



# Race to the Top - District

## Technical Review Form

Application #0915FL-1 for Flagler County School District

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8
<p>(A)(1) Reviewer Comments:</p> <p>The applicant provides evidence of a credible plan to build upon prior RtT investments in testing, standards, data tools and evaluation in order to create a learning organization involving personalized learning paths and increased self-directed learning. The linkage in the vision between the three foundations and the three objectives remains slightly unclear, though presumably grow out of prior data analysis and experience. The vision credibly outlines pressing challenges for the districts and the articulation with the vision. The plan indicates a strong emphasis on personalization. The plan includes clear indication of significant district-level and district-wide reforms aligned to the objectives.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	8
<p>(A)(2) Reviewer Comments:</p> <p>The applicant provides evidence of a strong quality plan for implementation of their vision, including significant reforms such as a reconfiguration of all elementary/middle schools into K-8 academies, themed by FL industry clusters. The plan encompasses all students and all schools, with schools and enrollments provided. A key and ambitious role is envisioned for the two College and Career Centers, to be housed at the two high schools, each with extended hours and meant to serve students, teachers and parents 6 days a week. One center will house a center to train/support teachers in what appears an equally ambitious effort to restructure instruction/pedagogy, pace student grade level movement by achievement. The plan appears to respond in part to FL policy and legislation, and claims to build upon prior reform work, including implementation of data and technology tools. The scope of change appears quite significant.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	7
<p>(A)(3) Reviewer Comments:</p> <p>The applicant's logic model, presented in a series of graphics, provides solid and quality evidence of consideration of the linkage of challenges (problem statements) to strategies, resources and timelines. A recognition of the very significant human capital development challenges exists in the application, though it unclear from the evidence whether the center-periphery approach to PD, community engagement, etc. will match the ambitious goals. Some questions arise from the logic model/theory of change; e.g., schools size is posited as depersonalizing education, and the plan envisions much more individualized plans of studies, based on student promotion based upon assessment performance. Yet impact of middle/elementary school consolidation on overall size is unclear. The concern over increased mandates, new standards, etc. is cited as a driving concern; yet the implementation plan lays out what appears to be a considerable increase in directives to staff. Whether student self-initiative and restructured time use can compensate remains unclear from the plan. How themed industry clusters will affect non-tested subjects remains unclear, nor the degree to which such themes will counter personalization goals, especially when applied to students so early in school careers. Evidence of how professional staff ownership will be developed across such ambitious implementation plans remains unclear.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	6
<p>(A)(4) Reviewer Comments:</p> <p>The applicant provides evidence of achievable annual goals across all required sub-categories, though less evidence exists that the goals achieved would qualify as ambitious. Unclear is why there is a significant drop in many categories of achievement from SY11 to SY12, such that the overall grant period for many indicators shows a net decline. E.g., Indian</p>		

Trails MS Reading drops 14% into SY12, and then recovers to SY11 by the end of the grant (SY16); several schools show net drops. Achievement data on charters and the alternative school are not provided; it is unclear then if the significant variation in demographics across these schools bears out in the sub-group data on graduation and college enrollments (though the school sizes are small). It is unclear how, given the proposed reorganization of all elementary/middle schools, per current-school projections were obtained, since presumably school and professional population shifts may be significant with the advent of themed academies. Some claims seem difficult to assess based on the data provided; e.g., the narrative claims a reduction in the overall performance gap between white students and African-American and Hispanic students; perhaps this occurs on an aggregate level not displayed, but the evidence presented indicates increased performance gaps at several schools. E.g., Flagler Palm Coast HS Wh/AfAm gap increases from 32 to 37; Wh/Hispanic from 26 to 29. Cross-grant increases appear across schools, though many with significant drops in the second baseline year data.

**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	4
<p>(B)(1) Reviewer Comments:</p> <p>The proposal notes the context of dramatic increases in economic need in the community.</p> <p>The proposal provides evidence of a wide range of activities in the district, and indicates a record of success in innovative efforts, such as in service learning, app development, alternative learning experiences, problem-solving models, etc. (Some appendices indicated in the narrative were not included in the material received for review; e.g., media articles regarding the Princess Place Legacy Program or App Development work.) Some evidence is provided that students, educators and parents have access to student performance data, though this appears largely via learning management software. It is unclear if this includes standardized assessment data, nor whether it is used to inform or improve practices.</p> <p>Evidence is not provided for a clear record of success over the past four years in terms of advancing student learning/achievement nor in increasing equity. Evidence is not provided for the achievement of ambitious and significant reforms in the lowest performing schools. Evidence indicates some effort and success via mentoring initiatives to address college-going rates.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	3
<p>(B)(2) Reviewer Comments:</p> <p>The applicant indicates the district's compliance with state transparency requirements, and directs the reviewer to websites containing the information. The detail at the school level is difficult to discern from the evidence provided, as claims do not include actual salaries, though schedules are noted.</p>		
(B)(3) State context for implementation (10 points)	10	9
<p>(B)(3) Reviewer Comments:</p> <p>The plan provides evidence of sufficient autonomy under state requirements for the proposed set of initiatives, particularly in regards to personalized learning efforts, school restructuring and technology adoption. The plan does not speak to any conditions affecting the implementation of the College and Career Centers.</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	7
<p>(B)(4) Reviewer Comments:</p> <p>The plan provides mid-range evidence of meaningful engagement of principals, staff, school board, and a group of local leaders. Wider community feedback was sought through unspecified community based interviews once an initial draft was composed and reviewed. Evidence of local business and political leaders support is provided. Ongoing collaborations, such as the municipal leader mentoring initiative and other outreach, appear to provide other informal routes for input on the plan beyond the systematic steps provided. Evidence is not provided for meaningful engagement by students and families, though an impressive range of organizations and interests are represented in the letters of support.</p>		
(B)(5) Analysis of needs and gaps (5 points)	5	3

(B)(5) Reviewer Comments:

The applicant provides some evidence of needs and gaps, though limited evidence of a high-quality plan for analysis of current status in implementing personalized learning environments envisioned in the plan. For example, data is provided indicating significant decreases in FCAT performance by ELL's, yet the analysis of needs identified is limited. Transportation is identified as a great need, and one disproportionately affecting rural and low-income families; how the analysis will inform the plan is unclear, as is the alignment of the corresponding logic of choice behind the reform plan. How the transportation needs will be analyzed so as to support the placement of two new Career and College Centers at existing sites, key to community outreach and technology access in the plan, is unclear.

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

	Available	Score
(C)(1) Learning (20 points)	20	8

(C)(1) Reviewer Comments:

The applicant provides evidence of a moderate-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. The plan notably highlights the impact of redesigning Flagler's transportation system, critical infrastructure for students to be able to maximize engagement in the newly emerging options within the district. A planned expansion of the Future Problem Solving Program provides evidence of intent for a more personalized and engaging instructional approach, as does the effort to tap interim assessments for ongoing adjustments. How such assessments will function, the system in which they will be deployed, how school professionals will be able to alter curriculum/instruction accordingly within specified pathways with predetermined college/career linkages, nor what student autonomy beyond advancing out of courses would look like - evidence provided does not speak to these aspects of planning. Limited evidence is provided regarding the plans for a shared accountability scheme for high-risk students. Again the two College and Career Services are cited as the critical means for providing necessary student training and support, raising concerns of plan dependence on these. Specific timelines are not provided, nor clear identification of responsible parties.

(C)(2) Teaching and Leading (20 points)	20	10
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(C)(2) Reviewer Comments:

The applicant provides evidence of a moderate quality plan. The plan identifies a series of goals, activities, needs, and outcomes related to improving teaching and learning in the district. Training opportunities, enhanced tools/resources, and leadership development activities are indicated. Evidence is lacking of the alignment of professional development to the ambitions of the reform effort; 4 day of teacher professional development, plus unspecified "job-embedded" support from Instructional Mentors (coaches), seems a minimal intervention for a shift the personalized learning approaches described. In addition, significant attention to mapping exercises and the target of "all instructors in a grade and subject teaching standards according to a defined schedule" would appear to create creative tensions with other plan goals of personalized learning, both in timing and content, and especially if consistent with the Borwn Univ definition provided. Evidence of attention to data system tools, such as those of Performance Matters, along with targeted recruitment and support of teachers is provided. High-quality learning resources of processes/tools to match student needs and resources are not indicated. In several points, important plan details seem missing; e.g., regarding efforts to increase graduation rates along the lines suggested by the Casey Foundation and National Dropout Prevention Center/Network, or regarding future use of teacher evaluations to increase the number of students receiving instruction from effective/highly effective teachers (and the issues of analysis lag time is unaddressed).

Specific timelines are not provided, nor clear identification of responsible parties.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	9

(D)(1) Reviewer Comments:

The applicant provides moderate evidence of district-wide change processes meant to implement the reform vision to facilitate personalized learning. The central office is to be broken up, though no details or guiding principles are indicated. Efforts toward rezoning are underway, though implications for reorganizing the central office are unclear. Tentative support for greater site autonomy is provided, contingent on union negotiations, board formal approval and transportation system redesign. State law would appear to support student progress by mastery, and mid-year promotion is allowed. The manner in which the Multi-Tiered System of Support addresses students with disabilities and English learners is unclear.

