



Race to the Top - District

Technical Review Form

Application #0900FL-1 for Leon County School Board

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>Leon County School's – BRIDGE Consortium provided a detailed vision of the proposed program. The vision of the reform, BRIDGE (Broadening the Roads into the Digital age, Green careers and Enterprise), will establish personalized learning environment that will use collaboration; data-based strategies and 21st century tools through online learning platforms, mobile devices and blended classrooms; and provide support tailored to needs and gaps of students enabling all to graduate college- and career-ready.</p> <p>The mission of the BRIDGE Consortium is to prepare students for the domestic energy future using current mobile technology within courses designed for pursuing a career in environmental science, power and technology and related engineering jobs.</p> <p>The BRIDGE Consortium explained that student academic focus is designed and targeted based on the Leon County Schools' commitment to renewable energy, clean technology, and protecting the natural resources.</p> <p>The plan will:</p> <ul style="list-style-type: none"> • allow students to start their educational pathway in 6th grade and continue through to higher education and/or vocational studies; • provide extensive professional development preparing teachers to incorporate and embrace technology, include additional resources, maximize on the increasing broadband access in rural communities; • teachers will be prepared to teach the Common Core State Standards guiding students to academic and vocational paths while integrating the use of technology; and • according to the Florida law, "the Student Success Act", the evaluation of teachers and administrators will incorporate student performance. <p>Overall, the BRIDGE Consortium provided a comprehensive reform vision to focus academics and teacher training in the preparation of students' educational pathways, starting in 6th grade, to be an active partner in planning their own education future as they prepare for graduation and career readiness. The focus is on designing courses for the pursuit of careers in domestic energy through environmental science, power and technology related to engineering jobs.</p> <p>Although the BRIDGE Consortium presented an ambitious reform vision for course design and educator training focused on the building careers and futures in the domestic energy fields, it is inconclusive from the evidence presented how the BRIDGE Consortium is building on certain core educational reform areas.</p> <p>It is unclear of which data systems have been built and/or are in place to measure student growth and success and inform to improve instruction.</p> <p>It is unclear how OKCPS is and/or will recruit, develop, reward, retain the effective teachers and principals.</p> <p>Therefore, Leon County School's – BRIDGE Consortium scored in the low of the high range.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>Leon County School's – BRIDGE Consortium provided a description of the process and reasons school districts decided to join the consortium, a list of participating schools, and detailed information of total participating students and educators, detail comparison charts of the existing telecommunication services, erate, impact and specific services for schools, libraries, classrooms, and students.</p>		

The consortium members requested membership and participated in the design of the proposal through daily calls, cloud sharing of files, and superintendent/staff discussions.

All public secondary schools in the consortium districts are participating in the BRIDGE program. The detailed listing of the 29 secondary schools identified to participate as well as a breakdown of the numbers and percentages for the requested areas describing the students and educators.

The five school districts are in a "...collaborative partnership achieving the individual goals in alignment with a single purpose..." The priorities of the school districts through the RTTDD grant vary according to individual LEA needs:

- Bradford County and Hamilton County – expanded broadband access and current technology for student instruction;
- Taylor County and Jefferson County – expanded professional development and course alignment with opportunities for post-secondary success;
- Leon County – expansion of courses available through Leon County Virtual School.

The BRIDGE consortium of secondary schools individually listed the total numbers for students and educators as requested. The totals anticipated to participate (not including 2 new schools whose numbers will be added) are 19,004 students and 395 educators.

Overall, BRIDGE Consortium provided a detailed account of how the districts joined the consortium, the reasons and priorities for each consortium member, a list of the schools and detailed student/educator demographics for each of the participating schools, and comparisons of services throughout the 5 consortium member region.

The BRIDGE Consortium approach is comprehensive in that all 29 secondary schools, serving grades 6th-9th and approximately 19,004 students will be included in the implementation of the proposed plan.

Therefore, Leon County School's – BRIDGE Consortium scored in the highest of the high range.

(A)(3) LEA-wide reform & change (10 points)	10	5
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(A)(3) Reviewer Comments:

Leon County School's – BRIDGE Consortium provided an explanation of how the BRIDGE reform is focused on the establishment of infrastructure including human capital, instructional technology, community collaboration and cultural change.

As the five county school districts implement the key components of the high-quality plan in the participating schools, the proposed reform may be scaled up and translated into meaningful reform across any field of study, district and region-wide, beyond the participating schools which will help the regional outcomes.

Overall, the BRIDGE Consortium plans to scale-up and translate into meaningful change begins within the 5 consortium county region and beyond the 30 participating schools to additional districts who have express interest in becoming consortium members.

The BRIDGE Consortium clearly laid out the plan in a timeline and logic model which incorporates the six focus components within the four-year project window.

The six focus components are:

- Technology assessment and platform development - existing technical infrastructure in surround rural counties, low-income communities and those without home access to the internet
- Community and economic assessment – engaging community partners, gathering economic and educational data
- Course alignment and instructional design – expand specific course offerings by developing and/or aligning with post-secondary programs
- Graduation assessment and infrastructure – establish infrastructure for identifying students at-risk of not continuing studies at post-secondary institutes including vocational and academic
- Professional development – invest in human capital by educating teachers in their new role as instructional leaders to ensure student success through student progression/graduation assistance, core instruction and digital citizenship/instructional technology
- Continuous assessment and evaluation – ensure program success, continuous stakeholder feedback and sustainability of true reform

The plan methodically describes in detail the order of which the consortium will take to strategically develop and build the infrastructure on which to achieve the goals and provide the tools and means for all students to achieve their individual

improved learning outcomes.

However, the proposal is lacking evidence of being a district-wide reform.

It is inconclusive from the provided student data information to justify the program as supporting to improve student learning outcomes for all students when achievement data and goals are missing; subgroups populations (American Indian or Alaska Native; Hispanic; Economically Disadvantaged; English Language Learners; Black or African-American) are displaying negative percentages and have lower gain expectations than other groups.

Therefore, Leon County School's – BRIDGE Consortium scored in the middle of the middle range.

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

Leon County School's – BRIDGE Consortium clearly stated that they will "...reform education in this multi-county region by providing secondary educational opportunities across distance and time resulting in citizens that are a workforce ready in the field of engineering and technology, including the maintenance and expansion of alternative energy sources leading to a more secure America..."

The goals of the consortium exceed the current state targets overall and by student subgroups.

BRIDGE program goals:

- Increase graduation rate to 85% by 2017;
- Increase college going rate to 74% by 2017;
- Double the percentage of incoming high school freshmen who ultimately graduate from high school, go on to college or a vocational program, and achieve at least a year's worth of credit to 44%;
- Cut the current achievement gap of minorities in half by 2018;
- Increase the percentage of students scoring at or above proficient on NAEP and PARCC, to reflect state performance levels or above.

Overall, the BRIDGE Consortium has established an ambitious vision, boldly demonstrates the desire to create a multi-county reform through setting high goals that exceed state targets and plans to obtain the goals for all participating students.

Therefore, Leon County School's – BRIDGE Consortium scored in the highest of the high range.

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	9

(B)(1) Reviewer Comments:

Leon County School's – BRIDGE Consortium provided an explanation about records of success. The BRIDGE Consortium is a unique combination of five county-wide school districts serving students throughout the consortium region.

The county-wide school districts of the BRIDGE Consortium described records of success in advancing student learning and achievement throughout particular components. The following summaries describe such success:

Leon County Schools exceed the state average in all standards of assessment. The BRIDGE Consortium is in line with the state averages.

BRIDGE Consortium performance goal – utilize the infrastructure and resources within Leon County Schools to improve student performance in neighboring counties in order to exceed state averages in all standards of assessment.

Effective practices include:

- Weekly "data chats" where student progress activities and results are reviewed and school improvement support is provided based on data;
- Increase STEM courses and students enrolled in courses with increased rigor;

- Gifted and talented STEM initiative - to identify and include more students from under-represented populations and build quality STEM instruction. Teams of teachers for each school serve as the STEM Content Cadre to meet monthly for STEM training, develop knowledge of STEM content and skills built around real word STEM topics;
- After school STEM clubs – partnering with local STEM organizations such as museums, universities, and laboratories;
- Revision of science and math progression to accelerate students of all abilities sooner in their level of education – pushed HS courses into MS and add more challenging prerequisite courses into 4th, 5th, 6th grades;
- Virtual STEM classes – delivered through the Leon County Virtual School;
- AVID – educational program focusing on improving study skills, professional development for teachers and college enrollment. AVID is implemented throughout the district and within the lowest performing schools and support the feeder schools as a strategy to bridge the achievement gap.

