectivity at home by providing a listing of free wireless hotspots in their neighborhood or by directing students to resources such as Comcast's Internet Essentials program which provides internet access at \$10 per month for eligible students.

Technical support staff will be available at each school. On-site support in the form of coaching and mentoring will be available. Students will use collaboration tools and become members of a district wide iPrep Math center to share their projects and experiences in the iPrep Math labs. Parents will be able to learn about the technology tools their students are using in class and what data are available to them through Parent workshops. Information technology systems provide a resource-rich, district-wide web portal to improve learning potential for all children, enhance parents' ability to participate in the education of their children and improve the effectiveness and productivity of teachers and school administrators.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant proposes a well-defined continuous improvement plan. It includes providing timely and regular feedback towards progress on activities during and after the project. They will hire a national evaluator to ensure all required data is collected and reported to all stakeholders. The program will identify and collect reliable and valid baseline data for program participants, implement a continuous improvement process at every operational level throughout the district, and support strategic use of timely and appropriate data to guide planning and decision-making. The Project Director will monitor ongoing reporting requirements, grant-related timelines, and activities for compliance with federal regulations. Continuous improvement of the iPrep Math project will consist of feedback loops for program assessment. The formative evaluation of the project will provide daily review of student performance to inform teachers about how to guide student learning. Based on what is proposed, the applicant has a sound plan to ensure they have opportunities for ongoing corrections and improvements during and after the grant.

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

The applicant provides a comprehensive approach for communicating and engaging internal and external stakeholders in students' personalized learning environment. This approach consists of an iPrep Math web page that will be used to publish and share process and outcome information about the project. The iPrep Math program will include an implementation committee that consists of a broad range of stakeholders such as district and regional administrators, mathematics content experts, school administrators, iPrep Math teachers, parents, and community and business leaders. Meetings may be conducted face-to-face and online. The district will gather data and feedback through the website, focus groups, site visits, and surveys in order to inform project implementation.

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

The applicant describes a comprehensive multi-modal approach to capture data on process, progress, and outcomes. The program evaluation team selects performance measures and includes multiple charts showing the required data projections which includes identification of at least fourteen performance measures. The project's external evaluator will be contracted to conduct the analysis and provide data and other feedback to inform the Continuous Improvement Model. The evaluator will employ a multimodal approach including making maximum use of passive data capture including existing sources such as formative and summative assessments. For example, evaluation of iPrep Math will include measures of process, progress and outcomes guided by required reporting measures, research questions and the need to support continuous improvement and refinement of the model. The project's external evaluator will be contracted to conduct the analysis and provide data and feedback. There are health and wellness measures of student engagement and understanding, absenteeism and attendance, student persistence-on-task, post-secondary education/career plans and parental engagement. For example, the health and wellness indicator measures the extent to which immunizations are administered. These are appropriate performance measures for this project and are ambitious and achievable.

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

The applicant describes a clear and highly-quality plan to continuously improve the iPrep Math program. This plan consists of process and student performance measures as they relate to the goals for implementing a personalized learning program. The measures are based on research questions designed to address the effectiveness of Race to the Top-District investments. For example, one of the questions asks teachers in the 49 iPrep Math middle school classrooms who have participated in professional development subsequently to integrate what they have learned into their teaching practices in mathematics? An evaluation team will prepare the formative evaluation that provides qualitative data to determine whether progress of program's activities have been made using grant funds.

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 applicant proposes a reasonable and cost efficient budget for this proposal. This budget was developed and organized across four project levels: project management, evaluation and stakeholder engagement, renovation and wireless, building local capacity, and student access and support. The applicant requests \$30,000,000 over the four year period of the grant to serve 11,760 students and 147 educators. The applicant provided a comprehensive description of the funds the applicant will use to support project implementation as well as a rationale for investments and priorities. It includes an extensive break down for each project level, and indicates where ongoing funds are needed vs. one-time operational funds. The iPrep Math project is supplemented through other district funds and sources: Federal Rate Funds, the district's Foundation for New Educational Initiatives, Incorporation in the amount of \$25,741,444.00. This design of the budget should support students in a personalized learning environment, transform classroom practice, accelerate students' achievement, and ensure long-term sustainability.</p>		
(F)(2) Sustainability of project goals (10 points)	10	10
<p>(F)(2) Reviewer Comments:</p> <p>The applicant provides a strategic plan to sustain the budget after the four years of funding have been depleted for this project. For example, the applicant is committed to leveraging a broad range of current resources, ongoing initiatives and pursuit of new revenues to sustain the iPrep Math program after the grant period is over. This approach seems feasible because the applicant has a track record in securing for the last 5 years \$17.6 million in grants from the private sector; \$1.86 billion in grants from the state or federal government to meet educational needs such as closing achievement gaps, improving graduation rates, and decreasing dropout rates in this school district.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	6
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The applicant provides an ambitious and satisfactory plan to use existing partners to provide social and emotional supports for students and families. Examples of supports include: immunization compliance, supporting social/emotional or family needs, and helping students and parents to make effective and informed decisions about course work selection for high school and preparation for post-secondary education or careers. Examples of partner organizations includes agencies such as Amigos for Kids, Miami-Dade County Health Department, Miami Lighthouse for the Blind & Visually Impaired, The Listeners/Oyentes Program, The Melissa Institute, The Miami Coalition for a Safe and Drug-free Community, and United Way.</p> <p>The partnership goals focus on leveraging the home-school-community partnership such as eliminating barriers to student attendance and ensuring social, emotional, and academic needs of each student are met so the he/she can succeed. The proposed goals are appropriate and will address the needs of the students and families. The goal is to ensure that all middle school students, including those at risk and with other special needs, have the resources and services needed to succeed. Each of the population-level outcomes proposed will be tracked through appropriate performance indicators identified by the applicant. The associated metrics are available through data sources that are already in place in the district. The applicant will use the proposed indicators to identify student needs and target resources. Family engagement is a critical component in this proposed planning.</p> <p>The American School Counselor Association will provide the selected training model that focus on discrete priorities such as creation and implementation of a data-driven action plan aligned with school improvement goals of identified needs of iPrep Math middle school counselors. A series of trainings will allow the counseling professionals to learn skills and strategies to incorporate the use of data to make school counseling program decisions. Student Services professional staff will receive the appropriate training on the design and implementation of data-informed school counseling programs that align with school improvement plans that address specific goals: school safety, mental health, student achievement, graduation rates, attendance, and achievement gaps. Other specialized training will be provided by the district. Examples of these trainings include suicide awareness and prevention training, human trafficking awareness and Florida Choices Planner and Professional tools which are a free internet-based career information delivery system. The applicant provides a well-defined strategy that includes a Comprehensive Student Services Program located at each school that consists of a student services team that will be available for all students to receive wrap around counseling and other partnership sponsored services.</p> <p>The applicant identifies from their Section E ambitious and achievable performance measures with desirable outcomes, responsible parties, population group, and baseline rates. These performance measures are adequate and appropriate for the desire outcomes.</p> <p>WEAKNESSES</p> <p>While the applicant provides a plan for supporting student achievement, it is not clear as to how the services being provided by partners will help students' achievement over a period of time. The applicant lacks clear information on how they are going to scale-up their approach beyond the participating students. The applicant discusses engaging parents, it is not clear as to how these parents will be empowered to make decisions that support their children.</p>		

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
<p>Absolute Priority 1 Reviewer Comments:</p>		

The applicant describes a well-defined comprehensive plan to implement the four core education assurances for implementing a personalized learning initiative to support student's advancement throughout the duration of the proposed project. This plan describes how the program will expand their existing iPrep Math model and redesign the curriculum to support Grade 5 in 49 schools. The teachers will receive comprehensive training on instruction and collection of data that will support personalized learning for all participants. Numerous community partners will support the individualized learning program with proper tools for students and educators to enhance students' achievement. Ongoing monitoring as well as ambitious and achievable measures will help ensure the program is implemented effectively.

Total	210	201
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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:

The applicant provides a plan to solicit additional funds of \$1,993,962.99 to implement a comprehensive Personal Pathway program for eligible students in Grades 6-12. This program will navigate sustainable postsecondary and career transitions by improving health and wellness and self-efficacy. The existing web portal will be extended to enable students to explore, define and navigate integrated, multi-year pathways to postsecondary education and employment by supporting the students through the process. Parents, educators and counselors will be able to track student progress. For example, this program will guide the process for students to link interests and aspirations to career goals, postsecondary opportunities, and K-12 academic performance benchmarks. This strategy will help students understand best-practices around the goal-setting process based on a variety of self-learning exercises. A budget and budget narrative describing the rationale behind this project is included. The budget is reasonable, cost efficient, and meets the requirement of being eligible for supplementing these activities in this program.



Race to the Top - District

Technical Review Form

Application #0395FL-2 for School Board of Miami-Dade County, FL

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

The Miami-Dade County Public Schools (M-DCPS), Florida has proposed a comprehensive plan to transform the curriculum, instruction, and practices in middle school mathematics, specifically Algebra 1 through the implementation of the iPrep Math program model and design the physical classroom to facilitate personalized learning environments. The iPrep Math model is an innovative high-tech, blended-learning instruction designed to leverage the power of online resources in conjunction with the effective expertise of content teachers, allowing for a high adaptive and flexible learning environment to engage and empower students invest in their own learning. The district has developed rigorous mathematics instruction aligned with the goals of the Common Core State Standards and the secondary School Reform Plan. The iPrep Math will be implemented in all 49 traditional middle schools with the capacity to serve 240 students at each location.

The iPrep Math Model along with content expert teachers is designed to increase achievement in middle school mathematics, Algebra 1.

This criterion is rated High.