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

10

6

(D)(2) Reviewer Comments:

The applicant provides moderate evidence that the LEA and school infrastructure provide considerable access to necessary content, tools and other learning resources, though the nature of the resources remain vague in the proposal. Technical access appears strong, as the proposal testifies to high-speed fiber optic lines provided for all families and students in the district. Onsite, online and peer-to-peer supports are indicated. The plan is unclear as to the ability of the information systems to export students/family information into open data formats or to use in other systems; commitment to create a "transparent data warehouse" is provided, though the details of any plan to do so are not provided.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	12
(E)(1) Reviewer Comments: The applicant provides evidence of a strategy for implementing a rigorous continuous improvement process, proposing an independent evaluator providing a multi-pronged formative evaluation process, in collaboration with FL DOE and McREL. The particular mix of quantitative and qualitative measures appears to provide a balanced set of indicators to monitor, measure and publicly share. The degree to which the process provides rigorous formative feedback from the full range of stakeholders - community members, business leaders, parents and students included -- is unclear, though "overall level of stakeholder participation and collaboration in the development of the system" will be gauged.		
(E)(2) Ongoing communication and engagement (5 points)	5	3
(E)(2) Reviewer Comments: The applicant provides evidence of a moderately high-quality plan for ongoing communication and engagement, particularly from the vantage point of system representatives providing outreach and information to the community. The degree to which such ongoing communication and engagement is bidirectional remains unclear.		
(E)(3) Performance measures (5 points)	5	3
(E)(3) Reviewer Comments: The plan provides evidence of moderately ambitious but achievable performance measures, sufficient rationale for their use, and an indication of how the data will be used an ongoing process of improvement. The plan provides less evidence of how the district would improve given measures if over time if they are insufficient to gauge implementation progress (as distinct from the progress on the measures being insufficient). As many of the measures are externally set, further consideration may be useful to inform the local process.		
(E)(4) Evaluating effectiveness of investments (5 points)	5	4
(E)(4) Reviewer Comments: The applicant provides clear evidence, via its independent evaluation effort, of plans to evaluate the effectiveness of the Race to the Top - District funded activities. Evidence regarding district/system evaluation is provided, though slightly less evidence is provided regarding evaluation data/analysis in regards to family and community stakeholders.		

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	6
<p>(F)(1) Reviewer Comments:</p> <p>The applicant provides a thorough identification of funds needed. The funds requested emphasize equipment purchases and small-scale construction, rationalized as building upon prior investments and creating a new structure in which the personalization vision can be implemented. The K-8 consolidation and formation of the College and Career Centers shape the overall budget.</p> <p>Considerable expenses are also included for transportation, with roughly \$2.5 million involved in the increase in the bus fleet, drivers, monitors, fuel, etc. This appears a reasonable recognition of severe transportation constraints that could hamper the reform plan's implementation, but it does raise sustainability questions. Such questions also arise in terms of future expenses involving replacement of digital devices, a nearly \$5 million expense up front, with ongoing broadband support costs.</p> <p>It is unclear how the inclusion of IB expenses fits into the proposed plan, as it does not appear developed in other parts of the proposal.</p> <p>Expenses for the independent evaluator do not appear sufficient for that role's important contribution to continuous improvement within the project.</p> <p>Custodial costs are sought in the grant, though savings in such non-instructional costs are one of the rationales for anticipated cost savings claimed for the plan.</p> <p>The budget appears to invest relatively little in the development of instructional staff and new curriculum, yet both are critical lynchpins to the plan's success. This discrepancy seems significant.</p>		
(F)(2) Sustainability of project goals (10 points)	10	7
<p>(F)(2) Reviewer Comments:</p> <p>The applicant provides evidence of a moderately high-quality plan for sustainability, citing the front-loading of one-time expenditures and the net ongoing cost representing 3% of the LEA's annual budget. Additional cost savings are estimated from K-8 consolidation, particularly from non-instructional services; increased revenues are projected from increased service to current homeschool families, returning adult learners, increased FTE's owing to better retention rates, and general commitment to tap General Fund. Evidence is not provided with which to test the assumptions behind the revenue projections.</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 plan provides limited evidence of a coherent or sustained partnership, though it does include evidence of a variety of collaborative efforts between the school and other organizations. Such efforts do appear to respond to specific needs and address targeted opportunities, yet without evident target system impact or integration to district reform plans. The population-level desired results range from measurable to aspirational, and it is unclear how they would be used to inform strategy or improve results. Services outside of education work with the school system, though the degree of integration of services is not clear. The plan does not provide clear evidence of how the partnerships would increase staff capacity.</p>		

## Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant coherently and comprehensively addresses how the district will build on the core educational assurance areas (as defined in this notice) to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers.

Total	210	129
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Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	5

Optional Budget Supplement Reviewer Comments:

The applicant does not provide robust evidence that the supplemental funding would support a clear, discrete, and innovative solution that can be replicated in schools across the Nation. The plan seeks funding primarily for additional transportation (buses, drivers, etc.), career and adult education teachers for the College and Career Centers, and the renovation of the community auditorium and performing arts center on the campus of Flagler Palm Coast High School. This funding would appear a reasonable and consistent extension from the main proposal, and not a separate project with potential impact nationally.



# Race to the Top - District

## Technical Review Form

Application #0915FL-2 for Flagler County School District

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

The applicant presents a strong reform model based on a complete grade reconfiguration of all schools, a student-centered approach, peer-to-peer mentoring, leadership coaching, data sharing, exposure to additional subject areas, implementation of college and career centers and student choice. It is framed around three major components; creating small learning communities, which implement student centered project and problem-based methodology to increase relevance and rigor; designing courses and learning experience connected to the post-secondary world; and infusing technology as a tool for communication and creating partnerships within a community. The various aspects of the plan are connected and articulated allowing for an over-arching vision that is practical and potentially very effective. Each component addresses a problem or barrier to success, is based on certain key beliefs or assumptions and clearly identifies goals, activities and products to be produced.

A problem with this section is that, although the applicant discusses overall reform the reform doesn't reach for enough to provide support for identifying and addressing student performance difficulties beyond the individual course level. For that reason, full credit is not given for this criterion.

(A)(2) Applicant's approach to implementation (10 points)	10	9
<p>(A)(2) Reviewer Comments:</p> <p>The applicant proposes a school reform model that is comprehensive and is built on three interlocking and supporting strands.</p> <ul style="list-style-type: none"> <li>• The conversion of elementary and middle schools to K-8 Academies</li> <li>• The establishment of Career and College Centers at the high schools, and</li> <li>• Leadership Training Centers to support teacher development.</li> </ul> <p>This is a strong and innovative plan that has a high likelihood for success. The applicant is building upon earlier reform efforts in developing and using databases and assessment data to drive improvement in student achievement.</p> <p>Since all schools and all students are participating in the project it wasn't necessary to describe a process for selecting participating schools. The only details that seem to be missing from this section is the number of participating educators.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>The applicant describes a strong plan for supporting and empowering effective and meaningful reform through the district. This project will be constructed on foundation already laid by a previous RTTT grant and school reform policies and practices at the state level. This should provide an excellent impetus for change across all of the applicant's schools.</p> <p>Components already in place within the district include:</p> <ul style="list-style-type: none"> <li>• Adopting common-core standards aligned to college and career readiness;</li> <li>• Implementing educator evaluation systems based equally on student growth and educator practice;</li> <li>• Developing the foundation for performance based compensation for school-based educators;</li> <li>• Purchasing and deploying digital devices to the degree that, currently, Flagler operates at a 3:1 student to computer ratio and</li> <li>• intends to move toward 1:1 as part of its reform vision;</li> <li>• Training educators in the use of Florida's longitudinal student database and reporting system as part of a comprehensive</li> <li>• Instructional Improvement System;</li> <li>• Working with public officials to expand broadband access to all parts of the county;</li> <li>• Implementing a variety of personalized, project-based learning models to encourage student problem-solving.</li> </ul>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8
<p>(A)(4) Reviewer Comments:</p> <p>The applicant's goals were developed in relation to state standards of comprehensive achievement and are ambitious and achievable, given the applicant's comprehensive plan for reform. Academic achievement in reading, math, science, and writing is expected to grow slightly in excess of 15 percent (15.1%) over the four year grant period, with post-grant performance expected to continue this trend with annualized growth in excess of 3.5 percent (3.59%). Similarly, math scores are also anticipated to increase over 15 percent (15.13%) over the four-year grant period, and increase 3.5 percent annually thereafter.</p> <p>In terms of high school graduation and college entry the applicant projects an increase exceeding state norms even though the district already demonstrates performance that is higher than statewide averages. The applicant expects high school graduation rates to increase by 18.7 percent over the grant period, going from a current average of 75 percent to a projected level of 89 percent. Additionally, the applicant predicts its college-going rate to increase from 67 to 85 percent, or an increase of nearly 27 percent over the grant period. Once again, both these data items reflect increases that exceed statewide projections.</p> <p>On the other hand, the performance gap among subgroups, particularly among African-American and Hispanic students, is expected to be reduced some, by about 2 percent. However, given the extent of services and resources to be provided this is not a significant or adequate reduction.</p>		