Build community partnerships of which Leon Count Schools are recipients of grants with:

- Florida Office of Energy – development of K-12 curriculum for Clean Energy, recycling and alternative energy education;
- Knight Foundation – development of 7th grade Civics curriculum and establish course assessments including end-of-course exam;
- Pilot of individual student devices – partnership with Verizon providing students use of tablets to support a 24-hour access to curriculum. Teacher analytical data indicates significant improvement in class behavior resulting in increased engagement and focus on coursework and improved performance on assessments.
- Students’ feedback from the field test of tablets and 3G services reported extended processing delays promoting the recommendation of broadband and wireless connection for future devices.

STEM Career Academy implemented at low-performing high schools – resulting from the Florida’s Race to the Top program

Leon County Schools partnered with a community college and the National Science Foundation to establish:

- Computer Integrated Manufacturing Certified Technical Education program
- Lively Technical Center’s Aviation Maintenance Technology program

Leon County Virtual School – increase the number of available AP courses by eight times providing equivalent AP courses throughout district high schools

- Accelerated courses for elementary students
- Blended virtual and onsite classroom instruction

Overall, the statements of success and development in advancing student learning and achievement as well as increasing equity in learning and teaching that have been accomplished by the Leon County Schools which will be models to be established and utilized not only throughout the districts and region of the BRIDGE Consortium but the state and nation.

However, the proposal states successes and achievements for Leon County Schools yet there is a lack of evidence to document the data demonstrating records of success in the past four years.

It is inconclusive of records to document four years of success in improving student learning outcomes and closing achievement gaps in raising student achievement, high school graduation rates, and/or college enrollment.

It is inconclusive of records to document four years of success in achieving significant reforms in low-performing schools.

It is inconclusive of evidence demonstrating how the schools make the student performance data accessible to students and parents in order to inform and improve their participation, support instruction and services.

Therefore, Leon County School’s – BRIDGE Consortium scored in the middle of the middle range.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
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(B)(2) Reviewer Comments:
 Leon County School’s – BRIDGE Consortium provided a detailed explanation of actions taken to ensure transparency of LEA processes, practices, and investments.

Overall, the BRIDGE Consortium described the requirements of the Florida Sunshine Laws and the Chief Financial Officer's website posting all public contracts, vendors, local budgets, employee information, grant funded budgets, expenses, and audits.

Each of the BRIDGE Consortium members posts the all positions and salary ranges on the districts' personnel websites.

Leon County Schools regularly posts teacher evaluation process and district administrators' position and salaries in the local newspaper as well as on district website.

Leon County Schools established and maintain a parent-led District Advisory Council and parent-led School Advisory Councils that meet monthly to review policies, procedures, school improvement efforts, and the impact of specific grant and non-grant funded programs.

Overall, the BRIDGE Consortium has demonstrated a high level of transparency in LEA processes, practices, and investments and proven practices that will be an example of replication throughout the consortium.

Therefore, Leon County School's – BRIDGE Consortium scored in the highest of the high range.

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

Leon County School's – BRIDGE Consortium provided a detailed description of the lead consortium member, Leon County Schools, demonstrating evidence of sufficient autonomy and authorization to implement the proposed reform.

Overall, the lead consortium member, Leon County Schools, is a licensed franchise of the Florida Virtual School and has the rights and privileges to develop instructional and vocational courses. Plans are to utilize the RTTDD grant to develop specific courses identified through the results of the consortium partners' needs assessments. The developed courses will be vetted and approved through the Florida Department of Education.

The lead consortium member, Leon County Schools, will ensure the accuracy of the data collected, the data for the performance measures and will be incorporated into the existing procedures and processes directed by the Leon County Schools' Division of Testing, Research and Evaluation. The financial compliance will be directed by the Leon County Schools' Department of Finance. The Leon County Schools' Grants Department will review all reports and provide additional assurance to program implementation.

Therefore, Leon County School's – BRIDGE Consortium has demonstrated evidence of the successful conditions and sufficient autonomy to implement the personalized learning environments.

Leon County School's – BRIDGE Consortium scored in the highest of the high range.

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

Leon County School's – BRIDGE Consortium provided an explanation of the engagement, participation, input from key stakeholders throughout the consortium region.

The BRIDGE Consortium provided explanation about the feedback and suggestions from community leaders, parents, teachers, administrators, partnering institutes of high education on the model components that the lead consortium member, Leon County Schools, has implemented.

The proposal reform depends on the involvement of local businesses and economic development councils to ensure students graduate with employable skills in jobs available in the region.

The development of the proposal was conducted by the teams of the regional five county-districts members of the BRIDGE Consortium through online file sharing; principals of participating schools reviewed, edited and commented on the various components and reform priorities; daily conference calls and webinars.

Comments and suggestions on the proposed reform were provided by teacher unions, local mayors, civic leaders, partners, and the Florida Department of Education.

BRIDGE Consortium provided 11 letters of support and offers of commitment for data, services, training, and materials from key stakeholders including 3 mayors, 2 offices of Workforce, 3 universities/colleges, and energy organization. Support from

representatives of local teacher's union/association was demonstrated by 2 signatures on the memorandum of understandings.

Overall, the BRIDGE Consortium demonstrated evidence of meaningful stakeholder engagement prior to and during the development of the proposal as well as a strong support and commitment from stakeholders throughout the region.

However, it is inconclusive from the documents and evidence presented of the support and/or level of direct engagement for the proposals from teachers and/or collective bargaining representatives for the 5 county-wide districts of the consortium.

Therefore, Leon County School's – BRIDGE Consortium scored in the low of the middle range.

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

Leon County School's – BRIDGE Consortium provided a concise plan analyzing the current state initiatives, identifying the gaps, and proposing new supportive initiatives to implement personalized learning environments for students throughout the 30 schools in the five county-districts of the BRIDGE Consortium.

Overall, the BRIDGE Consortium:

- described a high quality plan of identifying, as well as plans to continue the identification, areas of need and gaps;
- created a chart outlining the current FL initiatives, identifying the gaps, and proposing new supporting initiatives to meet the gaps and needs;
- plans to utilize the first year of the RTTTD grant to engage community partners and gather economic and education data from regional economic development councils, post-secondary institutions, and workforce boards as well as comparing economic gaps with existing course availability;
- courses will be developed, aligned and/or offered directly from the determination of the needs and gaps;
- each school community will be assessed in order to customized the courses needed to achieve the proposed outcomes.

Therefore, Leon County School's – BRIDGE Consortium scored in the highest of the high range.

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

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

(C)(1) Reviewer Comments:

Leon County School's – BRIDGE Consortium provided evidence and a detailed description of the robust plan to improve learning and teaching by personalizing the learning environment in a variety of instructional content and skill development to provide all students the support to graduate college- and career-ready in alternative energy, engineering, or "green" careers.

The BRIDGE Consortium plan will engage and empower all learners, including the high needs students, in a highly personalized program of study that links technology, college and career ready goals, and local economic development needs.

The proposed plan will leverage technological resources to:

- Create a framework to structure individual goals and measure progress toward achieving the goals;
- Remove barriers of distance and time – students will engage across geographical boundaries to identify areas of intellectual interest, participate in deep learning experiences, master critical skills;
- Delivery of content online in a hosted learning management system – students will receive on-going and regular feedback to ensure progress and mastery of essential skills;
- Address currently identified gaps in math and reading skills and science achievement – provide engaging, relevant curriculum using technology to empower all learners in order to decrease achievement gaps, support economic development, and sustained economy.

The BRIDGE Consortium proposal will utilize the successful strategies of Leon County Schools with programs and best practices to be implemented region wide ensuring that students optimize their learning experiences and gain valuable skills necessary to successfully graduate and be career ready.