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

(a)The M-DCPS provided a detailed process and data-driven approach with proven results for selecting middle school mathematics as the focus for one level and subject to receive district-wide-reform. The district plans to place the iPrep Math learning centers all 49 traditional middle school. The district is confronted with three critical issues: stagnation in middle school mathematics achievement, high failure rates in Algebra 1, and over-aged middle school students resulting from the state's mandatory third grade retention policy. The iPrep Math has been proven effective with high school students. The program was implemented in 2010. In 2011-2012, iPrep Academy students outscored other district and state students on the Florida Comprehensive Assessment Tests (FCAT) with 94% scoring at or above grade level in FCAT Reading; Biology, 85%; and Geometry End-of-Course (EOC) tests, 91%.; and 100% of iPrep test-takers passed both the Biology and the Geometry EOCs, a performance achieved by only four other schools in Florida.

(b/c)The M-DCPS has presented a complete listed of schools participating in the iPrep Math learning center. The district has selected 49 traditional middle

schools, serving an estimated 11,760 students with support from 147 educators beginning fall 2013-14. Each middle school have the opportunity to serve at least one iPrep Math learning center to serve 240 in grades 6,7, and 8.

The district has designed a comprehensive plan to support the implementation of the iPrep Math Model.

This criterion will receive a High rating

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

The M-DCPS has provided a high-quality plan that is feasible and reasonable. The iPrep Math model was designed to incorporate efficiency, sustainability and replication across the district by building the capacity of existing staff. The average annual per student cost is \$640 with the current budget request. The district has a sound plan to scaling-up the iPrep math project by offering a second project to middle schools as funds are available and upon building request, expanding the iPrep Math project to additional content classrooms approach will leverage economies of scale and build on the mentation process. Through the Community of Practice (COP) model, the district has effectively outlined how the iPrep program will improve outcomes for all students served by the program. The COP model will enable teachers to assist students in understanding the relevance of what they are learning, the connection to other subjects, and gain experience as an independent learner as it relates to their interest and goals.

With the investment the district makes in improving infrastructure and training educators, the iPrep program can be sustained and expanded.

This criterion will receive a High rating.

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

(a) The M-DCPS has established ambitious yet achievable performance goals overall and for each subgroup based on ESEA First Time Testers, Combined grades 6-8 and Combined grades 9-12. The 2011-12 school year baseline data was used.

(b) The M-DCPS application included an ambitious yet achievable goal to meet the State ESEA targets to decrease the achievement gap. Based assessment results of the pilot iPrep Math learning center, African American students, students with disabilities, and English language learners who have the lowest scores should demonstrate improved learning and performance.

(c) The M-DCPS has established a graduation rate that is very ambitious yet achievable.

(d) The M-DCPS has established a reasonable, ambitious and achievable target goal for college enrollment.

The district has established a clear vision for the implementation of the iPrep Math. The district has obtained positive results with the iPrep program at the high school level.

This criterion will be rated High.

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 M-DCPS has demonstrated clear evidence of a record of success in the past four years in advancing student learning and achievement and increasing equity. The district is the receipt of numerous awards for improving student success. In 2012, the district was awarded the Broad Prize for Urban Education, which recognizes urban school districts that demonstrate the greatest overall performance and improvement in student achievement while reducing achievement gaps among low-income and minority students. M-DCPS was a finalist for the Broad Prize in 2006, 2007, 2008, 2011, 2012. In 2011, M-DCPS Hispanic students outperformed their peers in reading and mathematics at all school levels (elementary, middle, high school) and in elementary and middle school science. Between 2008 and 2011, M-DCPS was ahead of most Florida districts in increasing the percentage of Black students who performed at the highest achievement levels in elementary and high school reading, mathematics, and science. Improvements in graduation outcomes for M-DCPS Black and Hispanic students outpaced gains observed in other urban districts nationally. Between 2008 and 2011, M-DCPS posted increases in participation rates and scores on the SAT exam across all students tested and for Black and Hispanic students separately.

(b)In 2010, M-DCPS demonstrate commitment to achieve ambitious and significant reform by creating the Education Transformation Office (ETO) in 2010, to take direct ownership of the turnaround process and to provide one-on-one support to the 19 lowest-performing schools in the district. The ETO provided intensive professional development, coaching, staff reassignments, frequent progress monitoring and site visits by administrative and support teams, and a focus

on frequent and effective data use to inform planning and decision-making.

(c) The M-DCPS has effectively described how data is made available to parents, students, teacher and administrators in real-time communication to support student learning. The district has placed significance emphasis on development and implementation of formative assessments and the creation of a high-quality item bank from which teachers use in creating their own assessments, linked with a technological platform expedites scoring and provide multiple levels of analysis of the test data. M-DCPS teachers use the Electronic Gradebook to record and manage student attendance and grades; this information is available for review and action by parents and students. The district's web portal provides students and their parents' access to their test results and grades. School Administrators have access to the data for all the students at their school, coupled with an informational dashboard through which they can monitor student progress.

The district has demonstrated a clear track record of success by increasing scores in schools with the iPrep model, serving as an urban leader in closing the achievement gap, and providing transparency in the use of data for parents, students, and educators.

This criterion will receive a High

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

The M-DCPS has a comprehensive plan for increasing transparency by making public, each school's actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. In 1997, the Florida Legislature enacted the Educational Funding Accountability Act (Senate Bill 1546) that requiring Florida school districts to report certain financial information, in the form of a school financial report, to parents/guardians in order to inform parents and the public concerning how revenues are spent to operate the school during the prior school year. Copies of the report are distributed at the building level by the principal and available in three languages – English, Spanish, and Haitian. Personnel salaries at the school level are included in the report.

The district has provided a comprehensive plan that demonstrates transparency for student, parents and educators with a detailed school finance reports translated in three languages annually.

The criterion will receive a High rating.

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

The M-DCPS has demonstrated evidence of successful condition and sufficient autonomy to implement personalized learning environments. The district started the original iPrep Academy, in 2010, as a senior high school where students coursework is delivered in a blended model; online courses are facilitated by on-site teachers, and students work at their own pace to master course objectives. The program has expanded to 9 high schools serving over 1,100 students. State guidelines provide for acceleration at the middle school level by demonstrated mastery of competencies rather than by seat time alone.

The district has demonstrated sufficient autonomy under state law and through proven accomplishment with the iPrep program in high schools.

The criterion will receive a High rating.

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

- a. The M-DCPS has demonstrated an effective process for engaging stakeholders in the development of the proposal by reaching out to: the Miami-Dade County Council Parent Teacher Association/Parent Student Teacher Association for the purpose of involving middle school students and families; the PTSA President, to reach out to students; the Student Advisor to the School Board; a member of Miami-Dade County Public Schools' Student Government Association (SGA); and the SGA advisor. to request input. In planning the iPrep math model, mathematics content experts were critical members of the design team.

(i)The M-DCPS has demonstrated evidence of engagement with the United Teachers of Dade (UTD), the local teacher's union.

(b)The district has demonstrated evidence of meaningful stakeholder engagement by obtaining letters of support from key stakeholders.

The district provided evidence of stakeholders' engagement and documentation of letters from key stakeholders.

The criterion will receive a High rating.

(B)(5) Analysis of needs and gaps (5 points)	5	5
<p>(B)(5) Reviewer Comments:</p> <p>The district has provided a high-quality plan for improving learning and teaching by personalizing learning environments with the implementation of the Continuous Improvement Model (CIM) to drive decision-making throughout the district. The district identified the need to improve middle school mathematics outcomes, particularly in preparing students for success in Algebra 1 through CIM. The iPrep consist of a two-pronged approach. The first approach provide students with a personalized learning environment that utilizing all available resources, including technology, support services, data sources. The second approach included providing teachers with the resources and skills they need to: ensure rigorous and relevant instruction in mathematics for all students; support and engage students with the technology; work collaboratively in a co-teaching environment with large groups of students with diverse readiness levels; and build Communities of Practice through which student learning and professional growth takes place. The iPrep is will benefit all participating students, but, English language learners and students with disabilities with likely obtain greater success with direct and explicit instruction, opportunities to access, practice, and apply the learning and make meaningful connections to their own experiences and across disciplines. An additional program will be used to provide personalize middle school mathematics problems to different categories of student interest, such as sports, art, and music.</p> <p>The district provided a high-quality plan for the analysis of implementing personalized learning environments and the rational for the iPrep program that included needs and gaps.</p> <p>This criterion will receive a High rating.</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>(a)</p> <p>i. The M-DCPS has developed has implemented an effective instructional approach at the high school level, iPrep, and will be expanded to all middle schools in the district for Algebra 1. Through the iPrep student will experience independence, decision-making, collaboration, persistence-on task, and self-pacing. With the assistance of the school counselors, iPrep students will develop an individualized learning action plan (iLAP), to further assist in the relationship between the classroom and their personal and career goals.</p> <p>ii. The M-DCPS has Developed a plan to provide rigouous mathematics instructions aligned with gaols of the Common Core State Standards and the Secondary School Reform Plan (SSRP) outlined in the M-DCPS Studen Progression Plan (SPP) which is designed to ensure instructional excellance and community engagement. In grades 6 thtough 12, the district has focused on raising the academic performance of all students, increasing the graduation rate; reducing the achievement gap; and implementing a cycle on continous improvement.</p> <p>iii. The M-DCPS has developed an effective approach to delivering Algebra 1 instructions through the iPrep model with the district's strategic framework that focuses all initiatives on the central goal of preparing students to achieve at their highest potential, develop a post-secondary plan, and graduate equipped with the academic and personal skills to succeed in the workforce or higher education. The iPrep Math model represents a significant departure from the traditional. Middle school student will understand the relationship between the classroom and the real-world in the development of they work through the post-secondary plan.</p> <p>(iv) The M-DCPS has developed a comprehensive plan for ensuring access and exposure to diverse cultures, context, and perspectives at the district level and in iPrep. Student service workers will be hired to work with students and families and ensure that teachers have access and exposure to diverse cultures, context, and perspectives in accordance to the district's plan.</p> <p>(v) The M-DCPS plan has sufficiently described how the plans will maser critical academic and developmental skills and traits. The iPrep model is aligned with the goals of the Common Core Standards which directly correlate to the 21st century work environment. Students are enriched with experiences, such as independence, decision-making, collaboration, persistence-on-task, and self-pacing.</p> <p>(b).</p> <p>(i/ii) The M-DCPS has developed a comprehensive strategy for providing personalized learning sequence of instructional content and skill development and high quality content in iPrep by building on the differentiated instruction and incorporating Stairway to Learning Success lesson design. The district will implement the Learning Success model in iPrep as part of the blended learning approach. The Learning Success model learning sequence progresses through Preparation, Meaning, Content, Practice, and Performance.</p>		

(iii) The M-DCPS has developed high quality content for students that aligns the Common Core State Standards in Mathematics (CCSSM) and district has developed pacing guides. The curriculum includes rigorous content and application and the district has proposed to use this curriculum to assist students in understanding the relationship between Algebra 1 and the real-world. Additional instructions will be guided by two state mandated mathematics standards.