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

	Available	Score
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(B)(1) Demonstrating a clear track record of success (15 points)	15	11
<p>(B)(1) Reviewer Comments:</p> <p>The applicant demonstrates a strong record of accomplishment and success in overcoming a number of barriers. It is a district that has faced many challenges pertaining to poverty. In 2008 schools in the district had a 35.93 district free and reduced lunch rate compared to now in 2012 with a rate of 64.04. Yes, in spite of such barriers the district earned and maintained AdvancED accreditation as a district, increasing the overall district ranking statewide from 28th in 2006 to a current ranking of 19th. The applicant is now in the top third of performing districts in the state.</p> <p>A number of comprehensive changes have supported this success. The district moved the 6th grade student population back to elementary schools, resulting in a significant improvement in reading scores and increased student achievement in math.</p> <p>The applicant has made impressive use of technology as a tool for learning and has a 1:3 computer/student ratio laptop and a 1:1 computer/teacher laptops. It has become one of the leading districts in the state regarding implementation of service-learning concepts and best practice and this has led to improved academic achievement among students.</p> <p>Service-Learning biology scores at Matanzas High School were 53.54 compared to overall district scores of 50 and FCAT reading scores for the 7th grade are at 64 percent proficient compared to overall district scores of 59 percent proficient.</p> <p>Students and parents are able to access grades and assignments in real time using Skyward Student Information System (SIS), which is a web-based program. SIS allows parents and students to review homework assignments, missing work, test information and grades.</p> <p>The Phoenix Academy was instituted in 2009-10 to pilot an intense personalized learning environment on a smaller scale. It employs a three-year looping model which creates a family atmosphere, reflected in the parent support rate, which is the highest in the county. All students have an extended school day, which benefits all academics. For example, 70 percent of students now show a full year of growth on the Math FCAT. Out of the original students who started in the fourth grade, 77 percent showed the same growth.</p> <p>Advanced Placement (AP) courses have been implemented with 576 students currently enrolled, International Baccalaureate (IB) courses with 97 students' enrolled and 231 Dual Enrollment courses for students to choose from each year.</p> <p>There are several weaknesses to this section that prevents it from receiving the full value of points available. One is the lack of more data directly connecting reform and change efforts to closing learning gaps, particularly in low achieving schools. Another is the lack of trend data to demonstrate a clear history of improving student performance outcomes.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	4
<p>(B)(2) Reviewer Comments:</p> <p>In accordance with the Transparency Florida Act the applicant includes several links on the district website directing interested parties to information pertaining to all audit information, budgets for the district as a whole and those budgets broken down by each school. Also, included are non-instructional and instructional salary schedules, all board documents, policy updates and changes. The school district's Finance Department has a website dedicated solely to financial transparency, which links property tax information, financial statements, audit information, school district budgets, superintendent annual financial reports, personnel items, purchase orders, monthly financial statements, internal account audits, charter school financial statements.</p> <p>This section could be improved by describing other mechanisms and procedures used to make the public aware of practices, processes and expenditures, including such things as stakeholder committees, public hearings, parent organizations, etc., and by providing additional data regarding how budget information is categorized according to specific expenditures. For this reason, the full value of points was not awarded for this criterion.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>The applicant describe how the state and, in particular the state education agency, have promoted and developed policies that enable educational reform and provided local school districts the flexibility needed to implement a comprehensive approach to personalized education. The state's approach has been the development of statewide goals and systems while still allowing local districts to design their own implementations to meet the challenges of reform.</p> <p>The Florida Virtual School provides LEAs with an opportunity to provide accelerated learning opportunities to students as well as offering a variety of blended-learning models to meet the varying needs of students in their districts. The applicant's County School Board has</p>		

authorized staff to move forward with an LEA-wide school reform approach, which includes K-8 restructuring of education that has resulted in a number of outcomes.

- Re-aligning structure around workforce areas to improve student preparation for college and career readiness;
- Providing students in all grades the opportunity to select areas of focus for their studies and encourage their active participation in the learning process;
- Providing all students with access to digital equipment and digital coaching through extended hours and year-round facilities;
- Adopting educator evaluation systems in a digital format, which provide equal weight to Student Growth Assessment and educator practice.

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

10

8

(B)(4) Reviewer Comments:

The applicant describes a process of actively involving a number of stakeholders in discussions relative to this program. One group closely involved was the Untethered Learning Group which is made up of students, parents, elementary teachers, middle and high school teachers, principals, STEM leadership coach, reading coach, district Director of Technology, IT Technicians, Director of K-8 Instruction, Director of 9-12 Instruction, Director of iFlagler (Flagler's virtual learning school), Race to The Top Grant Coordinator, Assistant Superintendent and the Superintendent of Schools.

A detailed timeline is provided of meetings and collaborative activities related to the project.

Support and input was obtained from a regional consortium called NEFEC (North East Florida Educational Consortium). The consortium was recently awarded a TIF (Teacher Incentive Fund) grant with the applicant and eight other districts to create additional professional training opportunities.

In addition, the applicant documents involvement and collaboration from city officials, local business leaders and representatives of postsecondary institutions.

One aspect lacking from this plan is more evidence of grassroots stakeholder involvement. While the Untethered Learning Group included parents, most of the involvement seems to be primarily from education, business and civic leaders. This section could be strengthened by documenting more parent and student involvement at the local level and more involvement from underrepresented, at risk, and high need constituencies.

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

5

4

(B)(5) Reviewer Comments:

The applicant identifies a number of gaps to be addressed by this project. There is a large gap in student achievement in the applicant's schools between high achievers and low achievers. There exist a large percentage of minority students who are not passing standardized testing levels, as well as students who are English Language Learners (ELL). Analysis of data on the 2010-11 FCAT Reading and Math for grades 3-12 shows that the applicant's schools did not meet AYP goals for ELL students. Data shows the percentage of ELL's performing at or above grade level on the 2011 administration of the FCAT Reading was 36 percent proficient (45 of 125 students), a decrease of 12 percentage points from 48 percent (125 of 260 students) on the 2010 FCAT Reading. The percentage of ELL's performing at or above grade level on the 2011 administration of the FCAT Math was 48 percent proficient (69 of 114 students), a decrease of nine percentage points from 57 percent proficient (149 of 261 students) on the 2010 FCAT Math.

This project will address these gaps in several ways. A restructuring will take place eliminating middle schools and replacing them with a K-8 structure, based on research that indicates many problems with academic achievement occurs in the middle schools. A new model will provide for Open School Choice for students. Students who go to community based schools rely on school district busing and do not have the means to attend another school, as busing is not provided. Lower income parents are also more likely to not know about these choices nor have the transportation.

Based on the 2010-2011 School Grade, the district's largest high school had a graduation rate of 83 percent. The graduation rate for at-risk students was 66 percent and 44 percent participated in accelerated courses. Also, 88 percent successfully completed accelerated courses, 80 percent met the reading readiness score and 64 percent met the math readiness scores. To assist in improving student readiness for postsecondary education the College Readiness Exam will be administered annually to assist in determining students in need of intervention. Additionally, a mentoring group is working with African American students to promote postsecondary education and assist in facilitating the process for enrollment.

The Career and College Centers (CCC) will be utilized as a place where families can come together, better their own educational journey if interested, learn more about student choice, learn of services available county wide and conduct an employment search. In a county with limited resources, high poverty and lack of technology available for use, these centers

will fill a huge void in the local community.

A Leadership Training Center to not only address demands for more training because of increased staffing needs but to provide more frequent on-going professional development for best practices throughout the entire year. This center will provide more hands-on technology training, latest devices, extended hours, space for mentoring and other activities.

A weakness in this section is the lack of specific goals to drive project activities. The goals provided read more like activities themselves, or means of accomplishing goals, rather than measurable student goals.

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

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

(C)(1) Reviewer Comments:

The applicant describes a strong plan to improve the teaching and learning necessary to ensure that students are successfully prepared for careers and college. The plan consists of both core instruction (STEAM) and instruction which is conducted through one of five college and career paths. The structure of the plan involves:

1. Creating a small learning community focusing on 21st Century skills and State Content Standards, which implements student centered projects and problem-based learning methodology to increase relevance and rigor;
2. Designing courses and learning experiences connected to the professional and post-secondary world;
3. Infusing technology as a tool for communication, collaboration, learning, and creating partnerships within the community, secondary institutions and businesses.