Support to parents and educators:

- Training and support for parents and students through on-going podcasts and webinars – how to use the system, how to track student progress, time management, self-discipline, and basic computer usage.
- Parent stakeholders can access communication components, monitor and track student progress through the virtual learning management system, Educator (as referenced in Section D 1).

Staff development for educators to include job-embedded, Summer Professional Development academies, and integration of digital textbooks and collaborative project based learning.

Teachers' role transforms into a course facilitator and coach encouraging and supporting students in the learning process drive their own progress.

Graduation Coach:

- The graduation coaches will be "experts in online education" to provide guidance and a scaffolding structure.
- They will be "in person support" for students and families while supporting the students' implementation of each success plan and specific course plan.

Student Courses:

- Instructional design of courses will be rigorous and engaging as well as aligned with the Common Core State Standards.
- Student courses will include English, math, and the new secondary vocational courses.
- Courses will be written to expose students to diverse cultures, context, and perspectives.

Students will select from multiple career paths to craft a personalized sequence of courses to follow.

Students will participate in an online introductory course to teach the understanding of 21st century tools, how to engage in technology, ask questions, and connect with other learners across the region.

Personalization of learning:

- Students will explore multiple career paths and areas of interest to create individualized educational experiences.
- Students will use strategies of self-pacing and formative coaching.
- Mastery learning is embedded providing students to proceed at own pace, redo work in a non-threatening and positive environment.

Overall, the BRIDGE Consortium proposal will replicate the successful strategies of Leon County Schools consisting of programs and best practices that will be implemented region-wide ensuring that students optimize their learning experiences through personalizing the learning environment providing the support for each to gain valuable skills necessary to successfully graduate and be career ready.

However, other than the on-going podcasts and webinars, it is unclear from the evidence provided how parents will be trained, informed, supported, to be an active partner in preparing their child’s educational pathway to successfully graduate college- and career-ready.

Therefore, Leon County School's – BRIDGE Consortium scored in the middle of the high range.

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

20

20

(C)(2) Reviewer Comments:

Leon County School's – BRIDGE Consortium has outlined a vigorous plan to provide training and support mechanisms for teachers and principals as they implement reform, improve the learning and instruction through personalizing each student's learning environment supporting the journey to successfully graduate college- and career-ready.

The BRIDGE Consortium plan will continue the district level and school level targeted staff development plans to meet the needs of the teacher and principal populations ensuring all stakeholders have access to and knowledge regarding tools, data, and resources regarding assessment, evaluation, and digital tools.

The BRIDGE Consortium plan will provide school educators with robust and meaningful staff development including job-embedded, Summer Professional Development academies, integration of digital textbooks and collaborative project based learning, and inclusion of business focused technology skills.

The BRIDGE Consortium plan will provide school educators with Technology Integration Training focusing on group-based learning.

The technology components have 5 major areas and will be developed for all teachers in the proposal program:

- Digital citizenship for teachers and course development of digital citizenship for students;
- Infusion of technology with content and teaching strategies;
- Device training for teachers – familiarity and functionality, strategies and connectivity, devices from a students' perspective;
- Ongoing learning through social media; and
- Learning management system (LMS) training – basics and familiarity, teaching with an LMS, data analysis and management.

The BRIDGE Consortium plan prepares and assists the educator by providing the Digital Citizenship course as an online professional development course supporting the educator in personalized learning environment learning at their own pace. The course help educators gain a better understanding and how to model the proper use of technology, the dangers and strengths, etiquette, connectivity, plagiarism, cyber bullying, social media, parental engagement, and teaching digital citizenship.

The BRIDGE Consortium plan will expand and build on the current professional model to support the content area expertise in STEM fields of study. Teacher participants become STEM content Cadre experts to provide school based resources at each school site through monthly meeting with community partners including at least eight higher educational institutes. One example is the National High Magnetic Laboratory at Florida State University (Mag Lab). The Mag Lab provides summer institutes for both teachers and students in STEM career fields, energy/conservation, and alternative energy fields. The BRIDGE Consortium members' teachers will have the opportunity to obtain professional certifications through the Mag Lab summer institutes.

Overall, the BRIDGE Consortium plan prioritizes the implementation of a high quality professional development plan focusing on developing content capacity in the STEM areas of math and science while integrating technology.

The BRIDGE Consortium plan to provide training and support mechanisms for teachers and principals as they improve the learning and instruction through personalizing each student’s learning environment supporting the journey to successfully graduate college- and career-ready is a high-quality plan that is research-based providing the most current methods, techniques, skills, and strategies as well as demonstrates a strong track record of success.

The proposed plan of support systems empowers the teachers and principals, provides training and techniques, the integration of technology and digital learning tools, the inclusion of business focused technology skills, necessary tools and resources, continuation of and strengthening the evaluation process, support and encourage teachers with opportunities to seek alternative certification options increasing the number of highly qualified math and science educators to provide the BRIDGE Consortium students with a personalized learning environment while supporting them to graduate college- and career-ready.

Therefore, Leon County School's – BRIDGE Consortium scored in the highest of the high range.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

Leon County School's – BRIDGE Consortium provided detailed explanation of the plan to support the project implementation through policies and infrastructure.

The BRIDGE Consortium RTTTD program management team will have four key positions – overall program manager, community outreach coordinator, and two instructional designers. The team will manage the educator participation, orientation, professional development scheduling, daily evaluation and ongoing assessment, and curriculum development.

- The program manager will coordinate the activities of an advisory committee of key stakeholders ensuring regular communication and effective implementation of the proposed program.
- The community outreach coordinator will coordinate all activities related to the communication and outreach to parents, participating students, key stakeholders and community partners.

The BRIDGE Consortium and key partners will support the program management team.

The school level will be supported by the IT Governance committee which consists of the 15 graduation coaches, teachers, district staff, and district leadership. The IT Governance committee main focus and responsibilities are to help bridge the gap between the Information and Management Technology Department, curriculum departments, and school as well as work closely to identify digital tools and hardware that support the work of each school in the five-county school districts of the Consortium.

The BRIDGE Consortium program will utilize the virtual learning management system, Educator, as the database tool to provide the framework for digital content. Students throughout the five-county school districts will be able to access content, assignments, and course guides online at any given time. Parent stakeholders can access communication components, monitor and track student progress. Students will be able to work with teachers and graduation coaches to differentiate course experiences supporting student demonstration of mastery through the acceleration or remediation according to the individual needs and learning styles of the student.

The BRIDGE Consortium is a collaborative partnership of five independent county-wide school districts. Each of the participating schools leadership teams in the five county-wide school districts have the sufficient flexibility and autonomy in order to implement each of the programs and components of the proposed plan.

The proposed plan will utilize technology to deliver course content online to students creating an educational experience that is individualized with strategies of self-pacing, formative coaching for receiving on-going and regular feedback, ability to redo work in a non-threatening and positive environment. Mastery learning will be an embedded practice in the online learning model to ensure student progress and the achievement of essential skills necessary for college and career readiness.

Students will participate in a personalized learning environment using data-based strategies and 21st century tools provided through online learning platforms, mobile devices and blended classrooms. These will provide the necessary support tailored

to individual goals and uniquely suited to address each student's needs while supporting student success and the instruction for all students including those with special needs and English learners.

Overall, the BRIDGE Consortium plan demonstrates a high-quality plan of management organization through a team approach including program management, key stakeholders, Consortium leaders, teachers, and parents. The team will provide the necessary support, resources, tools, technology, database tools, and virtual learning system providing students a platform to demonstrate mastery, evaluation and assessments for improvement. The team approach supports the project implementation through a comprehensive infrastructure that providing students, parents, educators and local education systems with the necessary support and resources to facilitate personalized learning for students in the Consortium.

Therefore, Leon County School's – BRIDGE Consortium scored in the highest of the high range.

(D)(2) LEA and school infrastructure (10 points)	10	7
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(D)(2) Reviewer Comments:

Leon County School's – BRIDGE Consortium provided an explanation of the capacity to support and expand personalized learning ensuring all students, parents, educators and community stakeholders have access to content, tools and other learning resources.

The BRIDGE Consortium program plans to provide access to the necessary content, tools, and other learning resources both in and out of school in order to support the proposed personalized learning environments.