(iv)

(A/B)The M-DCPS has clearly described an instructional plan to frequently update individuals' student data and provide personalized learning by conducting pre-assessments of iPrep students to determine strengths, weaknesses, and learning targets to include in the iLAP. The iPrep incorporated the iLAP for students and teachers to develop a specific topic list of all concepts the student will study, including goals, timelines, and milestone tasks allowing for personalized learning recommendations. Teachers use a variety of data in the review of students' progress through the iLAP, including formative assessment, interim assessment data and assessments embedded within the technology resources, and data gathers for the iLAP.

(v) The M-DCPS has a comprehensive plan to identify high-need students and provide the necessary assistance. The district produces a comprehensive report, the Student Assistance Profile designed to identify student according to certain criteria: absences, reading and mathematics scores, standardized test scores, retentions, academic averages, grade point average, credits earned, and suspensions. Students are ranked according to the number of criteria identified and school counseling professionals periodically review this report to identify student needs and target their programs and services. The district has implemented the Response to Intervention model which provides monitoring of student progress.

(c). The M-DCPS has a clearly defined process to provide training and support to students on tools and resources. School and district student service staff and iPrep Math teacher will be responsible for providing training students on the use of the iLAP. Students will use the iLap to track and manage their learning goals.

The district has implemented a highly-qualified plan as demonstrated by the district-wide processes and supports currently in place to improve learning and teaching. The iPrep Math program has will be based on a rigorous curriculum allowing for personalized learning environments appropriate for all students. The iPrep is aligned to college and career readiness.

This criterion will be ranked High.

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

(a)

(i). The M-DCPS has described an extensive professional development plan for iPrep Math teachers and staff. Participating teachers will receive training in the initial year prior to the start of the program on co-teaching; e-learning facilitation; project-based learning; personalized learning; using multiple data sources to differentiate instruction; formative assessment; and on the use of the technology resources and platforms. Professional development will continue throughout the year, supported by the iPrep Math Project Director and support team, and professional learning communities (PLCs) to: ensure a common vision and fidelity of implementation, identify emerging opportunities for improvement, and share best practices and lessons learned.

(ii) The M-DCPS has provided a comprehensive program in the iPrep Math learning center model design that is adaptive, learner-centered, and personalized to meet the needs of each learner. The physical layout of the classroom will be redesigned for the new approach to teaching and learning.

(iii) The M-DCPS has a sound plan for teachers to frequently measuring student progress identify the content they want the students to learn and then determine how they will assess the students' understanding and learning. Teachers teams will analyze student work and provide feedback to apply interventions immediately to helps keep students on track and successful. Formative and summative assessments and real-time data will be used to monitor student progress and make instructional decisions.

(iv) The M-DCPS has provided clear detail on the district's teacher evaluation system, Instructional Performance Evaluation and Growth System (IPEGS). The system was developed jointly by M-DCPS and the United Teachers of Dade.

(b)

(i). The M-DCPS provides a strong web portal that provides data and resources to support teaching, learning, and instructional decisions. The portal provides students and parents' access current data, including test scores and grades. Teachers have access to class-level and individual student data, academic profiles, test data, attendance, and grades. Principals are able to access to data on all students at their school, reports that provide current data on metrics aligned with school performance, school grades, and student learning indicators.

(ii) The M-DCPS provides high quality learning resources through the iPrep The iPad will provided 25 laptops for student to checkout on weeknights; classroom laptops will also be available for checkout on the weekend if needed by students who do not have their own computers at home, and to ensure equity. The

district offer students without internet connectivity at home a listing of free wireless hotspots in their neighborhood and directing students to resources such as Comcast's Internet Essentials program for internet access at \$10 per month for students who qualify for free and reduced priced lunch and who live in an area served by Comcast.

. (iii) The M-DCPS provides a reasonable processes and tools to match students' needs. The iPrep Math program will change classroom practices in all middle schools mathematics classes by implementing a new model of teaching and learning in every middle school across the district.

(c)

(i)The M-DCPS has developed a comprehensive district teacher evaluation plan. Administrators observe and evaluate teachers for the purpose of improving teacher effectiveness and student access to effective instruction. All administrators who have responsibility for teacher supervision and evaluation receive training annually in the IPEGS.

(ii) The M-DCPS has developed a comprehensive professional development plan for the iPrep. The project director and the iPrep Math teacher-trainers will meet with site administrators and teacher teams to maintain regular two-way communication, identify any emerging issues, and foster a COP.

(d) The M-DCPS has developed a focused collaborative redesign of the teacher and administrator evaluation that includes the state-required professional practices and student-growth-measure elements. In June of 2012, both teachers and school site administrators' range of professional practice results were collected and prepared for combination with the student growth measures as approved and provided by the Florida Department of Education. Florida's Value-added Model, FLDOE's approved model for the student growth measure, is pending release in mid-October 2012. Once the data have been obtained by M-DCPS, the district will expedite the incorporation of professional practice and student growth measures as prescribed by law and the evaluation systems.

The district provided detailed information to address training tools and resources and effective learning environment. The plan addressed how students would receive instruction from high-quality educators by using the revised teacher evaluation system. .

This criterion is rated High.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

(a) The M-DCPS has presented a reasonable district level organization to support the iPrep Math program by aligning district office operations to include three new positions: Chief of Innovation and Accountability, Chief of Academic, and Chief of Operating Officer. The iPrep will be located in the Office Innovation and Accountability and include position for a director, four math facilitators who are content experts, and two student support services specialist.

a. The M-DCPS has clearly described the autonomy afforded schools in district. Schools are able to establish bell schedules, make personnel decisions, assign responsibilities to staff, and control school-level budgets. The middle school participating in the iPrep Math program will have the autonomy to select the teachers that will be involved in for the project. Guidelines on the identification of staff will be provided by the district.

b. The M-DCPS has developed a comprehensive district-wide plan that establishes the requirements and procedures for student progression, the M-DCPS Student Progression Plan (SPP). The Student Progression Plan outlines the performance requirements for all K-12, Adult Education, and Exceptional Education Students. At the middle school level, the Student Progression Plan allows for promotion to be based on demonstrated mastery and is not restricted based on seat time.

(d)The M-DCPS has clearly explained the process for students to demonstrate mastery of standards at multiple times and by varying methods. The iPrep Math lab will provide students with different mechanisms to demonstrate mastery including the Carnegie Learning software that has embedded formative assessments. Students will demonstrate mastery through completion of real-world projects based on their interests and goals in the collaboration center, The small group center o will provide one-on-one sessions with the teachers; students will demonstrate mastery through discussion-based assessments.

(e) The M-DCPS has clearly explained the process for the Prep Math labs to incorporate learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English Language Learners. English language learners participate in the general curriculum. Students with disabilities who can benefit from blended learning experiences with appropriate supports will be able to participate in in the iPrep Math program.

The district provided a high-quality plan that included comprehensive policies to support the iPrep Math program including restructuring the central office. The autonomy at the building will add to the fidelity of implementation. The district has addressed participation of appropriate resources for students with special needs in the iPrep.

This criterion is rated High.

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

(a) The M-DCPS has presented a clear plan for providing technology to all students enrolled in iPrep. The iPrep will provided 25 laptops for student to checkout on weeknights; classroom laptops will also be available for checkout on the weekend if needed by students who do not have their own computers at home, and to ensure equity. The district offer students without internet connectivity at home a listing of free wireless hotspots in their neighborhood and directing students to resources such as Comcast's Internet Essentials program for internet access at \$10 per month for students who qualify for free and reduced priced lunch and who live in an area served by Comcast. Teachers and administrators will have access to relevant resources and tools to enhance student learning. Services and resources for parents and other stakeholders will be coordinated by the iPrep Math Student Services Specialist.

(b) The M-DCPS has presented a thorough plan for ensuring each middle school has appropriate levels of technical support. A Network Infrastructure Support Technicians will be located on each middle school to t maintain computers and network equipment and provide, technical support to teachers and students. The iPrep grant staff will include 4 full-time iPrep math facilitators who will provide on-site support through the coaching model and mentoring. Students will also use collaboration tools and will become members of a district-wide iPrep Math COP to share their projects and experiences. The iPrep staff will conduct parent workshops on the technology tools their students are using in class and what new data are available to them.

(c) The M-DCPS maintains an extensive district-wide information technology system consisting of a district-wide web portal to improve learning for students, enhance parents' ability to participate in their child's education, and improve the effectiveness and productivity of teachers and school administrators.

(d) The M-DCPS provides an extensive interoperable data system equipped to support and compile and report all information related to the iPrep Math program. All data is located in a data warehouse and the warehouse feeds multiple applications and report to staff throughout the district.

The district provided a high-quality plan that included an extensive infrastructure to support the iPrep Math program. The iPrep students and staff will benefit from the use of technology supports.