The district's transportation system will be completely re-designed to move from a fixed-route model of group transportation to an approach which incorporates an automated routing and scheduling system which is able to respond to the needs of students and families. Shuttling will enable students to better personalize their educational experience by participating in programs and resources that may be available at different schools and at different times.

The applicant plans to use the curriculum and strategies of the Future Problem Solving Program International (FPS) model to implement an instructional design which will increase the academic achievement of both high achieving and high need students, reduce achievement gaps, and increase the commitment to learning in a context of college and career pathways among at-risk, female, and minority students. The applicant is developing its own version of the FPS model that will be applied to all students and not just high-achieving students. This model will use a multi-step model using direct teaching to scaffold students' ability to think critically and problem solve.

The applicant's reform model includes heavy reliance on the use of interim assessments to provide feedback to teachers about the variable progress being made by their students on standards. The results of interim assessment will also be provided to students and parents to facilitate engagement and encourage dialog between teachers, students, and families.

Teachers, parents, and students will leverage a collaborative web-based online learning management system, which along with a one-to-one computer to student ratio will provide a strong foundation for integrating technology and instruction. On-line learning management will maximize instructional time by facilitating student and teacher collaboration, and assessment of academic content enabling schools to effectively manage their project-based learning (PBL) environment will require public agencies, community organizations, and families to share responsibility for improving outcomes for students.

The applicant also describes a comprehensive plan to address persistent achievement gaps among high risk students by requiring public agencies, community organizations, and families to share responsibility for improving outcomes for students.

While, overall, well-constructed plan, it does not provide sufficient description to merit full-points for this criterion. The personalization of instruction did not reach below the course level. There was also a lack of information regarding how the applicant plans to meet the needs of at-risk learners.

(C)(2) Teaching and Leading (20 points)	20	18
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(C)(2) Reviewer Comments:

The applicant describes a structure and plan for increasing the capacity of teachers to facilitate and enhance effective instruction for their students. The Professional Development Model (PD) design selected by the applicant will deliver small-group sessions led by a student growth team, which are supported by PD team leaders. The PD team leaders will lead small

group sessions and instructional mentors will participate in small-group training and, in addition, work with teachers and school leaders in a variety of job-embedded training situations. Small group PD will be delivered during four days of small-group sessions to all teachers and approximately 40 school-based administrators assigned to all schools in the district.

Differentiated PD will be also be provided as necessary based on evidence from administrative follow-up to teachers, based on administrator walk- thrus and evaluations. Teachers will be brought together in grade and subject related groups of 10-20 teachers to design curriculum mapping strategies accommodating the relevant standards and benchmarks, review and analyze the results of interim assessments, and develop instructional strategies designed to increase student achievement.

The applicant intends to use the sequence of standards to be taught, the results of student interim assessments, and the compilation of data on instructional and leadership practice observations to serve as the basis for teacher professional development that addresses specific standards, specific student performance, specific instructional and leadership practices, and provides for immediate feedback and timely application of training in the classroom.

Professional development will not only be offered to educators and leaders through daylong training sessions, but the selection and deployment of Instructional Mentors will allow for job-embedded training, including the leadership of Professional Learning Communities (PLCs), team-teaching alternatives, and individual technical assistance and practice modeling for teachers and school leaders.

This section could be strengthened by a more specific discussion of how school leaders at the school level will be trained and supported in guiding and assisting teachers in utilizing assessment data to plan, deliver and modify instruction. Also, though the applicant describes a very good evaluation system to help ensure that high quality teachers are in the classrooms there is little information to describe how the district will recruit, hire and retain high quality teachers to ensure that they are available for all students.

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D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

The applicant has undertaken a number of activities and processes to restructure infrastructure and administrative procedures to provide support to schools participating in this project. Elementary and middle schools are being reorganized toward a K-8

model of elementary instruction. As part of this process many infrastructure and administrative factors are being collaboratively developed and discuss to provide a learning environment that is more flexible and individualized.

The school district's central administration office works with each school to develop a customized school improvement plan within a district improvement framework. The superintendent meets quarterly to discuss each school's plan on site, as well as conducts bi-weekly principal meeting year round. This at times includes attending conferences together, leadership workshops, retreats and other ways to build teamwork, open the line of discussion and planning process. The new reform will, also, realign the central office as a flat, decentralized model.

The state has also passed legislation to improve school district's ability to individualize and create new learning structures and environments. This flexibility afforded through state policy has provided the applicant the opportunity to move forward with an expansion in the course offerings available through virtual learning. State policy has also provided a mechanism for translating competencies into seat hours and, therefore, creating opportunities for introducing blended learning alternatives as a choice available to students.

Under current state law, students are permitted to earn credits by completing a minimum number of seat hours, completing a minimum number of competencies, which translate into seat hours, or some blend of these two approaches. In addition, students, presently, can demonstrate mastery of coursework by traditional course completion with demonstration of knowledge acquired on the basis of formative and summative evaluations. Alternatively, students are able to gain credit for courses on the basis of satisfactory summative assessments, which enable students to "test out" of specified subjects. Students enrolled in virtual and/or blended learning pathways are able to demonstrate mastery and receive course credit on the basis of a translation formula, which provides a crosswalk between completion of specified competencies and seat time.

While the applicant does describe an environment and structure that encourages innovation, flexibility and creating personalized learning, it falls a little short in fully describing the process by which individual schools are given the freedom and autonomy over factors impacting student learning. More information on how the district will ensure full participation by students with exceptional needs would also have strengthened this section.

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

10

9

(D)(2) Reviewer Comments:

The applicant has put into place many resources, policy and infrastructure changes to support the implementation and accomplishments of this project. Rezoning entire district to create K-8 Academies, ensuring family access to on-line textbooks, flip classrooms, PDF worksheets compatible with iPads, and learning management systems will support project components. The applicant will introduce Stoneware Web Network, which creates a private cloud platform providing a virtual web desktop. Users are provided secure web access to files and student information anytime/anyplace.

The applicant provides high-speed fiber optic lines to all families and students in the district. Parent night out gatherings and community training sessions and the expanded hours and computer access for communicating and technical support assistance available at the College and Career Centers are also strong components of the plan. Technicians are present at all schools, district administration building and available for family support.

However, the applicant could improve this section by going a step further and describing a structure that would better connect the various components of its plan. This could be done by explaining how information, communicating and collaboration would be coordinated through the various technology tools. For instance, how would the needs of specific students be monitored by teachers, administrators, parents and students in order to link to specific resources and services.

## E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant provides a comprehensive plan for collecting and analyzing a variety of data from a number of different sources. Data are collected are clearly linked to project activities and proposed analyses will result in a great deal of useful information to assess the project's effectiveness and to guide changes.

A strong component of this plan is the use of the Mid-Continent Research for Education and Learning (McREL), to evaluate the applicant's Professional Development program. The program is comprised of eight technical assistance sessions intended to increase the capacity of Local Education Agencies (LEA) and schools to implement professional development with fidelity

and to evaluate the impact of that professional development on instructional practice and student achievement. Each session incorporates activities that focus collaborative discussions and planning on the topic among participants. In specific, the second session, "Assessment and Alignment of Professional Development Needs," focuses on the critical aspect of assessing needs during the professional development-planning phase.

While no points were deducted, one weakness of this plan is a specific explanation of how the applicant will revise project goals, activities or procedures as a result of evaluation results.

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

5

5

(E)(2) Reviewer Comments:

A well-developed plan is presented to ensure and promote ongoing engagement and collaboration about project stakeholders. The superintendent currently conducts weekly principal meetings, monthly meetings with key municipality leaders, sheriff's department, and chamber of commerce leaders to share data and program information. A group called the Untethered Group, consisting of a wide range of stakeholders, will continue to meet monthly to discuss this education reform and ways to continue to advance learning, especially personalized learning paths for all students.

The district website will create an entire page to update the public on process of these changes and timelines. There will be a section for submitting questions to be answered each week by the district's technology department and coordinator of this reform model. At each College and Career Center families will have access to computers and will be shown where to log in and directly asked questions, make comments, etc. The CCC will become a place of educating the community about this entire model and future plans.

The applicant will also produce a monthly e-newsletter called **Culture of Change**, this model will go out to an email distribution list of approximately 20,000. Each quarter a section in the local newspaper will update over 50,000 residents of the **Culture of Change** status with quotes from students as to their thoughts. Also used will be flyers at schools and in student backpacks.

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

5

4

(E)(3) Reviewer Comments:

The applicant provides clear and comprehensive rationales for the performance measures selected for this project. The process used for analyzing and using the results of each performance measure to make any necessary adjustments to the project is also described. Most of the measures included in this section are appropriate and well-defined. However, some performance measures are not adequately explained in a way that will be measurable. This is particularly true of the first true measures relating to effective and highly effective teachers.