Provide all participating students a digital device (as referenced in B 5 and C 2).

Broadband – through the Florida Broadband Partnership the necessary infrastructure will be in place to ensure that students have access to the Internet (as referenced in C 2).

The virtual learning management system, Educator, as the database tool to provide the framework for digital content. Students and teachers throughout the five-county school districts will be able to access content, assignments, and course guides online at any given time. Parent stakeholders across the five-county area can access communication components, monitor and track student progress (as referenced in D 1).

Technical support will be provided to students, parents, educators through the IT Governance Committee as well as the school level graduation coaches.

The BRIDGE Consortium program plan states that the use of the existing State data system will manage student information and the Florida RTTT program Local Instruction Improvement Systems will integrate the data to create a “two-prong approach” to student and course management and seamless access.

Overall, the BRIDGE Consortium program plan demonstrates the capacity to support and expand personalized learning ensuring access to content, tools, and learning resources while the capability to explore information in an open data format.

However, it is inconclusive if the proposed virtual learning management system, Educator, will integrate with the State data system that manages student information and the Florida RTTT program Local Instruction Improvement Systems.

It is unclear of the assurance the program has that the Broadband, which is a “...necessary infrastructure...” to the success of the proposal.

It is unclear of “plan b” if Broadband it not in place to ensure that students have access to the Internet.

Therefore, Leon County School's – BRIDGE Consortium scored in the high of the middle range.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

Leon County School's – BRIDGE Consortium provided an extensive explanation of the evaluation plan for the proposed program.

The BRIDGE Consortium will utilize the internal evaluation from the BRIDGE Consortium RTTTD program management team, district and school level teams as well as an external evaluation team.

Evergreen Solutions, LLC, has agreed to be a partner with the BRIDGE Consortium RTTTD program and will serve as the external evaluator providing evaluation services pro bono.

The Evaluation Team will work closely with the BRIDGE Consortium RTTTD program management team throughout the full term of the implementation of the grant program. The evaluation is designed to provide formative and summative feedback for program improvement, to determine the impact of activities on target goals of each initiative, and on achievement of overall outcome goals.

The Evaluation Team will include:

- Reports and communication - inform educational leaders;
- Assessment activities – examination of overall impact of RTTTD initiatives on students, teachers, and educational leaders;
- Impact of activities;
- Communication process including feedback loops;
- Product development;
- Systems analysis;
- Relationships between key educational leaders and stakeholders.

The Evaluation Team will:

Use multiple data sources and procedures to evaluate the implementation and impact objectives: online reporting format; use of data collection sources; online surveys; document reviews; observations; site visits; interviews; focus groups; student achievement analysis; software analysis; analysis of existing databases.

Overall, the BRIDGE Consortium in partnership with the Evaluation Team of Evergreen Solutions, LLC, has a well-organized plan for implementing a rigorous continuous improvement process. The proposed evaluation plan will utilize both formative and summative feedback for program improvement, determination of the level of impact the activities had on the intended key educational outcomes of student achievement, college readiness, as well as teacher and leader effectiveness; communication processes to include feedback loops among the five school districts offices, partners and key stakeholders; product development; systems analysis; and the relationships between the key educational leaders and stakeholders.

Therefore, Leon County School's – BRIDGE Consortium scored in the highest of the high range.

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

Leon County School's – BRIDGE Consortium along with the evaluation partner, Evergreen Solutions, LLC, explained the strategies of communication and engagement with stakeholders.

There will be a variety of communication methods including evaluators will continually offer feedback to the LEAs and Consortium staff; teleconferences, updates, planning meetings with Consortium; in-person meetings with Consortium; conference calls with key stakeholders; site visits; interviews; focus groups; provide monthly and end of the year updates on RTTTD evaluation; evaluation reports – how program is being delivered, deviations from original and/or revised plan, intended and unintended outcomes, and impact of strategies on intended outcomes.

Overall, the BRIDGE Consortium in partnership with the Evaluation Team of Evergreen Solutions, LLC, has a well-organized strategic plan of communication with the Consortium, key stakeholders, and program management team.

Therefore, Leon County School's – BRIDGE Consortium scored in the highest of the high range.

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

Leon County School's – BRIDGE Consortium identified over 16 performance measures to track both formative and summative indicators which include all grade levels served, teachers and students, academics (math and reading), high school graduation rate, post-secondary degree attainment, reading FCAT, math FCAT; student plan explorations.

Plans to be implemented upon award of grant: highly effective teachers/principals; effective teachers/principals; college enrollment rate, post-secondary plan selection – academic, vocational, technical, and/or military; college readiness.

Overall, the BRIDGE Consortium performance measures are detailed and include a rationale, explanation of how it will be measured, and description of the review and improvement process. There are several categories that are still being reviewed, finalized, and/or developed. Those categories include highly effective and effective teachers and principals; college enrollment rates by subgroups; college readiness; career readiness; and HS graduation rates for subgroups – students with disabilities, economically disadvantaged, English language learners. The BRIDGE Consortium plan for performance measures both those identified and those that are in process are achievable in order to provide a clear and high-quality approach to a continuous plan of improvement throughout and beyond the grant.

However, it is not evident from the proposed performance measures that the BRIDGE Consortium has the required as defined in the notice performance measure – 9-12 grades (e) – “...at least one grade-appropriate health or social-emotional leading indicator of successful implementation...”

Therefore, Leon County School's – BRIDGE Consortium scored in the high of the middle range.

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

Leon County School's – BRIDGE Consortium along with the evaluation partner, Evergreen Solutions, LLC, demonstrated an extensive plan of evaluation.

The BRIDGE Consortium will work with an external evaluator to conduct the proposed evaluation design which will evaluate the proposed personalized learning strategies for student outcomes, impact of activities, communication process, product development, systems analysis, and relationships between key education leaders and stakeholders, professional development and the assessing increases in productivity across time, staff, and money.

Overall, the BRIDGE Consortium IDEA evaluation plan is well-organized, thorough and achievable.

Therefore, Leon County School's – BRIDGE Consortium scored in the highest of the high range.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	5

(F)(1) Reviewer Comments:

Leon County School's – BRIDGE Consortium provided a budget proposal for the requested \$20,000,000.

The explanation of the budget includes an overall budget summary and supportive narrative, indirect cost information, worksheets for the areas of professional development, graduation assessment infrastructure, and technology assessment and platform development, community and economic assessment, course alignment.

Overall, the BRIDGE Consortium budget and budget summary will support at least 18 positions and the development of an online curriculum system providing courses for students across a five-county area throughout the 4-years of the proposed program.

However, it is inconclusive from the provided BRIDGE Consortium proposed information, budgets and summaries/narratives of any mention of and/or evidence in the budget and summaries of other funding sources such as district, LEA, State, Federal, or foundation. The BRIDGE Consortium proposal only identified RTTT-D fund to support the proposed projects.

It is inconclusive from the provided BRIDGE Consortium proposed information, budgets and summaries/narratives of the rationale to ensure the long-term sustainability of the personalized learning environments.

It is unclear from the BRIDGE Consortium proposed budgets and summaries of which funds will support one-time investments.

It is unclear from the BRIDGE Consortium proposed budgets and summaries of which funds will support ongoing operational costs to be incurred during and after the grant period.

Therefore, Leon County School's – BRIDGE Consortium scored in the middle of the middle range.

(F)(2) Sustainability of project goals (10 points)	10	5
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(F)(2) Reviewer Comments:

Leon County School's – BRIDGE Consortium provided an explanation of a possible sustainability plan for a portion of the items and reasoning of items that will not be sustained.

BRIDGE Consortium plans to:

- use state and local funds for three years beyond the RTTTD grant funds to fund the course options and the maintenance;
- Florida Department of Education will address the costs to sustain the maintenance and support of student devices

The four program management positions (director, community outreach coordinator, and two instructional designers) will not be sustained financially beyond the RTTTD grant funds;

The 15 graduation coach duties will be absorbed by the guidance positions within the high schools and the Leon County Schools' Grants department will maintain the listing for scholarships.

Overall the BRIDGE Consortium plan of sustainable for portions of the program is honest and resourceful in the combination duties and maintenance of information.