The criteria will be rated High.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

M-DCPS has described a strong strategy for implementing a rigorous continues improvement process. In consultation with the national evaluator, the district will develop a plan that includes identifying and collecting reliable and valid baseline data for program participants. The project director will be responsible for monitoring grant-related timelines, activities, and reporting. iPrep process and outcome data will be placed on the iPrep Math web page and through the iPrep Math implementation committee composed of internal and external stakeholders. The district will provide process feedback through site visits, focus groups, and meeting COPs. The Carneige Learning software will be used to monitor, measure and publicly share information on professional development and the utilization of technology. The iPrep progmawill include formative evaluation that provides daily feedback to teaches. The program conduct regular self-assessment surveys to all stakeholders including students, parents, teachers, and administrators.

The district's continuous improvement process serves a multi-faceted areas of assessment from daily student data to performance measures.

This criterion is ranked High.

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

The M-DCPS has described reasonable strategies to provide ongoing communication and engagement to include the development of an iPrep Math webpage and a district web-portal iPrep collaboration site. The district will implement an iPrep committee of stakeholder to provide a forum for discussion and feedback with iPrep staff. These strategies should present continuous information on the program and address areas of concerns by stakeholders.

The district provided a plan for communicating on the iPrep program.

This criteria is rated High.

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

(a)The M-DCPS provided strong rationales for each iPrep performance measure. The achievement of each performance measure will serve to strengthen the all students and the overall program.

(b) The M-DCPS has provided supportive performance measures are rigorous, timely, and formative leading information directly related to the goals of the iPrep program. Data will be captured that will allow iPrep staff to make timely intervention to personalized learning environments and the whole student.

(c) The M-DCPS has provided clear details on the review and improvement of the performance measure over time and how that information would be used. The evaluation of iPrep will integrate measures of process, progress, and outcomes, which will be guided by the required reporting measures, research questions, and the need to support continuous improvement and refinement of the model.

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

5

5

(E)(4) Reviewer Comments:

The M-DCPS has developed a comprehensive to evaluate the effective of the iPrep program activities. The evaluation will address four fundamental research questions: changes in classroom practices; changes in student behavior; changes in student outcomes, and changes in process for engaging stakeholders. An evaluation team will prepare the formative evaluation to provide qualitative and quantitative data to assess whether progress is being made towards the attainment of the performance measures.

The district presented a clear and highly-qualified approach to continuously improve the iPrep Math program. The district will contract with an external evaluation team.

The criteria will be rated High.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

(a) The M-DCPS has described in detail all funds to support the iPrep Math program to include funds requested from the Race to the Top-District grant, district, state and other federal funds to create personalized learning environments, transform classroom practice, and accelerate student achievement. The district will leverage \$25,741,408 from district, state and other federal funds to support the project. The district will support the salaries for 98 teachers at the cost of \$52,721 per year for 3.5 years, or \$18,083,303 plus fringe benefits.

(b).Funds to support the iPrep Math program is reasonable and sufficient to support the performance measures outlined in the proposal. The budget includes a Project Director, blending learning software, computer for classrooms and student check-out, professional development, and infrastructure improvement for technology.

(c)

(i). The iPrep budget provided a detailed budget to implement the plan. Revenue from all funding sources was documented. Details on in-kind services and personnel were listed.

(ii) The M-DCPS provided detailed information on funds that will be used during one-year of the program. One-time services in renovation and wireless for all buildings, contract with a media resource person, and contracting with a psychologist to conduct training. Details were provided how all funds would be expended.

Funds listed in the budget and a detailed in the narrative provide for the sound administration and implementaion of the iPrep Math program in all districts middle schools.

The criterion will be rated High.

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

10

10

(F)(2) Reviewer Comments:

The district has developed a reasonable plan for sustainability based on a sustainable budget that can support a thorough, efficient technology development and implementation process, and identifies cost saving ares for future implementation. The district's investment in training educators as trainers and mentors to continuously support the iPrep program will increase sustainability.

Allowing school administrators building level autonomy for hiring, financial management , and training throughout the iPrep program aids in the sustainability of new and innovative programs.

This criteria is rated high.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

- (1)The district has developed a comprehensive Competitive Preference Priority comprised of extensive service integrated, adequate fiscal resources, and that are results oriented. The district has provided reasonable details to describe the partnerships with community agencies and organizations both public and private. Partnerships serve both students and parents in the areas of child care, substance abuse, health care, mentoring of at-risk students, and services for students with disabilities. Several partnerships address college and career-ready standards.
- (2) The district has adequately identified the population-level desired results for students in the district that align with the broader scope of the grant. The desired results will focus on a building hr home-school-community partnerships to eliminate attendance barriers, ensure parent s have adequate resources to better assist their children, and ensure the social emotional and academic needs of students are met.
- (3) The district has provided an extensive plan to track selected indicators that measure each result through the use of the data warehouse and data sources already in place at the district level to include the principal portal and various reports. Date will be used to identify areas of student need and resources adjusted to improve student outcomes. Through the use of appropriate wrap-around service model provide by the partnerships and student support services teams at each school, the district will be able to duplicate and scale-up this model. Student support services staff will have access to students, families, partnership, and data and the collaboration of all will enhance overall student achievement.
- (4)The district will effectively integrate education and other services for participating students by providing appropriate training to enhance the goals of the grant and increasing achievement outcomes. Counselors and student service providers will receive training in accordance with the American School Counselor Association model that focuses on data-driven student services. Additional training will be provided on suicide prevention.
- (5)The district has prepared a comprehensive plan that is align with the goals of the grant and will enhance the grant through the wrap-around services provided by the student support teams and the partnerships. This plan seeks to reduce the days missed from school, adding more time in-class; increase parental involvement to gain the support of family in the educational decision-making process for their children; and maintain and expand partnership to assist in provided services not available at the school. The emphasis of the counselors' training is to develop the ability to evaluate student services and make appropriate adjustments.
- (6) The district has provided annual performance measures that are ambitious and achievable. A major goal for the competitive preference priority is to reduce the number of overage middle school by 40% by the end of the grant period while increasing parental involvement at the same rate.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The Miami-Dade County Public Schools (M-DCPS), Florida has proposed a comprehensive plan to transform the curriculum, instruction, and practices in middle school mathematics- Algebra 1. The iPrep Math model is an innovative high-tech, blended-learning instruction designed to leverage the power of online resources in conjunction with the effective expertise of content teachers, allowing for a high adaptive and flexible learning environment to engage and empower students invest in their own learning. Teachers and administrators will participated in extensive professional development each summer and on-going throughout the year. The district has developed rigorous mathematics instruction aligned with the goals of the Common Core State Standards and the secondary School Reform Plan. The iPrep Math will be implemented in all 49 traditional.

Total	210	210
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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:

The Miami-Dade County Public Schools has developed an Optional Budget Supplement that is comprehensive and innovative. The Optional Budget Supplement will be used to expand the district's existing web portal to create a comprehensive Personal Pathway planning platform ("Platform") beginning in the middle school. The Platform will include 5 areas: Middle School; Health and Wellness and Self-efficacy; Data Dashboards and Early Warning Indicators; Postsecondary

and Employer Engagement; and Data Warehouse. The Platform will enable students to explore, define and navigate integrated, multi-year pathways to postsecondary education and employment, building a foundation of health and wellness and self-efficacy that will support them through the process. The model can be scaled-up and replicated.

(2) The district has developed a detailed plan of implementation. The Platform will build expand on existing web portal deployments and will enhance existing functions for student, parents, educators, and counselors.

(3)The district has developed a reasonable budget to accomplish the task of building the Personal Pathway Platform.



Race to the Top - District

Technical Review Form

Application #0395FL-3 for School Board of Miami-Dade County, FL

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 satisfies this criterion through a credible and convincing vision statement comprised of key convictions which it believes are essential for the success of its students. This vision focuses on preparing students for success in the third millennium. It is predicated on standards and assessments, great teachers and leaders, data support systems and assistance for struggling schools. There is a commitment to accelerate student achievement, deepen student learning and increase equity through personalized learning. In (A)(2) the applicant moves into a rich and exciting narrative which describes how it intends to translate its vision into a dynamic project impacting thousands of middle school students. Evidence for the quality of applicant's vision includes but is not limited to the following commitments and support systems:</p> <ul style="list-style-type: none"> • Applicant believes it must identify and implement pivotal changes in classroom practices and models for teaching and learning that will best support each student's achievement. • Applicant believes it must close two achievement gaps—the gaps between district students and students statewide and nationwide and gaps across district's various demographic groups. • Applicant believes mastery of knowledge and graduation readiness including a post-secondary education and career plan is vital for all students. • Applicant believes all students must acquire intra- and inter-personal skills needed to thrive in an evolving workplace. • Applicant believes use of Florida's high-stakes teacher and principal evaluation system which prioritizes student achievement as 50% of the educator's final summative performance rating is critical to improving student achievement. • Applicant's Educational Transformation Office (ETO) provides extensive professional development, common planning time and instructional coaching which have led to significant improvements in student learning outcomes in lowest performing schools. • Applicant believes that changes in learner outcomes are predicated on substantive changes in classroom practice. • Applicant believes provision of timely access to student data which is immediately useful for instruction and the resources, skills and support systems needed to personalize the learning environment for each student are essential. • Applicant believes provision of meaningful educational activities for students which are aligned to their interests and abilities and that foster a deeper understanding of content through real-world applications, a personalized learning plan, and data and benchmarks to assess their progress are essential. • Applicant believes that the best, richest and most forward-thinking educational opportunities need to be available for all students. 		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>Applicant satisfies this criterion through a rich, thick highly credible and effectively reasoned proposal comprised of a carefully conceived descriptive narrative supported by appropriate tables and charts. Applicant proposes to translate its reform vision into a plan for iPrep mathematic learning centers at the middle school level. These centers will build upon district's successful high school iPrep Academy. The latter utilizes an innovative, high tech blended-learning</p>		

instructional design which leverages the power of online resources coupled with effective, content-expert teachers within a highly adaptive and flexible learning environment in which students are challenged to take charge of their own learning. It is noteworthy that the design team which developed the applicant's RTTD proposal selected one level of schooling and one subject area, based on internal district research, for its reform focus, viz., middle school algebra. Consequently, an iPrep Math learning center is proposed by applicant to be in place at every one of the districts 49 middle schools beginning with the 2013-2014 school year.