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

5

4

(E)(4) Reviewer Comments:

The independent evaluator for this project will compile and analyze both qualitative and quantitative data, as the project will necessitate a mixed methodology format. Overall, the evaluation will address answers to three overarching questions:

1. To what extent did the project meet its overall goals?
2. What components were most successful?
3. What are the key research findings of the project? ?The independent Evaluator will gather quantitative data using pre- and post- evaluation instruments to determine successful teaching performance. Classroom observations, teacher and principal interviews, and anecdotal accounts will be used to gather qualitative data for determining the demonstration of knowledge gained and implemented regarding classroom management and instructional skills.

The independent evaluator will perform random interviews with coaches and teachers to determine if there are key issues that need further discussion and/or modification in the coaching and mentoring implementation process. The data will be used to provide recommendations to the district to increase the effectiveness of their program. The evaluation will blend both qualitative and quantitative methodologies to provide a complete picture of the project's success and recommendations to improve future coaching and mentoring endeavors.

This section could be improved by including a discussion of how the data collected will be used to more productively use resources to accomplish project goals. In other words, it needs a "closing the loop" component to describe the process for connecting evaluation results with project activities.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	9
<p>(F)(1) Reviewer Comments:</p> <p>The applicant provides a budget that is reasonable in scope and expenditures in regard to the proposed project objectives and activities. Further, the applicant clearly explains the use, purpose and rationale for all expenditures. Other sources of funds to support the project's implementation are described as:</p> <ol style="list-style-type: none"> <li>1. RTTT funds that were directly allocated to the applicant for the state grant and which support the ongoing redesign of instructional practice assessment as well as training provided to observers/evaluators to assure reliability in this same assessment;</li> <li>2. A regional Teacher Incentive Fund (TIF) project, which includes every public school, teacher, and school administrator in the district, this will provide funding for professional development in introducing Common Core Standards into classrooms as well as continuing to develop educator evaluation systems and develop a pay structure which incorporates Performance Based Compensation; and</li> <li>3. Various small amounts of state funding for purposes of leadership development through Title II funds.</li> </ol> <p>This section would be improved by expanding on the other funding sources to be used in this project. It would seem that other federal funds could and may be used to support project activities, such as Title I, Title II, IDEA, etc. Also, the applicant does not fully identify those resources that are one-time investments as opposed to those that will be ongoing expenditures.</p>		
(F)(2) Sustainability of project goals (10 points)	10	8
<p>(F)(2) Reviewer Comments:</p> <p>The applicant identifies several sources of increased funding to sustain the provision of project activities that will require ongoing funding. The provision of blended learning, alternative scheduling, and student-driven education is expected to appeal to over 500 families that currently home school their children. This will result in additional students taking and paying for classes. In addition, the tools and resources developed by the project are also expected to appeal to adult learners who will also purchase services from the district. Finally, dropout rates for high school and middle-school-aged students are expected to decrease, meaning that students will remain in school more years and, therefore, FTE revenues for these students will increase.</p> <p>The applicant could have approved this section by discussing any other sources of funding that might be used to sustain the project. This might include other grants the applicant might seek, as well as foundations, businesses and other organizations, agencies and institutions that might provide funding through resources or services.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	7
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The applicant describes a number of organizations and other entities, which provide support for its schools. Each school has a School Advisory Committee (SAC) and Parent Teacher Organization, which provide opportunities for parental input and recommendations to improve schools. There is also a District Parent Advisory Committee that reviews and provides input in the District Parent Involvement Plan and the development of the Parent Resource Guide distributed to all students and families. A grass roots effort of African American community members and parents has resulted in a very active group called the African American Mentors Program.</p> <p>Students have access to health and counseling services through a Full Service Schools program. Full Service Schools funding is available through a grant from the local County Health Department.</p> <p>Other organizations working with the school district include the American Association of University Women, African American Club, Italian American Club, and several Rotary clubs. The County Chamber of Commerce provides local scholarships for</p>		

graduating seniors, encouraging transition to postsecondary education and career training is encouraged.

The Jewish Women's Federation in collaboration with the school district's Education Foundation provides backpacks and supplies for eligible elementary children. The Foundation sponsors a "STUFF BUS" in which volunteer drivers staff a retrofitted school bus and travel from school to school to provide school supplies and needed clothing and shoes for families who are in financial need.

The County Sheriff's Office is a key partner and currently is providing funding for student intervention programs.

The applicant also describes how indicators for this competitive priority will be monitored by relying on internal and external stakeholders for support, data input, tracking indicators and the sharing of information in a timely manner.

While the applicant identifies a number of potential partners who provide excellent resources and support to the school district and its students, a basic problem with this section is that it does not adequately describe a formal partnership for accomplishing the purposes of this priority. The involvement of various groups, organizations and agencies is admirable and very useful and helpful, the situation described by the applicant is no different that would be found in most districts whose community supports their schools.

The applicant does not sufficiently describe a formal, structured partnership designed to address this priorities criteria. For instance, the services and resources identified are not clearly connected to specified outcomes. There is not a structure communication, evaluation, feedback process that focuses on the identified outcomes. Section (5)(a), for instance, primarily repeats information provided elsewhere in the application and does not direct address the criteria of this priority.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant presents an excellent proposal that meets the criteria of this absolute priority. The proposal is driven by a well-focused vision of increased student achievement through the design and implementation of practices, activities, and resources that have an excellent potential for accomplishing the project's anticipated outcomes. The plan presented for achieving the vision is clear, comprehensive and cohesive. The applicant has obviously thought through the proposal and the plan for implementing it very thoughtfully and has already put in place many structures and changes that will help ensure its success.

Total	210	183
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### Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	5

Optional Budget Supplement Reviewer Comments:

The proposal for the Optional Budget Supplement does not adequately address the criteria for this section. It includes the renovation of a performance center and the employment of adult education teachers for the College and Career Centers. It does not describe a multidistrict project, nor are specific outcomes as explained in this section described. The plan provided is not sufficiently clear or comprehensive enough to justify the budget requested.

## Race to the Top - District



## Technical Review Form

Application #0915FL-3 for Flagler County School District

### A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

The application is effective in articulating a comprehensive and coherent reform vision.

The application builds on the LEA's work in four core educational assurance areas:

- The application builds on the standards and data systems adopted by the state of Florida through RtT to provide a rigorous basis for personalized learning to be aligned with career and college ready standards and for student performance data to inform instruction
- The application builds on educator evaluation systems adopted by the state of Florida through RtT to ensure that students are taught by high quality educators
- The application includes rigorous professional development for educators in new content-area focus areas in addition to shifting from "schooling" to "learning" through problem and project-based learning experiences

The application articulates a clear and credible approach to accelerating student achievement and deepening student learning:

- At a macro level, student interests are respected by making it possible for every student to attend their choice of a K-8 academy which focuses on STEAM and on a particular area of interest, such as biotech or performing arts OR a high-school level center where students have the opportunity to participate in experiences, dual enrollments, and courses that prepare them for college and careers, including the opportunity for professional certification (also available to middle school age students)
  - Within K-8 academies, students will move based on skill rather than grade and age, progressing based on mastery
  - At high school, students will have more opportunities for dual enrollment, community service, and technical skill training
- At a micro level, overall education is shifted to support "learning" over "schooling" by personalizing instruction through problem- and project-based learning; by expanding the critical-thinking and problem-solving curriculum, Future Problem Solving International, to all students, not just the gifted population; and by providing the opportunity for on-line learning to students wishing to move at their own pace.
- For students who desire more personalization than the tracks offered by the academies and career centers, on-line or blended learning opportunities allow them to pursue mastery-based learning on their own time-frame and following their own interests.

However, personalization of learning, especially for older students, seems to be limited to the course level rather than providing granularity for personalized sequences of instruction within a given course/field.

The application offers a credible approach to increasing equity through offering all students the tools, learning opportunities and expectations usually reserved for high achieving students to all students:

- Project-based and service learning is structured around community problems which means that students who are not traditionally high achievers will often have deep insights into the problems, making it possible for them to be successful peer contributors.
- The critical thinking/problem solving curriculum is expanded to include all students, not just high-achieving students
- Digital devices and access to on-line learning opportunities are provided to every student regardless of income.

Because the application provides a coherent vision of reform that allows students to choose the degree of personalization which suits them (from choosing a school, to choosing a learning path within a school, to blended learning, to a fully virtual, mastery-based, on-line school experience) along with specific approaches for deepening student learning and increasing achievement and holistically choosing approaches that benefit all students but benefiting those who fit the traditional models

the most (including low-achieving, gifted, and at-risk students) while focusing on trust, respect and student interests, this section receives a high score.

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

10

8

(A)(2) Reviewer Comments:

The applicant has successfully described an effective approach to implementing its reform proposal

- The approach is based on restructuring all primary and middle schools in the district into K-8 academies with personalized learning, mastery-based assessments, anytime, anywhere learning, and personalized pace, and providing more personalized opportunities and interest-based career preparation through the high school levels. This district-wide reform was the basis for selecting all district schools as participating schools. The selection process resulted in a group of participating schools that collectively meet the competition's eligibility requirements.
- The plan includes a list of all participating schools, the number of participating students, the number of participating students from low-income families, and estimates of the number of high-need students.
- The plan includes structuring the LEA and schools to provide the flexibility and support needed for high quality implementation, making a training center available for educators in one of the career centers located at the high schools.