However, it is unclear of the plans to support the sustainability of the proposed program beyond the RTTTD grant funds. The applicant is speculating that there may be support and/or resources from the Florida Department of Education and other sources. Yet without evidence of assurances for future support it is highly unlikely that the project will be able to maintain or continue the majority of the proposed program.

It is unclear of the assurance the program has that the Broadband, which is a "...necessary infrastructure..." to the success of the proposal. It is unclear of "plan b" if Broadband it not in place to ensure that students have access to the Internet.

Therefore, Leon County School's – BRIDGE Consortium scored in the middle of the middle range.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0

Competitive Preference Priority Reviewer Comments:

Leon County School's – BRIDGE Consortium did not submit the "Competitive Preference Priority".

Therefore, Leon County School's – BRIDGE Consortium did not earn a score.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Leon County School's – BRIDGE Consortium provided a comprehensive and coherent plan for a 5 county-wide school districts partnering to form a regional consortium in order to bring reform to establish a personalized learning environment that will use collaborative, data-based strategies and 21st century tools provided through online learning platforms, mobile devices and blended classrooms while providing support tailored to the needs and goals of each student empowering them to graduate

college- and career-ready.

The BRIDGE Consortium has demonstrated the capacity to create and execute a comprehensive learning environment for all students. The progressive thinking, intense teacher training, building relationships with community partners and higher education will enable the preparation of students for the domestic energy future using current mobile technology within courses designed for pursuing a career in environmental science, power and technology and related engineering jobs.

Therefore, Leon County School's – BRIDGE Consortium has met the Absolute Priority 1.

Total	210	165
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Race to the Top - District

Technical Review Form

Application #0900FL-2 for Leon County School Board

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	5

(A)(1) Reviewer Comments:

- The Broadening the Roads into the Digital age, Green careers and Enterprise (BRIDGE) is a consortium of Leon County Schools and several surrounding smaller school district. Some of these schools are applying with other applications and may or may not be part of this application. This vision is to provide the necessary technological infrastructure needed to provide online learning platforms, mobile devices and blended classrooms to support the needs of students to graduate college and career ready. In collaboration with local solar and nuclear energy companies and engineering firms, BRIDGE would prepare students to enter the workforce. The Race to the Top District funds are requested to build infrastructure to all teachers to use technology, to be prepared to teach Common Core State Standards (STEM) and to guide students to academic vocational paths.
- The reform vision contains the rationale used to determine its mission. A description of the available technology shows a need for building an infrastructure. The mission is consistent with the needs of the geographic location and career opportunities needed in the area.
- The vision addresses teacher preparation in technology to increase access to rural counties and preparation to teach the common core standards., especially in Science Technology Engineering and Mathematics (STEM). The core areas of teacher recruitment, evaluation, reward, retention, or turning around low performing schools in not included in this section.
- The applicant's focus on leveraging technology advancements shows how access to STEM courses will

be made available to students in the area and on teacher needs to provide these courses. The use of technology to increase student achievement and how personalized learning will be used accelerated this progress is deemed to be a necessity but not well defined.

Components of the core educational assurances are missing. The areas of College- and Career-Ready Standards and Assessments and Data Systems to Support Instruction have been addressed; however, assurances to address great teachers and leaders and turning around the lowest achieving schools are not included. The vision does not include strategies for students who have historically not been successful in STEM coursework will be served. The applicant has described a need to have coursework available in the area but the applicant has not set forth a comprehensive and coherent reform vision and a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized support. This section is rated in the low mid range.

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

The Leon County Schools describes a history of reform and inter-district collaborations and has received national recognition. Strong leadership is combined with a partnership with NoPetro a public/private collaboration partnership to expand natural gas into mobile fuels.

- Participating schools are listed with estimated numbers of teacher/ student participation. Two new charter schools opened in 2012 and they are included in this count. The applicant states that all secondary schools have the opportunity to participate. The table provided contains one grade for each school. Grades listed are grades 6 through 9, Some schools in the area have requested to participate but cannot commit because they are members of other consortia. The consortia believes that they could included these additional schools if they decide to join with little impact to their plan.
- The Florida Department of Education has a budgetary request before the legislature for funding for technology in the classroom. This shows state support for building infrastructure but the applicant does not believe these funds will be allocated making this grant important to providing the needed infrastructure.
- The percent of students from low-income families varies from 7% to 100% with the average of 42%.
- The percent number of high need students is provided in participating schools.
- Partnerships with business do not contain specifics on how this will provide enhanced learning/experiences for students.

BRIDGE has not provided clear data to show how schools will be selected. With other schools being able to join if another RTTTD application is not approved, the percentage of 40 % low-income may not be met. The grade span/subject listed does not match with the comment that all high schools will be served. The % of participating students in the school ranges from 73% to 100%. No explanation is provided to demonstrate how one grade level could represent this percentage of students or how a high-quality school-level implementation for personalizing learning for students could be implemented. The range for this section is in the low range.

(A)(3) LEA-wide reform & change (10 points)	10	4
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(A)(3) Reviewer Comments:

The BRIDGE reform is focused on establishing infrastructure related to human capital, instructional technology, community collaboration. Key goals have been identified and a general timeline is included.

- Florida Virtual School courses will be enhanced to include vocational courses within Leon County School's virtual platform and made available throughout the consortium.
- Infrastructure to identify students at-risk of not continuing post-secondary programming including vocational studies will be built to identify students, their needs and resources for students entering 9th grade.
- School professional development work plans will be provided within 100 days of the project award.
- A plan for evaluation is provided through a series of questions that address each goal. This will be done quarterly in partnership with an outside evaluator.

The goals of the applicant are based on increasing graduation rates, college entrance and credit attainment rates, lowering the current achievement gap for minorities and increasing student proficiency on NAEP and PARCC. The application mirrors Florida's RTTT grant. Details on how this will be achieved are through the development of infrastructure for technology and professional development. Details on this plan will be determined after the grant is awarded. A general timeline is provided; however, no specifics are provided for how this work will be done or who will be responsible for making it happen or how it will

translate into meaningful reform. Once developed, on-line courses could be offered to other schools

The applicant has not provided a high-quality plan for scaling up the reform proposal other than to make course work available throughout the area.

Details are general and insufficient to demonstrate how it will be translated to meaningful reform to support district-wide change throughout the consortium and beyond the participating schools and is rated in the low mid range.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	2
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(A)(4) Reviewer Comments:

The Leon County Schools vision is to reform education in this multi-county region by providing secondary educational across distance using on-line courses.

- Performance for all students and on subgroups base for proficiency is provided in reading and math for grades 6 and 9. Goals for students with disabilities have a goal of 5% increase by 2016. Other groups have higher goals; however, the goals for all students are not ambitious.
- Achievement gap baseline goals show some expectation of decreasing achievement goals.
- Graduation rates predict an increase for all students and for Asian, Black or African American, Hispanic, and white. The rates for students with disabilities, economically disadvantaged and English Language Learners will not be available until after October 2012 and will be determined and measured and reviewed annually.
- College enrollment rates are not currently tracked by districts. Part of the BRIDGE plan is to have coaches develop a method to collect and report this data.
- Short term goals do no include measures.
- The use of negative percents to address achievement gaps in mathematics achievement is confusing.
- Achievement goals for reading and math are determined on the FCAT 2.0 proficiency level 3 and higher. No indication of state goals is included.

Much of the vision of this applicant is to create a work force ready in the fields of engineering, technology, and expansion of alternative energy sources. Goals for student achievement are around a 15 to 20% increase across the total population with achievement goals higher for some groups than for others. Graduation rates for all students are ambitious but do not seem to be in line with performance goals, especially for subgroups. The low expectations for these students is not consistent with a vision for reform. It is not clear how the goals and performance measures will assist the districts and students in meeting the achievement goals set. This section is rated in the low range.

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	6

(B)(1) Reviewer Comments:

Leon County Schools exceed the state average in all standards of assessment. Other districts in the Bridge Consortium are in line with state averages.

There were no charts, graphics, or other evidence provided to document a demonstrate a proven past record of success in raising student achievement, increasing high school graduation or college enrollment rates. The applicant did not provide evidence of achieving ambitious reforms in low-achieving schools or of making student performance available.