Evidence for this reviewer's assessment includes but is not limited to:

- The iPrep Math middle school learning centers will:
 - Bring middle school mathematics instruction fully into the 21st century through state-of-the art instructional practices
 - Drive improved student achievement in mathematics
 - Open up potential high-earning career pathways especially for those who are minorities, economically disadvantaged, SWDs and ELLs
 - Serve as models of a new paradigm of blended-learning instructional practice
 - Provide equity for all students by creating a personalized learning environment
 - Increase student access to post-secondary education and career opportunities in STEM education
 - Improve the quality of teaching and learning for all students by increasing the number and percent of students taught by effective and highly-effective teachers
 - Build the capacity of students services support teams to address the needs of the whole child in order to improve individual achievement
- Applicant describes its plan for recruiting and hiring staff and for major infrastructure renovation associated with the implementation of the iPrep Math learning centers. It is applicant's intent to build upon knowledge gained from the development of its high school iPrep model which identified four critical success factors. These are spelled out in the application and include 1) having the required infrastructure in place from the very beginning of the project and 2) the implementation of three types of flexible 21st century learning environments to be created by combining multiple, traditional classrooms into single, large multipurpose rooms adaptable to 21st century individualized learning environments.
- Applicant also emphasizes its focus on assisting district and school leaders to fully share the reform vision, understand the implementation model and know how to support implementation at each middle school site including the capacity to accurately assess the teaching and learning taking place.
- Applicant emphasizes its intent to have the right teachers with the right skill sets in place from the start. Intensive professional development is planned for those who are selected for the iPrep math learning centers.
- Applicant emphasize its intent to ensure equitable access to IPrep Math centers for all interested students. These centers will not become remedial centers for struggling students. Specific assurances will be in place so that SWDs and ELLs are not selectively excluded or included.
- Applicant provides detailed information regarding activities, deliverables, timelines, responsible parties, alignment with the RTTD absolute priority and RTTD assurance areas for each project goal, by fiscal year (Attachment 2: iPrep Math Comprehensive Management Plan.)
- Applicant provides a credible plan for sharing timely and relevant data with all stakeholders in order to enable students and parents to make informed choices regarding educational and career-preparation options.
- Applicant provides a credible, well documented and carefully reasoned rationale for its focus on middle school students. Algebra readiness will be emphasized because of the historically significant role algebra plays as a gatekeeper course in terms of access to later academic and career options. The foundation for success in algebra will be a prime instructional goal for the new iPrep Math Learning Centers.
- Applicant provides a carefully reasoned rationale for implementing the iPrep Math Learning Centers in every one of the district's 49 traditional middle schools with ALL students eligible to apply. (A list of the schools is provide in Applicant's Table 3) Each middle school will have at least one iPrep Math Learning Center to serve 240 students in grades 6,7 and 8. Students will work in groups of 60 with a team of three teachers in an adaptive, technologically rich highly engaging learning environment. Applicant provides a rich ethnographically oriented description of what takes place in the centers.
- Applicant projects a total of 11,760 students will be served through the iPrep Math middle school learning centers each year beginning in the fall of 2013-2014 school year. (Projected numbers and percentages of participating students is provided in applicant's Table A2.)

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

Applicant satisfies this criterion through a compelling, tightly reasoned presentation of how its reform proposal will be scaled up and translated into meaningful reform to support district-wide change in mathematics and other subject areas. Evidence for this reviewer's assessment includes but is not limited to the following:

- The iPrep Math model provides the impetus for expansion of its unique components into other mathematics classrooms through site-embedded job-alike demonstrations of personalized learning.
- The iPrep Math model, which builds off its high school level counterpart, is designed to be efficient, sustainable and replicable across the district.
- Scaling up to additional classrooms and subjects will leverage economies of scale and build upon past and continuing work in the development of the iPrep Math model.

- Formative feedback is envisioned as a primary means of driving continuous improvement processes, identifying best practices and otherwise determining the most effective methods for expansion of the iPrep model into other subjects and classroom across the district.
- Applicant's theory of change is based on well-documented research supporting a "community of practice" (COP). The proposed iPrep Math model leverages the high level of engagement fostered through a COP coupled with a personalized and highly-adaptive learning environment, appropriate technological resources and skilled, content-expert teachers working in a collaborative learning environment.
- The iPrep Math model is scalable, expandable to other content areas and is premised upon a theory of change which facilitates personalized learning which emphasizes student achievement of true proficiency in mathematics.

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

Applicant satisfies this criterion.

- Applicant provides comprehensive data charts which provide a detailed response to criterion (A)(4) and subcriteria (a), (b), (c) and (d). These data cover elementary, middle and high school performance on various summative assessments including disaggregated demographic detail with projections for improvements through 2016-2017. Data charts are also provided which address decreasing achievement gaps and are disaggregated demographically with projections through 2016-2017. Similarly, data is provided with respect to graduation rates and college enrollment. Applicant's careful attention to all requirements in responding to this criterion is especially noted. All data charts are complete to the last detail. These data will predictably provide powerful guidance for the applicant in its efforts to translate its vision into a project (iPrep Math) which will result in improved student learning and performance. Improved equity is also anticipated by this reviewer based on the availability of iPrep to ALL students. Applicant has already seen positive student achievement results in its high school level academy which serves as the prototype for middle school iPrep Math. It is noteworthy that the success of the initial high school level academy is now leading to an expansion of that project to other high schools in the district. The same level of success is reasonably projected for iPrep Math at the middle school level.

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:

Applicant satisfies this criterion through a convincing presentation of multiple substantive examples of its track record in advancing student learning and achievement during the past four years. Evidence for this determination includes but is not limited to the following:

- Applicant notes that since 2009 its resources have been realigned based on one all-encompassing strategic goal: increasing achievement for all students. This decision is correlated with subsequent evidence of improved student achievement and progress toward decreasing the student achievement gap. Applicant's claim is validated by data from multiple measures including the Florida school grading system, student performance on college entry examinations and high school graduation rates.
- Applicant is recipient of the 2012 Broad Prize for Urban Education. This prize recognizes urban school districts that demonstrate the greatest overall performance and improvement in student achievement while also reducing achievement gaps among low income and minority students.
- District's absolute "no holds barred" approach to resource allocation is credited for a greater percentages of Hispanic and Black students achieving at the highest levels than in other urban Florida districts.
- In 2010 applicant created its Education Transformation Office to take ownership of the district's school turnaround process and to provide one-on-one support to its 19 lowest-performing schools through aggressively implemented strategies including intensive professional development, instructional coaching, staff reassignments and frequent progress monitoring. Results have been significant as reflected by such measures as overall school quality evaluations, individual student academic performance in reading and mathematics, graduation rates, attendance and college readiness for reading and mathematics.
- Applicant's efforts to support improved student achievement have included the development and implementation of formative assessments including creation of high-quality item banks from which teachers can draw to create individualized student assessments. Teacher have immediate access to assessment results and can use multiple interactive reports to set instructional targets. Other significant examples are provided by applicant.

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

Applicant satisfies this criterion. Evidence for this determination includes but is not limited to the following:

- Applicant has long standing administrative policies emphasizing transparency with regard to processes, practices and investments. Applicant adheres to Florida's Educational Funding Accountability Act. Districts are required to report certain financial information in the form of school financial reports to parents/guardians. Annually, principals are required to distribute to parents a letter from the superintendent in three languages (English, Spanish and Haitian-Creole) together with a report page pertaining to each child's school. The report is compiled by the district's Office of the Controller's Cost and Business Services. Data include:

—Actual personnel salaries at the school level for all school-level and instructional support staff

—Actual personnel salaries at the school level for instructional staff only

—Actual personnel salaries at the school level for teachers only

—Actual non-personnel expenditures at the school level

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

Applicant satisfies this criterion by affirming that there are no impediments to implementing its proposed educational reforms. It possesses the conditions and necessary autonomy to do so under Florida’s legal, statutory and regulatory requirements. No waivers or other special requests or conditions will be required. Additional evidence includes but is not limited to the following:

- Applicant provides a detailed discussion about Florida’s active encouragement of educational reforms involving digital technologies, e-books, virtual schools and other initiatives designed to encourage and expand personalized student learning.
- The proposed iPrep Math initiative is aligned with state priorities and is pedagogically and developmentally appropriate for middle grades students.

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

Applicant satisfies this criterion. A record of direct stakeholder participation in the development of the proposal is provided. It is apparent to this reviewer that the applicant has deliberately involved the full range of stakeholders from the beginning of the process to the creation of the final proposal document. Evidence for this conclusion includes but is not limited to the following:

- Upon learning of the RTTD competition the applicant convened key district staff to explore the possibility of submitting an application. District personnel traveled to Washington, DC to participate in a one day session sponsored by America Achieves to gain a better understanding of the extent of the program.
- The original group of key district staff was substantially enlarged and invited to engage in brainstorming sessions. A project design began to emerge and the go ahead was given administratively to seek further input and guidance in developing the initial design.
- Applicant describes a series of discrete steps which were taken as the application began to reflect substance in terms of priorities, goals, strategies and timelines. School-site personnel were invited to provide critical input specific to their own schools which had been identified to become iPrep Math centers.
- The district’s parent-teacher association helped to directly involve middle school students and parents in the proposal’s development.
- The applicant’s grant development team met with representatives of the United Teachers of Dade (UTD) to solicit input for the proposal and to address any union concerns. A close working relationship between the district and UTD is reported in terms of the development of the final RTTD proposal.
- Applicant provides letters of support from key stakeholders. These are shown in Attachment 9 of the application. It is noted by this reviewer that while evidence of significant UTD involvement is presented, the letters of support do not include a letter from the UTD leadership. However, it is further noted that the president of UTD has signed the Part IV assurances.