The plan provides extensive support at the LEA and school level for the proposed reforms. The CCC centers at the high schools will include a leadership training center to provide professional development for educators in these new models, including virtual learning, project-based learning, and leadership. The proposal provides for staffing a full-time coordinator for the program, a curriculum specialist, plus coordinators for data assessment and virtual programs to provide support for implementation to the schools. There will also be a full-time technology integration coach to support the increased technology usage under the proposal.

Because of the thorough approach to structuring the LEA under the proposal based on scaling and integrating existing, successful programs, and the inclusion of all schools, as well as the supports provided to the schools to implement the proposal, this section receives a high score.

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

10

8

(A)(3) Reviewer Comments:

The applicant will implement the reform proposal throughout the grant period, with every student in every school in the district participating - therefore the implementation and scaling are one and the same, not separate efforts. The applicant describes, in charts, a high quality plan for each project goal that includes activities, responsible parties, deliverables, and timelines at a high level, though there is no detailed plan.

The high level plan described is credible in its approach to district-wide reform.

- The plan describes effectively how primary and middle schools will be restructured to improve student outcomes, increase student choice, embrace blended learning, and foster personalized learning and teaching, moving from "schooling" to "learning."
- The plan describes effectively how high schools will include college and career centers that will provide coursework, mentorships, workforce development partnerships, college preparation and other services to help students be prepared for college, college entrance exams, and careers.
- The plan addresses obstacles to reform credibly, including professional development for educators in shifting their practice from the set of practices referred to as "schooling" to the more flexible, mastery-based, blended, problem and project based approaches described as "learning."
- The plan describes specific outcomes for all students and a theory of logic for how they will be improved through increased choice, freedom, and personalization

Although a detailed plan would add credibility to the high level plan described, the clarity of high level approaches and goals combined with the district's track record for implementing change give this section a high score.

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

10

7

(A)(4) Reviewer Comments:

The applicant has identified goals that exceed the state ESEA targets, overall and by subgroup:

- Student performance in math, reading, writing, and science are expected to increase at rates from 3.5 - 5 percent annually after the completion of the grant. During the grant, this is also expected in math and reading, though science and writing will initially show lower growth due primarily to restructuring of those assessments.
- The program goals exceed state ESEA expectations by 3 to 49 percent depending on the subject

However, these goals are often near or below the performance levels during the 2010-2011 school year, where an unexplained across-the-board significant drop in performance occurred between that year and the subsequent year.

The applicant has not demonstrated evidence that the vision is likely to decrease the achievement gaps.

- Although student performance is expected to generally increase over all subgroups, the overall performance improvement rates generally exceed those of many of the subgroups, leading to increased achievement gaps.

The applicant has made a credible case that their plan will increase graduation rates and college enrollment

- Graduation rates are expected to increase by 14 percent overall for a graduation rate of 86% overall at the end of the grant period
- College enrollment rates are expected to increase by 18 percent points overall for a college enrollment rate of 80% at the end of the grant period

The applicant has made a credible case that their goals are achievable through a comprehensive set of reforms that shift educator practice, systemic organization, and student choice and personalization in ways that are known to enhance learning for all students, but especially for those who are not traditionally engaged by traditional approaches to schooling. However, there is not enough evidence to establish the goals as ambitious as there is no discussion of the initial drop in scores between the baseline years. Also, because the ceiling is expected to rise even further than the floor, achievement gaps are likely to remain or increase. As a result, this section receives a medium score.

## 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	3

### (B)(1) Reviewer Comments:

The application does not demonstrate clear evidence of a track record of advancing student learning and achievement over the past 4 years.

- Although, the applicant identifies a number of programs that have been implemented over the past several years, with some improvements in student outcomes:
  - Student cohorts involved in service learning demonstrated about 3% higher proficiency rates in some areas over the district norm
  - A smaller personalized learning pilot at Phoenix Academy increased student growth in math as measured by the FCAT (though the degree of growth was unclear from the narrative)
  - The LEA has won state, national, and international titles as part of Future Problem Solvers International,
- And, although the applicant has moved from 28th in 2006 to a current ranking of 19th, implying a track record of improvement over the later part of the 2000's decade,
- There is nevertheless no clear trend data over the past four years, and the data that exists between the 2010-2011 to 2011-2012 school years shows significant and unexplained drops in student achievement on summative tests, though graduation rates and college enrollments increased over this same time period. Also, over this time period, the district moved from being rated an A district to a B district.

The application does not address reforms specifically for its low-performing schools.

The application shows a modest track record of making student performance data available in ways that improve participation,

instruction and services

- The applicant currently uses a web-based program to provide student data available to students and parents, including homework assignments, test scores, and grades.
- However, there is no evidence of a track record of student data being part of processes to improve participation, instruction, and services

Overall, there is no clear evidence of success in advancing student learning and achievement over the past 4 years, though some elements of the criterion were addressed, including making student performance data available to parents, improving graduation rates and college enrollment, and implementing reform-minded programs. Therefore this section receives a low score.

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

5

3

(B)(2) Reviewer Comments:

The LEA has largely demonstrated a high level of transparency.

- The district website provides links to: all audit information, budgets, instructional and non-instructional salary schedules, board documents, and policy updates
- The district maintains a financial transparency page that links property tax information, financial statements, audits information, budgets, financial reports, personnel items, purchase orders, and other information

However, this application has not demonstrated evidence that actual salaries broken down by instructional staff only and teachers only are available. Therefore, this section receives a medium score.

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

10

10

(B)(3) Reviewer Comments:

The LEA has demonstrated strong evidence of successful conditions and sufficient autonomy to implement the personalized learning environments described in the proposal.

- At the state level, policy and legislation have been enacted to promote and support personalized, digital learning - many of these provisions are being taken advantage of by the Florida Virtual School already, and a franchise of that school supports this LEA
- At the state department of education level, statewide goals have been set that encourage LEAs to set their own methods for reform
- From the LEA level down, this proposal creates structures and supports that allow each school the flexibility to personalize learning for each student and also allow each family the flexibility to choose among education options

Because of the strong support and advocacy of the state legislature and department of education for personalized, digital learning, this section receives a high score.

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

10

7

(B)(4) Reviewer Comments:

The LEA has not successfully demonstrated evidence of wide support among teachers

However, the LEA has successfully demonstrated evidence of meaningful stakeholder support among other groups

- The Untethered Learning Group has been in place for two years prior to this proposal and was deeply engaged in providing background and context for this work as well as in providing feedback on the proposal. This group includes a wide set of stakeholders, including students, parents, teachers, academic coaches, principals, IT representatives, Directors of Instruction, the RTTT Grant coordinator and the Assistant Superintendent and Superintendent of schools.

- Extensive support from civic leaders and public officials are evidenced by their letters of support
- Numerous community and leadership meetings were held to gain feedback on the proposal and the feedback was integrated into the report, though there was little description of how that integration occurred or the extent to which external points of view impacted the proposal development
  - Numerous civic and community groups support the LEA in various partnerships and with this proposal, as demonstrated by letters of support

Despite the lack of evidence for teacher support, based on the inclusive approach to collecting and incorporating feedback from numerous stakeholders, the two year track record of engagement with students, parents, educators and others, and the strong support from public officials, civic leaders, staff, and partners, this section receives a high medium score.

(B)(5) Analysis of needs and gaps (5 points)	5	4
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(B)(5) Reviewer Comments:

The applicant has identified a mixture of gaps and goals for personalized learning

- The LEA has identified gaps in addressing 8 key areas for personalizing learning environments: integrating the K-8 model, technology integration, after school clubs and sports for middle school aged students, transportation, data tracking, and curriculum re-design
- For each of these areas, in addition to needs and gaps, the LEA has identified timelines, transparency mechanisms, logic for the approach, current status, and stakeholder engagement

However, for some of these needs there was no clear linkage to the specific remedies and approaches within the proposal

Nevertheless, s this process has been addressed at a high level, this section receives a high score

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

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

(C)(1) Reviewer Comments:

Overall, the applicant has laid out a high quality plan for creating a personalized environment, and a strong, credible approach to personalized learning with few weaknesses and numerous strengths.

Weaknesses:

- The approach does not describe how or whether personalized learning recommendations are provided to the student.
- The approach does not, in general, provide personally sequenced instructional content below the course level

Strengths:

- The approach is effective in supporting student goal-setting for career and college. From the early years, students are given the opportunity to choose an academy that best suits their interests. Students will be actively engaged in reflection and conferencing focused on improvement.
- The approach is highly effective for offering students the opportunity to participate in deep learning in areas of interest. The overall approach to learning is based on problem-and project- based opportunities grounded in the FPS (Future Problem Solvers) method.
- The approach supports access to diverse perspectives and strongly supports the development of collaborative, critical thinking, and creative skills through the International FPS program.
- Through on-line and blended learning, there is access for any student to a somewhat personalized sequence of content

The approach provides a variety of high-quality instructional approaches and environments. Students have the opportunity to choose a school which focuses on their areas of interest, at a high level. Students have the opportunity to choose personalized curriculum at a more detailed level through on-line learning. Students will have the opportunity to take advantage of school offerings as part of their home-schooling, using combination of brick-and-mortar, on-line, and blended learning.