A clear record of advancing student learning and achievement over the past four years was not provided other than the statement that all Leon County and consortium schools meet or exceed the statewide average in standards and assessment. Some initiatives reported were targeted to raising the achievement of low-income students in STEM coursework but no specific data on achievement was included to support this claim. This section is rated in the low mid-range.

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

The four categories of school-level expenditures from State and local funds are made transparent and distributed.

- The Florida Sunshine Laws require public access to any and all expenditures using public dollars. The Florida Chief Financial Officer has established an online searchable database for all public contracts, vendors, local budgets and employee information and is available to the public.
- Consortium members have posted positions and their salary ranges on the districts' personnel websites.
- All grant funded budgets, expenses and audits are also available on the CFO's website.
- Leon County Schools has a District Advisory Council supported by School Advisory Councils which meet monthly to review the impact of specific grant and non-grant funded programs.

Florida state law requires such data to be made available and demonstrates that there is a high level of transparency in the applicant's processes, practices, and investments. This section is rated in the high range.

(B)(3) State context for implementation (10 points)	10	5
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(B)(3) Reviewer Comments:

Evidence of autonomy and successful conditions to support the personalized learning environments is provided.

- Leon County Virtual School is a licensed franchise of the Florida Virtual School and has authority to develop instructional and vocational courses described in the grant.
- There is an established Division of Testing, Research, and Evaluation with experienced staff to fulfill the measurement components.
- The Leon County School's Department of Finance will direct financial compliance.
- The Florida Department of Education provided input regarding alignment to state law and rule and the State's Race to the Top Grant. These comments did not represent approval or endorsement . SEA comments indicate a concern related to the development of courses. All courses for Florida students must be submitted to and approved by the State Board of education and become a part of the course code directory to collect funding. If the school is restricted to a six period day there are limited opportunities to add more content. This issue was not addressed in the plan

The applicant has authority under Florida law to develop and provide the coursework described in the grant. Structures are in place to assure that financial and measurement requirements can be implemented. The applicant is likely to be able to implement its plan based on the evidence that it has the necessary conditions and autonomy under State law to do so; however, there is an issue related to State Board of Education approval that could be an obstacle related to coursework needing to be approved which could be an obstacle that the applicant has not addressed. This places this section in the mid range.

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

Stakeholder engagement in the development of the proposal and stakeholder support for the proposal has been provided.

- Teacher unions, local mayors, civic leaders, partners, and the Florida Department of Education were provided with two-week to comment. Comments were referenced to Exhibit (B) (4) (b) which was not located in the paper copy. No specific detail students, teachers, or principals were engaged.
- There is no mention of collective bargaining representation or percentage of teachers support from participating schools.
- Letters of support from town mayors and Partners such as Workforce Plus, The Florida State University Learning Systems, Institute, Progress Energy, Florida State University College of Communication and Information and the Tallahassee Community College.
- The Florida Department reviewed the application for alignment to state law and rule and to the state's Race to the Top grant. This was not a complete evaluation and comments do not represent approval or endorsement.

There is evidence of stakeholder engagement and support for the proposal. There are letters from mayors higher education and SEA input; however, there is no mention of parent input. Not all stakeholder input was provided. The quality of stakeholder engagement included was high but missing components such as parents, teachers, and principal input would rank this section in the low mid range.

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

5

3

(B)(5) Reviewer Comments:

The BRIDGE Consortium has provided some plans for an analysis of the regions current infrastructure and capacity to implement personalized learning environments.

- The applicant will dedicate year one to an analysis of the current status in implementing personalized learning environments and this data will be incorporated into future work plans.
- A chart is provided to detail current Florida initiatives, the existing gap, and new RTTTD supporting initiatives. Gaps include lack of support for differentiated instruction and assessment, STEM teacher lack of experience to address literacy skills, access to internet in rural areas, consistency for superintendent evaluation and data needed to track increases in graduation rate.
- The state has implemented teacher and principal evaluation systems.

The explanation in this section is confusing and does not clearly provide a plan for analysis of the regions current infrastructure. This section rates in the mid low range. The applicant has addressed components of a *high-quality plan*. *The key goals, the activities to be undertaken and rationale for the activities, the timeline, the deliverables, the parties responsible for implementing the activities are provided in general terms but are not sufficiently developed to give overall credibility of the plan as judged by the information submitted as supporting evidence..*

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

	Available	Score
(C)(1) Learning (20 points)	20	10

(C)(1) Reviewer Comments:

The Bridge Consortium proposes a plan to engage and empower all learners in a personalized program of study linking technology, college and career ready goals, and local economic development needs.

- Courses provided through technological resources expand availability of courses available to them and to expand their areas of interest using courses with a proven online learning model.
- Courses offered through this technology provide a management component and provide feedback on student progress and mastery.
- Teachers become course facilitators and coaches while students actively participate.
- Distance learning promotes skills such as self-discipline, communication, and problem solving.
- An in person support for students and their parents is provided through a graduation coach who will support each student's progress toward meeting success plan and course plan goals.
- Mechanisms to provide training and support to students that will ensure they understand how the tools and resources provided to them in order to track and manage their learning are not addressed.
- The strategies for personalized learning environment instructional content, resources, ongoing feedback are addressed only in general terms. Specifics were not provided.
- The student's role in their personalized learning environment are discussed in general terms. Technology will be used to motivate students.

The applicant has provided some evidence of an approach to implementing instructional strategies for all participating students that will enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards and college- and career-ready graduation requirements and accelerate his or her learning through support of his or her individual needs. The virtual school courses offer a wider variety of courses than would be

available through traditional classes available in the area. These course provide feedback on student progress. There is no clear description of how parents will be informed or on how programs be modified for students who are not making progress or of specific accommodations will be made for high-need students. There is no description of accommodations for students who are designed at high need students. The specifics on the plan are written in general terms and do not provide sufficient detail to rate the plan as a strong one. This section is rated in the mid section.

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

20

10

(C)(2) Reviewer Comments:

The BRIDGE consortia will leverage technological resources to create a highly personalized plan so that students are able to identify and pursue learning goals linked to college and career ready standards regarding energy, engineering or “green” careers and to graduate on time.

- Technology will create a framework to structure their learning and to provide on-going feedback to evaluate student progress and mastery of essential skills. Feedback will be provided through technology and through a graduation coach to provide guidance to each student.
- Florida Law under the ACCEL Act gives students accesses to multiple acceleration options including procedures to change classes, teachers, or schools to optimize their options for school success.
- Teachers have access to training in 5 major areas based on a Kagan style of professional development. The description of this staff development for teachers is presented in general terms and will focus on group-based learning. Components are divided into 5 major areas to include course development, infusion of technology with content and teaching strategies, device training, use of social media, and learning management systems providing them with access to knowledge on using tools, data and other resources.
- Teachers will become STEM Content Cadre experts to provide school based resources through monthly meetings with community partners such as Florida State University, NASA/Challenger Learning Center and other partners.
- The Florida College System provided Educators with tuition waivers for up to six credit hours per term in a teacher/principal evaluation system collects multiple data points including measuring instructed practice along 64 elements and student performance.
- Staff has access to training programs on the state's evaluation system. Agreements between collective bargaining agents, district school leaders and leadership teams have been formed. Staff development opportunities on the evaluation have been provided through summer institutes and formal monthly staff development activities. Site specific plans for implementation provide support have been developed.
- Florida law provides options to change classes, teachers or schools to optimize their own opportunity for acceleration in the ACCEL Bill.
- A teacher/principal evaluation system based on Florida Senate Bill 736 has been implemented for meaningful evaluation.
- The number of students receiving instruction from highly qualified teachers is addressed only through the availability of staff development and access to university credit. No data is provided on how teachers will be recruited or retained.
- AIMSWEBS and SuccessMaker5 will be used as tools to monitor progress regarding summative and formative assessments.

This plan includes an approach to implementing instructional strategies for all participating students to enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards. Technology will be used to provide coursework that would not available in the area. There are opportunities for students to access their mastery through technology and through on-site coaches. Staff development and STEM coursework is available to teachers. A teacher/principal effectiveness evaluation is available. The number of students can be increased as coursework is developed and made available throughout the consortium. The plan does not address specific needs of high-need or students who qualify for special education.