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

Applicant satisfies this criterion. Evidence for this conclusion includes but is not limited to the following:

- During the past four years the applicant has implemented a Continuous Improvement Model (CIM) throughout all levels of the district to drive decision-making processes in support of increased student achievement. Through the CIM the applicant engages in ongoing reviews of multiple data sources in order to identify early warning signs of potential problems, probe for root causes and contributing factors and to identify opportunities for strategic corrective initiatives.
- The CIM process has revealed the need to significantly reform middle school mathematics instructional outcomes particularly including preparation of students for success in Algebra 1. This finding is basic to the proposed RTTD-funded iPrep Math project.
- The logic behind the applicant’s proposed iPrep Math project includes findings contained in the Final Report of the National Mathematics Advisory Panel: “Foundations of Success” as well as other research-based sources. Applicant also draws heavily on the success of its existing iPrep high school academies in defining explicit detailed components of the iPrep Math project. Other sources include Carnegie Learning’s MATHia ITS project which among other priorities emphasizes use of personalize middle school mathematics problems aligned to different categories of student interest.
- In order to ensure that ELL and SWD students have the opportunity to be fully a part of the iPrep Math project the applicant will utilize what is defined as "situated learning theory". This component will benefit all participating students but most particularly it will provide ELLs and SWDs with opportunities to apply learning and make meaningful connections to their own experiences and across disciplines within the iPrep Math program.

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

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

(C)(1) Reviewer Comments:

Applicant satisfies this criterion through provision of an exhaustive amount of substantive and pertinent information which is logically and convincingly presented in meticulous detail. The narrative descriptions are dense, inclusive, explicit and are effectively linked to the criterion. It is difficult to imagine a more thorough response possible to what by any definition is a complex, demanding set of expectations as defined in the RTTD notice for (C)(1). The iPrep Math model contains critical elements that have been lifted directly from the district's highly successful secondary iPrep Academy project. (As the narrative descriptive information about iPrep Math is scrutinized it is difficult to determine if the applicant has sufficiently distinguished between/among instructional practices that are appropriate for grades 9-12 and those that are appropriate for grades 6-8. There is a rich middle school literature that addresses the cognitive, emotional, social and physical characteristics of middle school age students. These are substantially different from those of older adolescents of high school age in many respects.)

Evidence for this reviewer's evaluation includes but is not limited to the following bullets which relate directly to (C)(1) criteria and subcriteria:

- The iPrep Math model represents a significant departure from the traditional methods of mathematics instruction—one that is more aligned with the goals of the Common core Standards and one that will provide students with learning experiences that inculcate independent learning, personal decision-making, collaboration, persistence in remaining on-task and self-pacing—these are skills and abilities are directly related to 21st century academic and work environments.
- The iPrep Math learning environment is designed to ensure instructional excellence on the part of teachers and increased engagement by students resulting in improved academic performance, an increase in the graduation rate, reduction in the achievement gap among demographic subsets of students and the creation of literate graduates ready for career, college and citizenship.
- The iPrep Math project emphasizes personalized learning environments, empowered educators, accountable leaders, engaged communities and a system in which high academic standards, innovative curriculum and instruction, state-of-the art assessments and appropriate support are creatively and functionally integrated.
- The iPrep Math project is responsive to the Florida Secondary School Redesign Act to the extent that its components are responsive to middle school education. iPrep Math reflects the core conviction that struggling students need the highest quality teachers and dramatically different and innovative approaches to teaching and learning including small learning communities that allow teachers to personalize instruction, to address different learning styles, strengths and weaknesses, and to provide intensive interventions in reading and math instruction through innovative instructional delivery systems.
- The district's Comprehensive Student Services Program, PK-Adult (CSSP) is delivered by an integrated team of student services professional who are uniquely trained to assess the academic, personal/social, career/community awareness and health and wellness needs of all students. These services are seen as integral to the success of the iPrep Math project at the school level.
- iPrep Math will provide opportunities for students to advance at their own pace with acceleration mechanisms in place for students who are ready to move on to higher-level course work or who require remediation strategies if they have fallen behind.
- iPrep Math emphasizes teacher, student and parent empowerment. For students the emphasis is on taking charge of their own learning path and to work on high interest projects individually and collaboratively in meaningful learning communities.
- Middle school counselors will receive training on the iPrep Math learning model including scheduling and advisement of students. Counselors will work with iPrep Math teachers to ensure that students identify and pursue their individual learning and career goals.
- Individual iPrep Math students will be assisted in developing an individual learning action plan which provides a personalized sequence of instructional content and skill development targets.
- Student services professionals will work with school-site student services staff and iPrep teachers to ensure that students have access and exposure to diverse cultures, contexts and perspectives as called for in criterion. Instruction will emphasize fostering of attitudes of respect for others which are free from discrimination and/or harassment and which enable students to focus on their academic and career goals without negative impeding influences.
- iPrep Math content is defined by the Common Core Standards in Mathematics (CCSSM). The CCSSM are composed of two types of mutually supportive mathematical standards: the Standards for Mathematical Practice and the Standards for Mathematical Content. The latter provide the knowledge and skills students will need to be successful now and in the future. The former describes the ways in which students should be personally engaged in the mathematics they are learning.
- iPrep Math students will be pre-assessed to determine strengths, weaknesses and learning targets that will be incorporated into their individual learning plans (iLAP). Teachers will analyze all student data and organize the order of completion for learning tasks. Students will take part in district interim assessments, classroom-based assessments, informal and formal progress monitoring and all required national, state and district assessment programs. Teachers will additionally use formative student assessments.
- Applicant notes school capacity to generate individual Student Assistance Profiles which provide a comprehensive report based on specific criteria that identifies students who are not on track in meeting academic goals and who may be at-risk of failure or becoming a dropout. School counseling personnel periodically review these reports to identify student needs and to provide targeted services. The district will then implements a Response to Intervention (RTI). Students who are at risk are provided tiered levels of intervention and support.
- Applicant provides Attachment 2: iPrep Math Comprehensive Management Plan which provides detailed information regarding activities, deliverables, timelines, responsible parties and alignment with the RTTD absolute priority and RTTD assurances.

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

Applicant satisfies this criterion through provision of a tightly constructed narrative that borders on the eloquent in terms of style, substance, thoroughness and lucidity in response to a complex many layered array of requirements defined by the RTTD notice. The narrative clearly mirrors the applicant's reform vision and reflects an underlying passion and commitment to achieve implementation of the many tightly interlocked components of its plan which are seen as essential to achieving the goals of improved instruction for middle school math students. These goals include developing an increased district capacity to support student

progress toward meeting college- and career-ready standards and requirements through personalized learning and teaching environments. (Applicant's credibility is markedly enhanced by its acknowledgment that no matter how rich the digital environment no single teacher can provide the full range of individualization and personalization necessary to customize a learning environment for every one of a hundred-plus students that pass through a middle school classroom each day. Applicant rightly emphasizes that it is the synergistic relationship within a highly-skilled teacher team combined with high-quality digital content and peer-to-peer learning experiences that will ultimately transform the middle school classroom into a genuinely personalized learning environment.)

Evidence for this reviewer's evaluation includes but is not limited to the following bullets which relate directly to (C)(2) criteria and subcriteria:

- Participating teachers in the iPrep Math project will receive extensive training during the initial year of the project which addresses co-teaching, e-learning, project-based learning, personalized learning, use of multiple data sources to differentiate instruction, use of formative assessments and use of multiple technological resources and platforms.
 - The iMath project classroom learning environment will be adaptive and personalized to the needs of each learner. Achievement of these goals will be facilitated by a reconceptualization of the classroom including the way students and teachers approach teaching and learning.
 - A collaborative team culture among iTech Math teachers will be fostered in each participating school. The emphasis will be on creating a culture of learning. Real-time data will be used to monitor student progress and to make relevant instructional decisions. Students will receive feedback so that immediate interventions can be made to assist them to remain on track and to be successful.
 - It is envisioned by the applicant that other teachers—i.e., other than iPrep Math teachers—will benefit from the project. This is projected to occur through use of the iPrep Math learning environments as demonstration sites within each school to showcase an entirely new paradigm of digital-age classroom practices.
 - iPrep Math teachers will learn how to develop meaningful and engaging authentic learning tasks designed to enable students to construct meaning and to develop deep understanding of mathematical concepts and applications.
 - After the first year iPrep Math project teachers will serve as mentors to encourage the use by other teachers district-wide of the rich digital tools newly available.
 - Applicant's vision for iPrep Math is to have the use of digital technology and new instructional practices pioneered by the project to become the new professional norm in the district.
 - Applicant's teacher evaluation system (IPEGS) uses student learning gains as measured by state standardized tests accounts for 50% of a teacher's final evaluation. The other 50% is measured by performance on seven key standards.
 - The IPEGS evaluation system includes support for new teachers by mentors plus a peer review and assistance component. The applicant recognizes the special challenge faced by all teachers in terms of new expectations related to iPrep Math classroom practices.
 - Principals and assistant principals will also receive "front load" orientations and continuous information and support in implementing the iPrep Math model. Professional development will include "Instructional Rounds" which is modeled after practices in medical education. There will be classroom walkthroughs for the purpose of developing shared perspectives and common language for assessing teaching and learning.
 - District's web portal represent an access point for data and other sources of support for teachers. The portal provides students and their parents with access to current data including test scores and grades. Teachers have access to class-level and individual student data. Principals have access to data on all students in their school.
 - Principals have access to strategic reports that provide current data on metrics aligned with school performance, school grades and student learning indicators. The district is committed to a culture of data-informed decision-making.
 - Specific assistance is given to new teachers about accessing and utilizing multiple data sources, using data to differentiate instruction and using data to assess student learning.
 - Each school's School Improvement Team receives training in analyzing student data. Experienced teachers who are trained in mentoring and data coaching also provide school-site support. Multiple categories of dialog opportunities are available to teachers, administrators and students in the continuing facilitation of a culture of data-informed decision-making.
 - Teachers and administrators have access to a range of digital content which has been developed by the district. The district has leveraged resources, created partnerships and engaged in other initiatives to build infrastructure, purchase technology and provide high value digital content for students and teachers.
 - Software resources are available for remediation activities for students throughout the district. Students have access to virtual courses at the secondary level. Applicant notes that in the past three years there has been an explosion of rich digital resources that have begun to supplant traditional textbooks in many classrooms. Where e-textbooks are available students can access them through the district's web portal.
 - School administrators have significant site-level decision-making autonomy including scheduling and resource allocation, teacher recruitment and assignment. Administrators are charged with evaluating staff for the purpose of improving teacher effectiveness and, consequently, student access to high quality instruction. All administrators who have responsibility for teacher supervision and evaluation receive continuing training each year.
 - Applicant provides a sophisticated plan to monitor the iPrep Math model to determine links between the model and evaluation and how the alignment drives professional learning for teachers. District staff will collect formal evaluation data, look for trends and discuss interpretations of findings through consultations with building administrators. This feedback will be used to refine the iPrep Math model.
- ^a Applicant notes that teacher and principal evaluation systems have undergone collaborative redesign to include state-required professional practice and student-growth measurements. District has implemented new teacher and school-site administrator evaluation systems containing these two elements. Florida's pending VAM model will reflect professional practice results and student growth measures. Applicant will expedite implementation of this model as soon as it is released.
- Applicant provides additional detailed information about activities, timelines, deliverables and responsible parties in its Attachment 3: iPrep Math