- The approach takes advantage of high-quality digital learning content as made available through a franchise of the Florida Virtual School
- The approach provides frequent and regular feedback to students and parents of formative test results through an LMS
- The approach is very strong for high-need students combining authentic, problem and project based learning opportunities, opportunities for personalized learning, and high expectations by involving them in the FPS program usually reserved for high-achieving students, with conditions likely to support their success
- The approach is very strong for providing training and support to students, educators, and parents in using the tools and resources available through this program.
- The approach specifically supports personalization through mastery-based rather than just seat-time based performance.

The approach to learning is very credible and strong and likely to result in significant student achievement. There is significant personalization through school choice, on-line and blended learning opportunities, and problem and project based learning. However, the plan does not explicitly address how more fine-grained personalization that includes personalized sequencing of curriculum and personalized learning recommendations would occur for most students. Overall this section receives a very high score.

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

The applicant has a strong, credible, and effective approach to improving teaching and leading and shifting the practices and culture of the LEA in support of personalized learning environments.

- The approach includes training specifically in shifting from content-driven instruction to knowledge application. The approach recognizes that training is insufficient to shift practice and also includes mentors focused both on small-group instruction and job-embedded application as well as professional learning communities leadership, team-teaching alternatives, and practical modeling for teachers and school leaders.

The applicant has a strong and credible approach to increasing educator capacity.

- The approach is highly credible in preparing educators to adapt content and instruction and provide optimal learning approaches such as collaboration and discussion through problem and project based learning where students have personal digital devices that provide access to resources and collaboration software.
- The approach is grounded in alignment to common core standards with educators trained in the analysis of student growth data, standards-based instruction, and the use of tools for instructional and leadership practice assessment
- The approach provides training for educators in the use of existing data systems to effectively measure student progress against college and career ready standards
- The approach describes specific teacher and principal evaluation tools that will be used for improving instruction through increasing rigor and specific goals

The application has a somewhat effective mechanism to collecting and accessing student data and educator performance data, though the data collection and dissemination process is cumbersome and infrequent when compared to an ideal of ongoing, frequent, formative assessment. However, other sections of the proposal and the budget refer to improved student data warehouse and LMS that will offer improved access to performance data, though this approach is not developed in detail in the proposal.

- Students take regular interim assessments (once per academic quarter) in addition to annual summative assessments, and the data is stored in a shared data repository and made available to the district and each school after disaggregation by the office of Assessment and Accountability

The application has a credible approach to training and supporting teachers in using student data to structure an effective learning environment and accelerate student progress.

- The application describes the rigorous use of student, teacher, and leadership data to improve processes and instruction

- The application describes thorough, ongoing, and multi-faceted teacher training in the use of data to improve standards-aligned instruction

The application includes a reasonable approach for increasing the number of students receiving instruction from effective and highly effective teachers and principals

- The LEA has implemented teacher and principal evaluation systems which include local measures of student growth
- The LEA uses the teacher and principal evaluation system to limit the re-hiring of educators who have received inadequate ratings with these systems. Although it is not explicitly stated, this implies that the ratings are also used to remove inadequately performing educators.

Overall, this application has a rigorous and thorough approach to increasing educator and leadership capacity to implement, assess, and improve instruction and processes within personalized learning environments. However, this approach is largely focused on personalization at the course level as reflected by the types of data collection and use described in this section, rather than the ideal of continuous formative assessment data driving personalized learning sequences. Nevertheless, the overall context of personalization lies in a shift to problem- and project- based learning which are characterized by a tremendous amount of personalization in the approaches, tools, methods, and learning paths used by each unique student, and the parallel context of mastery-based rather than seat-time-based individualized learning paths. Because the professional development of the educators is highly focused on supporting the new teacher roles required by this kind of learning environment, and because the methods and measures for evaluating progress in these environments beyond traditional testing are emergent, and because of the intense focus on rigorous analysis of student and educator performance data, it is reasonable to assume that effective, informal improvement of personalized learning environments will emerge through the educators' professional practice. Therefore, this section receives a high score.

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

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13
<p>(D)(1) Reviewer Comments:</p> <p>The LEA has a strong and credible plan to support project implementation.</p> <ul style="list-style-type: none"> <li>• The proposal effectively and credibly outlines structural changes that will strongly support their model of personalized learning environments. The changes include a shift from top-down, hierarchical organizations to flat, collaborative organizations where each school has a great deal of authority and autonomy and where schools and district engage in comprehensive data and information sharing.</li> <li>• The proposal explicitly and strongly give students the opportunity to progress and earn credit based on mastery, which can be demonstrated in multiple ways including course completion, summative assessment, or a combination of the two approaches.</li> <li>• The proposal is successful in providing adaptable resources and instructional practices and include personal digital devices for each student, access to the Internet and online courses, flexible schedules, and flexible learning models that emphasize blended learning for personalized learning environments.</li> </ul> <p>The proposal has strengths and weaknesses with respect to the autonomy of the LEA to implement its plan</p> <ul style="list-style-type: none"> <li>• The state legislative and department of education environment is highly supportive and has aligned policy in support of the kinds of personalized learning environments described by the proposal</li> <li>• However, negotiations with the union are still in progress regarding the flexibility required to restructure school schedules, calendars, staffing models, and budgets</li> </ul> <p>Overall, the proposal demonstrates a clear capability and freedom to implement the plan effectively, providing each level with appropriate support and resources with the notable exception of union support. There for this section receives a high, but not perfect score.</p>		

(D)(2) LEA and school infrastructure (10 points)	10	7
<p>(D)(2) Reviewer Comments:</p> <p>The LEA has a highly effective approach to ensuring that all stakeholders have the access and support needed for the success of their proposal.</p> <ul style="list-style-type: none"> <li>All students, regardless of income, are provided with personal digital devices, technical support and skills training for students and their families through the CCC centers, online learning resources, and transportation with flexible schedules to the school of their choice. This approach eliminates many of the barriers to personalized learning, including physical and virtual access, flexibility for work or homeschooling, and the skills to effectively take advantage of digital and other resources.</li> </ul> <p>The LEA has not demonstrated evidence of the use of open data formats.</p> <ul style="list-style-type: none"> <li>The data systems mentioned are proprietary and there is no discussion of the sorts of data formats that are available. However there is an explicit intention to ensure the capability for students and parents to export data from these systems in some format.</li> </ul> <p>The LEA has the intention to move to interoperable data systems based on a data warehouse, though it does not explicitly provide a plan for this transition.</p> <p>As the proposal has a strong approach to ensuring that all participating stakeholders have the necessary access and support for success, and that it includes the intention to support data export and interoperable data systems while noting that there is a lack of a high quality plan to actually achieve the open data formats and interoperable systems, this section receives a high score.</p>		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>The applicant has developed a high quality plan for rigorous continuing improvement.</p> <ul style="list-style-type: none"> <li>The plan includes evaluation by district staff as well as an independent evaluator</li> <li>The plan includes a 4-year, formal, Formative Evaluation program                             <ul style="list-style-type: none"> <li>The program will include formal, ongoing evaluation of stakeholder engagement, including principals, students, parents and other stakeholders</li> <li>The program will use district-level multiple regression analysis to identify the component of improved student performance attributable to each element of the reform plan</li> <li>The program will include evaluation of metrics of teacher and leader effectiveness to ensure validity</li> <li>The program will evaluate the effectiveness of teacher and leader professional development by evaluating how teacher understanding of new instructional approaches affects student outcomes, testing the extent to which various forms of PD effectively predict leadership improvement, and using multiple regression techniques to determine the amount of development which is attributable to PD</li> </ul> </li> </ul> <p>The evaluation programs include both frequent informal feedback through meetings and quarterly formal feedback through written reports as well as annual reports provided to all stakeholders.</p> <p>The quality of the metrics, the multiple evaluators (including an independent evaluator) and the clear mechanisms for publicly sharing results give this section a very high score.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	4
<p>(E)(2) Reviewer Comments:</p>		

The applicant has a strong strategy for communication with internal and external stakeholders

- The plan ensures that information about the program's effectiveness is disseminated widely, including through meetings, on the web, and through the CCC centers for those parents and students taking advantage of them.
- The plan includes meetings with key stakeholders, including the diverse Untethered Learning group (which includes parents, teachers, students, principals, instructional coaches, IT technicians, program directors, and the Superintendent of Schools) and the department of education

The applicant has not made the case that their information sharing approaches will lead to stakeholder engagement. However, as evaluating and improving engagement is an explicit task involving the external evaluator, it is reasonable to assume that if initial efforts are not effective that the approach will continue to evolve. Therefore, this section receives a high score.