While all components of this section have been addressed, the applicant has not provided sufficient detail to determine the effectiveness of these initiatives. Coursework for teachers in STEM areas is available; however, there is no discussion on how teacher participation will be ensured. There is detail on how the teacher/principal effectiveness evaluation will enhance the implementation of personalized learning plans. There are no specifics on what tools and resources will be developed, only that they will be developed. This does not provide strong evidence for implementation or effectiveness and is rated in the mid range.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	7

(D)(1) Reviewer Comments:

Project implementation will be provided through district, school, and data support.

- The BRIDGE Consortium will support project implementation through a management team comprised of an overall program manager, community outreach coordinator and two instructional designers.
- A school level IT Governance Committee structure will be used to oversee the identification and implementation of technology.
- A virtual learning management system, Educator, will provide a data base tool to provide contact information and to track student information. Information on this tool will be used to communicate between home an school to monitor student process. This tool can support student acceleration or remediation.

Infrastructure will be provided through a district management team and a school based governance committee. Educator will be used to track student information and progress and to inform students and parents. Data from this tool can be used to adjust for student acceleration or remediation. No information is provided for credit based on demonstrated mastery or on flexibility on schedules or calendars. Multiple opportunities for mastery was not specified. Information on the adaptable for fully accessible resources was not specified. The applicant has policies and practices that will facilitate personalized learning; however, some components were not clearly addressed or were missing. This section is rated in the mid range.

(D)(2) LEA and school infrastructure (10 points)	10	5
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(D)(2) Reviewer Comments:

The BRIDGE Consortium will provide infrastructure to support personal learning through a two prong approach.

- A coach will provide academic and post secondary counseling to students to maximize college and career readiness. This coach will also make sure that the technology is running smoothly, that parents are involved in student learning, students are optimizing the experience and that connections are made within regional and local communities. The applicant states The coach position is an integral component to student success.
- Student information will be managed through existing data systems mandated by the Florida Department of Education to ensure that required component areas and goals are met. Data in this system measures standards and curriculum benchmarks, instructional practices, assessment and growth, facilitator profile, learner profiles, analysis and reporting, documentation and support,data integration and IT platform and security.
- The consortium will manage data that are integrated within the state's data system. No expansion of interoperable systems is mentioned.

The plan provides infrastructure to support personalized learning through an academic coach and through a data system required by the Florida Department of Education. The Florida Race to the Top program incorporates the development of the Local Instructional Systems that are integrated within the state's data system. It is difficult to determine if all required components are included other than they meet the needs of the Florida Race to the Top Program. It is not clear that the plan is well-supported by the consortium's infrastructure. The letters of support are general and contain few specifics on how a strong partnership will be developed. Although resources are available to participants, there is no clear plan for how technical assistance will be provided to all stakeholders. There is nothing to support how the open data format will be used by parents and teachers.. The amount of clarity provided rates this section in the mid range.

E. Continuous Improvement (30 total points)

	Available	Score
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(E)(1) Continuous improvement process (15 points)	15	13
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(E)(1) Reviewer Comments:

A plan for continuous improvement has been developed with Evergreen Solutions, LLC as an external evaluator. The applicant provides data on why this agency has chosen based on experience in 41 states and with several large school districts. They have had significant experience evaluating Florida education programs.

- The evaluation plan will consider the impact of activities implemented, the communication process, product development, systems analysis and relationship between educational leaders and stakeholders.
- The evaluation plan includes strategies to monitor, measure and publicly share information on the quality of investments funded by RTTTD, including the investment in infrastructure.
- The continuous improvement plan provides timely and regular feedback on the progress of each project goal and allows for on-going corrections and improvement. A communication events and purpose are included along with their frequency, format and project phase. Strategies to share evaluation include monthly and end of year updates.

A comprehensive continuous improvement plan has been developed by an external evaluator with extensive experience and expertise in developing such plans. The plan has addressed how progress will be assessed throughout the grant period. A time line includes the evaluation of student assessment for one year after the grant's end. The plan meets the requirements of a high-quality plan. This section is rated in the high range.

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

Strategies for on-going communication and engagement with internal and external stakeholders includes the flow of information among the Evaluation Project Team, BRIDGE Consortium staff and outside sources.

- The communication plan will identify ways to communicate information, capture feedback, identify communication risks and identify communication technology.
- The plan identifies ways for data to inform planning and decision making, instructional adjustments and curricular choices throughout the consortium.
- The plan allows for scheduled and non-scheduled communication.

The plan includes strategies for ongoing communication and engagement with internal and external stakeholders that is rated in the high range. It is well conceived and complete.

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

- Under Florida's Race to the Top Grant and the Florida Student Success act, student performance accounts for 40% of the teacher and principal evaluation for 2011-12. Value added is still being reviewed and finalized by the Florida Department of Education. Data on the number and percentage of students whose teacher of record and principal are highly effective or effective should be available to establish goals upon notification of award.
- Performance measures for grade 6 mathematics and grades 6 and 9 reading are included for all students and by subgroups.
- Performance measures for a reduction in achievement gap for grade 6 math, grade 6 reading and grade 9 is included. This is in a numerical variance between the target group to the white subgroup and is difficult to interpret.
- There is an indicator for grade 6 students to have plan explorations for post-secondary studies that may include technical, vocational, academic and/or military service.
- High school graduation rates are included for all students and some subgroups. Students with disabilities, economically disadvantaged and English Language Learner was not available in time for the proposal submission.
- There is a goal for postsecondary degree attainment passed on the % overall and not broken out by subgroups.
- No grade-appropriate health or socio-emotional leading indicator is included for 9-12 students.

Baseline and target performance measures have been established for most of the required categories. Some areas do not have data to populate the tables, including teacher/principal effectiveness, data for some subgroups, or college

readiness. No rationale is provided for performance measures. Targets are included for each year of the grant period and one additional year. Strategies to evaluate Implementation progress of these measures is included in the grant under continuous improvement. Student progress for all students is not ambitious for all subgroups. Goals for some subgroups are low and others would show progress but not greatly reduce the achievement gap for students in some subgroup such as economically disadvantaged or Black/African American students. The rationale for the discrepancy in achievement for these students is not included. Measures will be evaluated through focus groups, interview guides/questionnaires, site visits and observations. An extensive list of questions has been provided to address each goal. The data provided would rate this section in the mid range. Student expectations are not high for all students. The expectations for student by subgroups does not demonstrate a high vision for implementation of the plan and does not create sufficient confidence in the strategies selected; therefore, this section is rated in the low mid range.

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

The applicant's continuous improvement plan includes strategies to evaluate investment in human capital and professional development, investment in infrastructure.

- Qualitative and quantitative data on participation will be kept, including type and amount of instruction received, how activities were integrated in teachers' classrooms, and teacher instructional needs. Data sources will include review of lesson plans, teacher observation and teacher evaluations.
- Data will be kept on classroom implementation and successes and how challenges were resolved.
- Improved technical infrastructure, platform development/instructional design, course development, graduation coaches will be evaluated through qualitative and quantitative data.
- The evaluation of effectiveness of investments uses a Microsoft SharePoint team site in conjunction with Microsoft Project 2010. This will facilitate the collection, organization and storage of data, resources; coordinate project reporting, track important dates and activities.
- Year 1, 2, and 3 reports will include information on implementation and progress throughout the reporting period.

The implementation and effectiveness of the investments will be evaluated through based on how professional development was implemented in classrooms and how online courses were developed and provided. Decision-making can be based on how teachers resolve challenges encountered in implementation of professional development. The evaluation plan provided includes questions/strategies to evaluate professional development, use of technology, Community/economic assessment course alignment, graduation assessment, infrastructure, and project management as well as student progress. The outside evaluator has provided a comprehensive plan that addresses the components of the grant using multiple strategies to collect data and using technology to manage and distribute results across the stakeholders. The evaluation plan includes the components of a high-quality plan to *evaluate the key goals, the activities to be undertaken and rationale* for the activities, the timeline, the deliverables, the parties responsible for implementing the activities, and the overall credibility of the plan and is rated in the high range.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	5

(F)(1) Reviewer Comments:

The applicant's budget identifies RTTTD and some state funds that will be used to support the grant.