Comprehensive Management Plan.

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>Applicant satisfies this criterion through a detailed response which provides evidence regarding district infrastructure, practices, policies and rules that will facilitate implementation of its RTTD proposal. As in earlier responses, the applicant provides focused, lucidly developed details which directly address the criterion. Evidence for this observation includes but is not limited to the following:</p> <ul style="list-style-type: none"> • Applicant’s Board of Education has approved a new organizational structure to further refine alignment of support between district offices and schools. The new structure enhances delivery of educational services at the school site; empowers highly-effective principals by providing more site-based autonomy in optimizing conditions for instructional effectiveness; and establishes a differentiated pay schedule for principals. Other administrative steps were taken to streamline provision of district support to schools. • The district’s Office of Innovation and Accountability is charged with identifying and championing new and powerful strategies for improving teaching and learning including iPrep Math. • District level staff will be hired to oversee all grant activities and to provide mentoring and support for the 49 participating middle schools in the iPrep Math project. Other staff will be hired including math-content experts and a Project Director who will provide the intensive “front load” training to jump-start project implementation. These personnel will also provide mentoring and other support to school-level teams and will help coordinate project management across the district. • Two iPrep Math Student Service Support Specialists will be hired. Their duties will include support for parent and student outreach and student recruitment and articulation. They will coordinate access to and delivery of services throughout the district to ensure that social, emotional and health needs of students are met and that parents and families have access to needed support services. Other duties include responsibility for ensuring that participating students have personal learning plans that align with their academic and career goals. • Hiring of staff and initial program implementation will take place in a timely manner with the iPrep Math model fully deployed across all of the district’s 49 middle schools beginning in the fall of the 2013-2014 school year. This will include hiring teachers and providing staff development, recruiting and assigning students, remodeling of classrooms, and acquiring of required hardware and software components. • iPrep Math schools already enjoy substantial local autonomy with sufficient flexibility to fully implement the proposed RTTD project. This flexibility extends to designing master schedules, making significant personnel decisions, determining staff assignments and controlling of local school budgets. All district middle schools will participate in the project. Sufficient resources are projected for at least one iPrep Math lab serving 240 students in each middle school. • Each participating middle school will have the autonomy to select the teachers who will be involved in its iPrep Math project. Teacher teams will have the autonomy for determining how they will share their work load. • The district’s Student Progression Plan provides for promotion of middle school students based on content mastery although it is now not widely used. Applicant sees the option as vital for students who because of previous retention or school interruption are over-aged for their grade and at high risk of dropping out. • Through the iPrep Math project students will be given the opportunity to demonstrate mastery of standards at multiple times and in multiple ways. The design of the project directly facilitates this process. • iPrep Math labs will incorporate learning resources and instructional practices that are adaptable and fully accessible to all students explicitly including students with disabilities (SWDs) and English Language Learners (ELLs). The iPrep Math program will be open to all students who can benefit from the program with its innovative blended-learning environment accompanied by appropriate student supports. 		

(D)(2) LEA and school infrastructure (10 points)	10	10
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<p>(D)(2) Reviewer Comments:</p> <p>Applicant satisfies this criterion with the exception of criterion (D)(2)(d) which calls for ensuring that LEAs and schools use interoperable data systems. Applicant is characteristically thorough and meticulous in providing its response to criterion (D)(2). Clearly, great attention has been given to assuring a school infrastructure that supports applicant’s deep commitment to the creation of personalized learning environments within each of the 49 iPrep Math project middle schools. Evidence for this reviewer’s assessment includes but is not limited to the following:</p> <ul style="list-style-type: none"> • Students and teachers will be provided with the materials, curriculum components and the digital technology needed for participation in the iPrep Math project. To accommodate students who may not have computer or internet access the district will provide 25 laptops available for student check-out. For those without internet access, the district will provide lists of free neighborhood hot spots which can be used evenings or weekends. Each iPrep Lab will have an additional 60 laptops which will be restricted to classroom use during the school day. It is noted that Comcast’s Internet Essentials program is also available for economically disadvantaged students for \$10 per month. • Each school in the district currently has a technical support person. Middle schools also have a designated Network Infrastructure Support Technician who maintains computers and network equipment. These personnel will provide needed support for iPrep Math students and teachers. • In addition to existing technical support personnel, the proposed RTTD grant will fund four full-time iPrep Math facilitators for years 1, 2 and 3 and two in year 		
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4. They will provide on-site support in the form of mentoring and coaching.

- As noted earlier, the district maintains a resource-rich district-wide web portal whose purposes include improving the learning potential of students, enhancement of parents' ability to participate in the education of their children and improvement of the effectiveness and productivity of teachers and school administrators.
- Students are provided access to multiple kinds of personal data including class lists, links to e-textbooks, a MySite space for storing documents, school announcements, etc., plus links to all the supplemental software programs licensed by the district for student use. Other key links are provided for students including FCAT-eligible students who are provided Links to Learning, a district initiative which pairs third party software to students based on their assessment information.
- Parents share internet access to various kinds of student information including grades, assessment information and school bus schedules. The district's web portal also links parents to multiple other information sources variously related to academic and community issues including the NCLB web site, the district's parent academy and to relevant school district forms. The applicant does not directly discuss the ability of parents and students to export their information in an open data format.
- Teachers have wide access to data support systems including document storage using MySite software. The district web portal also provides access to class lists, rosters of students in each class, a link to downloadable data from the Student Information System and a graphical "student scorecard" which shows each student's current performance and whether that performance is improving, holding steady or decreasing over time,
- The district's data support system also facilitates collaboration among multiple stakeholders including teachers, parents and students using real-time communication.
- District maintains a data warehouse which feeds numerous applications and reports to different constituents. Compliance exists with all state requirements for RTTT data systems. District is standing ready to incorporate tools being developed at the state level into its portal infrastructure.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
(E)(1) Reviewer Comments:		
<p>Applicant satisfies this criterion through provision of a reasonably detailed summary of its present and proposed strategies for assuring a rigorous continuous project improvement process. Evidence for this reviewer's assessment includes but is not limited to the following:</p> <ul style="list-style-type: none"> • Applicant emphasizes its readiness to work with the Department of Education (DEd) and/or the external evaluator assigned to the iPrep Math project to ensure that all required data collections and program design elements are and remain consistent with grantee's expectations. • Applicant will implement a continuous improvement process at every operational level for the iPrep Math project including strategic use of timely and appropriate data to guide all phases of planning and decision-making. • Compliance with grant-related timelines, activities and reporting requirements will be monitored on an on-going basis. • The evaluation team will provide an external, impartial perspective about the project's implementation and will provide regular formative feedback to inform continuous project improvement efforts. • Project implementation process feedback will be obtained on a regular basis through site visits, focus groups and other comparable activities in order to identify any emerging issues, areas of success and opportunities for improvement. The iPrep Math model will be subject to continuous refinement. • A key element in assuring continuous formative assessment of the project will be use of the assessment module embedded in the Carnegie Learning MATHia software which is used in the iPrep Math project. This software provides for an ongoing assessment of each student's ability to perform mathematical tasks and problem solving activities. Teachers will review these data on a daily basis as they monitor each student's skills and comprehension levels. • Quality of investments in professional development and technology made possible through the RTTD grant will be monitored, measured and publicly shared through multiple media outlets within the district and the larger community. • The strategy for continuous improvement of the project will include a feedback loop that is multifaceted. Formative evaluation will provide for a daily review of student performance. This will inform teachers about how to guide student learning. Focus groups, use of anonymous surveys and meetings with stakeholders will all serve as a means for continuous project monitoring and will inform decisions affecting needed improvements. 		
(E)(2) Ongoing communication and engagement (5 points)	5	5
(E)(2) Reviewer Comments:		
<p>Applicant satisfies this criterion by defining appropriate strategies for ongoing communication and engagement with external stakeholders. Evidence for this assessment includes but is not limited to the following:</p> <ul style="list-style-type: none"> • Applicant will create an iMath web page for the purpose of sharing process and outcome information about the project including professional development, technology investments, staffing practices and student achievement. Transparency and accountability will be emphasized. Care will be taken to safeguard any 		

identifiable confidential data. This will be done in keeping with board policy, contract guidelines and applicable rules and statutes.

- Applicant will form an iMath implementation committee which involves a broad cross-section of stakeholders including district and regional administrators, mathematics content experts, school administrators, iPrep Math teachers, parents and community and business leaders. This committee will provide a forum for discussion and feedback and for communication by the project team with stakeholder groups.