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

The application is adequate in identifying and describing student outcome metrics for the program.

- The application selects and describes a coherent rationale for the required metrics involving students taught by effective and highly effective educators and students submitting the FAFSA form.
- The application selects metrics of student academic growth that are based on annual summative testing
- The application selects attendance as a leading indicator of student and program success, which is an effective leading indicator over the course of a student's career
- The application selects a narrow metric for students being on track for college and career readiness, using reading scores in the 8th grade and college entrance exam scores such as the SAT and ACT for high school.
- The application has a reasonable approach for improving these metrics over time, using later success to validate the effectiveness of earlier metrics as leading indicators for student success
- Some of the metrics do not have an associated rationale.

As the metrics have been selected in accordance with the criterion, and plausible goals for each metric have been established, this section receives a high score.

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

The applicant had demonstrated a clear and high quality approach to continuously improving its plan

- The applicant has selected metrics for the effectiveness of each project (element) of the plan and has a plan for using sophisticated statistical analysis to determine the impact of each element
- The applicant is using an independent evaluator to identify what elements of the project were most effective, the degree to which the project met its goal and key research findings
- The applicant has a clear plan for communicating the progress of the project publicly and with internal and external stakeholders
- The applicant has the intention of using data about the efficacy of various investments to continue to tune the plan through its explicit Formative Evaluation process

The ongoing and rigorous analysis and feedback loops described in the proposal lead to a high score for this section.

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	7

(F)(1) Reviewer Comments:

The budget proposal is credible and to an appropriate level of detail.

- The budget identifies all funds that will support the project
- The budget is sufficient to support the development and implementation of the proposal, including the renovation of

- buildings, technology purchases, travel, new personnel, and support for transportation alternatives
- The budget provides a thoughtful rationale for the investments and priorities, focusing on the physical creation of spaces and professional development of educators, and physical and virtual access to resources for all students
- The budget is largely credible regarding one-time versus ongoing operational costs, though a notable exception is the assumption that digital devices will continue to be used by students indefinitely. With technology obsolescence occurring every few years, a plan for refreshing these devices will be needed.
- The budget is not fully credible in supporting the professional development of educators to shift their instructional practice

The budget reflects high quality planning overall, but does not address the refresh of technology over time. Therefore this section receives a high medium score.

(F)(2) Sustainability of project goals (10 points)	10	7
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(F)(2) Reviewer Comments:

The applicant has demonstrated a reasonably plausible plan for sustainability of the project's goals.

- The applicant has identified sources of revenue to continue to support the project after the completion of the grant period
- The LEA is left with a \$1.65M shortfall which is mitigated through cost reductions and income from homeschool and adult learners enrolling in courses and also through increased funding due to increased enrollment resulting from decreased dropout rates
- The LEA notes that the shortfall is a small percentage of the overall General funds and cites the extensive support for this reform as being likely to cause General Funds to be allocated to sustaining the program

The sustainability plans, however, do not address technology refresh costs and therefore are optimistic in their ongoing cost expectations.

Although the continued funding from General Funds once the large one-time investments have been made is plausible, depending on those funds is not without risk. The expectation of increased funding is reasonable as the district provides flexibility and support to students and families looking for alternative educational choices. Overall, despite the likely additional costs and risks to some of the expected funding sources, it is plausible that the program will be sufficiently well funded to continue after the end of the grant period. Therefore this section receives a medium score.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	7

Competitive Preference Priority Reviewer Comments:

The application successfully includes numerous disparate activities and partnerships that support student learning and family supports.

- The proposed school CCC centers will partner with organizations providing low-cost skills training for parents
- The LEA partners with volunteers to provide support to low-income families, including transportation and school supplies
- The LEA partners with the community to provide places and activities for after school opportunities, pre-school learning opportunities and other enrichment opportunities
- The LEA proposes to increase outreach activities to provide English skills, GED skills, computer access and training, and information to families on how to access other skills development programs
- The LEA proposed to revitalize a performing arts auditorium and support student performances

The application is successful in identifying educational and family and community outcome metrics that support their overall goals

The application has a plausible, if very high level approach to collecting and using data based on forming subcommittees to the Untethered Learning Group and relying on unspecified stakeholders for support.

The application has a reasonable high-level approach to build capacity of staff in participating schools. This approach is described at a high level with little detail.

- The LEA will include staff in professional development strategies at the leadership training centers
- The LEA will work with the community to assess the skills in the community and with the Sheriffs' office to assess programs for those of school age youth afflicted with legal issues
- The LEA will use existing groups, such as the Untethered Learning group to create subcommittees to manage the process and evaluate the results
- The LEA will use web sites, reports, and meetings to disseminate information regarding its progress in implementing its plan

The application does not have a coherent description or model of how the contributions of the disparate partnerships align or integrate education and other services, with the exception being the capability of schools to make referrals to specialists.

The application has selected strong measures that are effective in gauging the effectiveness of its plan to improve educational and family and community outcomes.

- Metrics include improving family skills, job skills, increasing literacy, increasing 21st century technology skills, and supporting arts within the community

Overall, the application describes a set of partnerships that are targeted at distinct issues, some where the school provides referrals to external organizations, others where the school provides support to community programs. Some programs, such as the Future Problem Solvers, are deeply integrated into the school yet siloed from other partnerships. There is no coherent story of integration of these partnerships.

Nevertheless, the proposal to create a set of unifying metrics, track them using Untethered Learning subcommittees, and to use the outcomes to help direct resources more efficiently can provide an overriding rationale and prioritization across these programs. Therefore, the competitive preference priority receives a high medium score.

## Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

### Absolute Priority 1 Reviewer Comments:

The application meets the absolute priority 1 requirements.

- The overarching theme of this proposal is to increase personalization for all students by
  - Providing learning paths within K-8 academies that are aligned with student interests
  - Providing diverse career-preparation and college-preparation opportunities for high school students through Career and College Centers
  - Making blended learning central to the K-12 experience, offering brick-and-mortar, virtual school, and intermediate options as well as options for homeschooling families and adult learners (particularly returning drop-out students)
  - Providing flexible school choice and schedules that support school-based and at-home learning and also support working students
  - Providing mastery-based advancement opportunities with multiple ways to demonstrate mastery
  - Focusing on problem and project based learning that supports and develops the strengths of diverse students
  - Providing personal digital devices for each student along with access to online curriculum, enrichment opportunities, collaboration platforms and other tools that allow students to personalize the tools and experiences they use in common activities such as project based learning and in individual activities such as research and online learning
- The proposal is structured for rigor while allowing for personalization
  - Educators are trained in shifting from imparting knowledge to helping students apply knowledge with a focus on

common core and career-based standards

- o Ongoing assessment data is used to assure students are on track to be career and college ready
  
- The proposal is based on core educational assurance areas and continues to build on them
  - o The state and the LEA have begun implementation of common standards and this proposal builds on those standards and assessments to ensure rigorous learning environments
  - o The state has adopted centralized data systems for certain assessments and has processes in place to share results with districts and schools. This proposal takes advantage of these data systems to disaggregate and analyze data for use in improving instruction
  - o The state and LEA have implemented evaluation systems for teachers and principals and uses these to incentivize effective educators and to remove ineffective educators under this proposal
  
- The proposal has an effective approach to accelerating student achievement, deepen student learning, decrease achievement gaps, and increase graduation and college enrollment rates
  - o The dramatic shift from hierarchical structures and content-driven instruction to autonomous, flat organizations and problem based learning is a credible way to improve outcomes for all students, but particularly for those who are traditionally not well served or motivated by old-school structures.
  - o A focus on student interests, providing wide student choice, offering authentic learning experiences and authentic career preparation along with wide options for earning credit and preparing for college coursework and entrance exams will accelerate achievement and increase college enrollment rates
  - o Mastery-based opportunities and personalized learning paths combined with authentic problem and project based experiences will all build to an acceleration of student achievement and deepened student learning.

Overall, this proposal makes a strong and dramatic change to personalized learning and the capacities, infrastructures, and culture that support them. Today personalization is at a somewhat coarse level - school choice, course choice, on-line and blended options, and personalized approach to group learning through problems and projects. The metrics and feedback loops associated with the continual improvement of this proposal are also at a coarse level - measures occurring 1-4 times annually. This is reasonable given the state of existing digital resources and assessments and data systems and learning maps. It is notable that the infrastructure, processes, tools, and culture described in this proposal support this coarser granularity today, but that the one-time investments will continue to pay off as they will also be effective should the district continue to offer increasingly fine-grained personalization as that becomes feasible at scale.

Total	210	162
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Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	0

Optional Budget Supplement Reviewer Comments:

The applicant has not identified a clear, discrete, and innovative solution that can be replicated in schools across the nation. Rather, the applicant has identified opportunities to provide additional community services that would, within this LEA, support a culture change by improving access to adult education and a performing arts center. Because the optional budget supplement is not responsive to the criterion, this section receives no points.