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

Applicant satisfies this criterion by identifying ambitious yet achievable performance measures and by including multiple charts showing required data projections including identification of at least fourteen performance measures. Additional evidence for this reviewer's assessment includes but is not limited to:

- Evaluation of iPrep Math will integrate measures of process, progress and outcomes guided by required reporting measures, research questions and the need to support continuous improvement and refinement of the model. The project's external evaluator will be contracted to conduct the analyses and provide data and other feedback to inform the Continuous Improvement Model. The evaluator will employ a multimodal approach including making maximum use of passive data capture including existing sources such as formative and summative assessments.
- Among the planned performance indicators will be measures of student health and wellness; measures of fidelity of project implementation and continuous improvement; student engagement and understanding; absenteeism and attendance; student persistence on task; increased student engagement and efficacy; post-secondary education/career plans; and increased parental engagement.

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

Applicant satisfies this criterion through an impressive outline of projected steps to be followed in evaluating the effectiveness of RTTD funded project activities. Evidence for this assessment includes but is not limited to the following:

- The iPrep Math project external evaluator will address fundamental research questions related to the effectiveness of RTTD investments:
 - Do teachers in the 49 iPrep Math middle school classrooms who have participated in professional development subsequently integrate what they have learned into their teaching practices in mathematics?
 - Do the students in the 49 iPrep Math middle school classrooms demonstrate gains in their academic performance and adjacent categories?
 - Do the students in the 49 iPrep Math middle school classrooms demonstrate significantly greater gains in academic performance than a comparison of non iPrep students in the same school?
 - What strategies have been used to develop and implement communication and engagement with stakeholders and how effective have they been?
- Applicant moves beyond the previous list of basic issues to be queried and provides the elements of a formal methodology to be used in each instance. Each question is amplified and in some cases includes specific research hypotheses. This presentation is appropriate and convincing!

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

Applicant satisfies this criterion by providing detailed budget summaries with accompanying narrative which identify all funds that will support the IPrep math project including RTTD funds, district funds and other fund sources. This reviewer has examined the budget information and believes that the proposed expenditures are reasonable and sufficient to support the development and implementation of the project.

Evidence for reviewer's assessment includes but are not limited to the following:

- Applicant requests RTTD funding in the amount of \$30,000,000 over the four year period of the grant.
- Applicant's budget data provides detailed expenditures by line item and includes appropriate cost descriptions and cost assumptions.
- The overall budget is broken into four project level sub-budgets: project management, evaluation and stakeholder engagement; renovation and wireless; building local capacity; and student access and support.
- Table 4-1 provided by the applicant gives a description of the funds the applicant will use to support project implementation as well as a rationale for investments and priorities.
- The iPrep Math project will be supplemented with district funds in combination with other sources including Federal R-Rate Funds and the district's Foundation for New Educational Initiatives, Inc. in the amount of \$25,741,444.00.

(F)(2) Sustainability of project goals (10 points)	10	10
<p>(F)(2) Reviewer Comments:</p> <p>Applicant satisfies this criterion through a thoughtful review of various factors influencing its strategy for ensuring sustainability of the iPrep Math project after the end of the grant period.</p> <ul style="list-style-type: none"> Applicant notes that its priorities to reform middle grades mathematics is initially but not exclusively through the iPrep Math model. The district is heavily committed to carrying out the initiatives proposed in its RTTD proposal. It is further committed to implementing a continuous improvement and evaluation process that will identify best practices for replication. iPrep Math labs will serve as the place where new ideas and practices will be tested for potential implementation across the district. iMath labs in local schools will also serve as site-based models that can be used to expand the model to other classrooms and content areas not a part of the original iPrep Math project. Applicant is committed to leveraging a broad range of current resources, ongoing initiatives and pursuit of aggressive support of new revenues to sustain the iMath project after the grant period is over. Applicant cites implementation of its Continuous Improvement Model, feedback from ongoing formative evaluation of iPrep Math outcomes and careful monitoring of return-on-investment program components as a basis for ensuring ongoing project refinement which will guide resource leveraging related to long term sustainability of the iPrep Math project. Applicant notes that it has a successful track record of attracting substantial grants during the past five years including \$17.6 million in grants from the private sector and \$1.86 billion in grants from the state or federal government. It further notes relative to the issue of sustainability that many of the initiatives growing out of these grants have been integrated into the district's ongoing operations. Applicant is committed to aggressively pursuing additional sources of funding to support and expand the iPrep Math model 		

Competitive Preference Priority (10 total points)

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

<p>Competitive Preference Priority Reviewer Comments:</p> <p>Applicant satisfies the Competitive Preference Priority (CPP) requirements through presentation of an ambitious and comprehensive proposal to build upon its existing community partnerships and to fundamentally strengthen the capacity of its professional student services personnel at iPrep Math project middle schools. This is seen as essential in meeting the demanding goals imbedded in the applicant's basic RTTD proposal, viz., to help students acquire the skills needed to achieve academic success, to make connections between school and life experiences and to acquire knowledge and skills needed to be college- and career-ready upon high school graduation. Applicant provides a cogent and compelling case for its Competitive Performance Priority. It seeks to surround middle school students and their families with a phalanx of well prepared professional services professionals who seek to make certain that students' social, emotional and physical needs are addressed parallel to their academic needs and agendas. This reviewer's assessment is based on but not limited to the following evidence:</p> <ul style="list-style-type: none"> Applicant describes a complex and compelling array of district, public and private organizations and agencies who share in providing student and family support services of many kinds. Several community organizations participate at the policy level with representation on district advisory committees such as the Student Services Advisory Committee and the School Health Medical Advisory Committee. District is complex and diverse with over 340,000 students. Seventy percent are economically disadvantaged and over 90% are minorities. District works in close partnership with public resources and private community organizations to provide support for students and families. Applicant provides multiple examples of district partnerships with community agencies such as Miami-Dade County Health Department, Miami Lighthouse for the Blind and Visually Impaired, the Miami Coalition for a Safe and Drug-Free Community and others most especially including United Way. Community support and partnerships are fostered by the district's Office of Community Engagement. Through CPP applicant proposes to leverage the district's home-school-community partnership in an effort to eliminate multiple potential barriers to student attendance; to ensure that parents have the information and resources they need to support and guide their children through the middle school years and to make an effective transition into high school; and to ensure that the social, emotional and academic needs of each student are met as a prerequisite to school success. Each of the population-level outcomes proposed in the CPP will be tracked through applicable performance indicators which the applicant identifies. The associated metrics are available through data sources already in place in the district. Applicant intends to use CPP to build capacity founded on existing strong collaborative partnerships between its existing middle school Comprehensive Student Services Program and community-based organizations, institutions of higher education and public health providers. The goal is to ensure that all middle school students, including those at risk and with other special needs have the resources and services needed to succeed. Family engagement is also a critical component of the planned capacity building. Through CPP student services professional staff will receive training on the design and implementation of data-informed school counseling programs that align with school improvement plans and which address specific goals such as school safety, mental health, student achievement, graduation rates, attendance and achievement gaps. The selected training model is provided by the American School Counselor Association which focuses on discrete priorities including creation and implementation of a data-driven action plan aligned with school improvement goals. The indicated professional development for student services professionals will specifically address the identified needs of iPrep Math middle school counselors. Other specialized training will be provided through CPP for student services professionals including suicide awareness and prevention training, human trafficking awareness and Choices which is a free internet-based career information delivery system. Applicant provides a list of key CPP performance indicators (Table XI) which address three core issues. Measures 1, 2 and 3 address removing potential 		
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barriers to attendance and engagement in school. Measure 4 addresses parental involvement and empowerment with a desired second-level outcome of having students make effective and informed decisions about their high school course selection and preparation for post-secondary education/careers.

- Applicant provides in chart form a detailed array of desired results by population group, type of result and multiple year projections through 2016-2017.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Applicant satisfies the absolute criterion. Its application is permeated throughout with responses to the multiple criteria which coherently and comprehensively address how it will build on the core educational assurance areas to create learning environments that are designed to significantly improve learning and teaching—in this instance at the middle school level.

- The reader is particularly referenced to applicant's responses to criteria (A)(1), (A)(2) and (C)(1) and (C)(2).
- For example: (A)(2): Applicant satisfies this criterion through a rich, thick highly credible and effectively reasoned proposal comprised of a carefully conceived descriptive narrative supported by appropriate tables and charts. Applicant proposes to translate its reform vision into a plan for iPrep mathematic learning centers at the middle school level. These centers will build upon district's successful high school iPrep Academy. The latter utilizes an innovative, high tech blended-learning instructional design which leverages the power of online resources coupled with effective, content-expert teachers within a highly adaptive and flexible learning environment in which students are challenged to take charge of their own learning.
- For example: (C)(2) Applicant satisfies this criterion through provision of a tightly constructed narrative that borders on the eloquent in terms of style, substance, thoroughness and lucidity in response to a complex many layered array of requirements defined by the RTTD notice. This narrative clearly mirrors the applicant's reform vision and reflects an underlying passion and commitment to achieve implementation of the many tightly interlocked components of its plan which are seen as essential to achieving the goals of improved instruction for middle school math students. These goals include developing an increased district capacity to support student progress toward meeting college- and career-ready standards and requirements through personalized learning and teaching environments.

Total	210	210
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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:

Applicant's Optional Budget Supplement is designed to support many of the components identified in Selection Criterion (C) and conforms to the Competitive Preference Priority as detailed in the RTTD notice. With respect to Criterion (C) this reviewer again notes that the applicant satisfies this criterion through provision of an exhaustive amount of substantive and pertinent information which is logically and convincingly presented in meticulous detail. The narrative descriptions are dense, inclusive, explicit and often elaborately amplified. This reviewer has provided an extensive assessment of these responses and the reader is referred to this section of the application for more information. In its response to the requirements of the Optional Budget Supplement the applicant has effectively addressed its rationale for the proposed supplement and provides a carefully developed and reasonable implementation budget.