- The grant includes only RTTTD funds although Florida Department of Education funds to provide technology support have been referenced throughout the grant. The budget includes costs for personnel/benefits for four management positions and two instructional designers are not detailed but the costs appear to be reasonable. Some detail is provided for travel, supplies, contractual services and other (primarily cellular devices and printing) and appear to be within reason for such costs.
- There is no plan for to sustain the four management staff. The plan to sustain the coach positions is through the guidance positions within the high schools. Maintenance and support of the student devices will be addressed by the Florida Department of Education funding.
- Course options will be sustained through state and local funding based on enrollment of students.

Funding from local and federal grants are not included although state initiatives have been referenced in the descriptions throughout the application. Identification of one-time cost are not specifically detailed. The primary on-going costs have been addressed; although, the management staff is not part of this description. The applicant has provided a thoughtful rationale for its investments and priorities in technology infrastructure that is consistent with the goals and vision of the application. The detail places this section in the mid range.

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

10

4

(F)(2) Reviewer Comments:

There is some support through local and state funds to sustain the project.

- Sustainability of he project goals after the term of the grant is not supported with a budget for three years after the term of the grant.
- There are budget assumptions that enrollment in the courses designed by the project will allow them to continue to be available.
- Florida has support for technology.
- Partnerships were referenced in other sections of the grant that could be potential sources of income, such as No-Petro, Inc.
- Some staff will be continued through local funding for councilors but there is no plan to keep the management team in place.

The plan for sustaining the project's goals beyond the term of the grant is based on support for technology based on state and local government support. It does not include substantial funding to support the project's goals other than the possibility of tuition and state support for technology. Although, it does appear that infrastructure will be in place to allow virtual coursework to continue there is no high quality plan to sustain the project after the RTTTD grant period, rating it in the ranked low mid range.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0

Competitive Preference Priority Reviewer Comments:

There is no Competitive Preference Priority included in the grant.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Some of the information in the grant is hard to follow making the determination of the absolute priority 1 difficult to determine.

The plan addresses that it will build on the core educational assurance areas to create learning environments designed to meet the goals identified. Sufficient detail has not been provided to provide a high level assurance that all of these components will result in a learning environment that will significantly improve learning and teaching through the personalization of strategies, tools and supports for students and educators. Data to measure performance measures is missing. Achievement goals do not provide ambitious goals to decrease the achievement goals for all students, including high poverty and Black/African American students. Performance measures do not indicate that students in these subgroups will achieve high levels of success demonstrating a lack of confidence in the quality of the plan.

The applicant has addressed an educational need in the geographical area. The plan to increase coursework in the area of STEM and to provide experience to students to work in business/commerce available in the area is linked to

Florida Department of Education initiatives and the needs of the community. The plan for continuous improvement was comprehensive and addressed the priorities of the grant. Technology initiatives to enhance personalized learning and to inform stakeholders were addressed.

Components of the core education assurances were included but not described in sufficient detail to a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support in common and individual tasks that are based on student academic interests.

Total	210	103
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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:

No optional budget was included.



Race to the Top - District

Technical Review Form

Application #0900FL-3 for Leon County School Board

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

The applicant has set forth a comprehensive and coherent reform vision and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests. The plan is concise and fits in well with established educational initiatives in the consortium of districts. This element is awarded 10 points.

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

The applicant's proposal does a good job of describing its process for selecting schools and students and provides required information regarding the number of schools and students. Selected schools and students are consistent with RTT-D priorities. This section earns 10 points.

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

The application includes a high-quality plan that describes how the consortium proposal will be scaled up and translated into meaningful reform to support district-wide changes beyond the participating schools, across several school districts, and will

help the applicant reach its outcome goals. The applicant's logic model and theory of change of how its plan will improve student learning outcomes for all students is clear and to the point. Ten points are assigned here.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	7
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(A)(4) Reviewer Comments:

The applicant's vision is likely to result in improved student learning and performance as demonstrated by achievable annual goals, overall and by student subgroups for each participating LEA in the areas of:

- (a) Performance on summative assessments;
- (b) Decreasing achievement gaps;
- (c) Graduation rates;
- (d) College enrollment rates.

Plans to collect postsecondary degree attainment data are briefly mentioned. Goals established for some subgroups seem too modest and will result in some reduction of achievement gaps. Seven points are awarded here.

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

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

(B)(1) Reviewer Comments:

The application offers claims of a record of advancing student learning, but provides limited evidence in the form of data. Information is provided about programs targeted toward lowest-achieving schools and the applicant describes its practices for making student performance data available to students, educators and parents. Twelve points are awarded for this element.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	3
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(B)(2) Reviewer Comments:

The application reports that some of these data are available, but not at the level of detail contemplated in this section. For example: actual personnel salaries at the school level for all school-level instructional and support staff; actual personnel salaries at the school level for instructional staff only; actual personnel salaries at the school level for teachers only; and, actual non-personnel expenditures at the school level

Three point are earned for this section.

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

The applicant consortium has sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the proposal. All ten points are earned here.

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

The application offers limited information about meaningful stakeholder engagement or how the proposal was revised based on such engagement. Information about teacher participation is lacking. Exhibit (B)(4)(a) was not found in the application. Five points are assigned for this element.

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

The consortium provides evidence of a plan for an analysis of the applicant's current status in implementing personalized

learning environments and the logic behind the reform plans contained within the applicant's proposal are reasonable. It also addresses how identified needs and gaps will be addressed. Five points are awarded here.

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

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

(C)(1) Reviewer Comments:

The applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan includes an approach to implementing instructional strategies for all participating students that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards and college- and career-ready graduation requirements, and accelerate his or her learning through support of his or her needs. The plan includes the following:

The plan includes an approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner.

(a) With the support of parents and educators, the plan provides that all students—

- (i) Understand that what they are learning is key to their success in accomplishing their goals;
- (ii) Identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements, understand how to structure their learning to achieve their goals, and measure progress toward those goals;
- (iii) Are able to be involved in deep learning experiences in areas of academic interest;
- (iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; and
- (v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;

(b) There is a strategy to ensure that each student has access to—

- (i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;
- (ii) A variety of high-quality instructional approaches and environments;
- (iii) High-quality content, including digital learning content as appropriate, aligned with college- and career-ready standards or college- and career-ready graduation requirements;
- (iv) Ongoing and regular feedback, including, at a minimum—
 - (A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards or college- and career-ready graduation requirements; and
 - (B) Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards or college- and career-ready graduation requirements, and available content, instructional approaches, and supports; and
- (v) Accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards (or college- and career-ready graduation requirements; and

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

The application lays out a commendable plan for enhancing the curriculum by emphasizing STEM related subject matter and individualizing the learning experience of students through the use of technology. All twenty points are earned for this element.

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

20

20

(C)(2) Reviewer Comments:

The applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan includes an approach to implementing instructional strategies for all participating students that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards and college- and career-ready graduation requirements and accelerate his or her learning through support of his or her needs. The applicant proposes an approach that includes the following:

An approach to teaching and leading that helps educators to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or college- and career-ready graduation requirements by enabling the full implementation of personalized learning and teaching for all students such that:

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

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

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

(iii) Frequently measure student progress toward meeting college- and career-ready standards or college- and career-ready graduation requirements and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators; and

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

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

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

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

(iii) Processes and tools to match student needs to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

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

(i) Information, from such sources as the district's teacher evaluation systems that helps school leaders and school leadership teams assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and

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

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

The application proposes that the technology components of the plan will be divided into 5 major areas:

- 1) Digital Citizenship for Teachers and course development of digital citizenship for students,
- 2) Infusion of technology with content and teaching strategies,
- 3) Device Training for Teachers (familiarity and functionality, strategies and connectivity, devices from a student's perspective),

4) Ongoing learning through Social Media and

5) Learning Management System (LMS) Training (basics and familiarity, teaching with an LMS, data analysis and management).

These components underscore a well designed plan that shows promise for successfully reaching established goals. This section earns 20 points.

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 meets this element. The district has the needed infrastructure and plans to support project implementation. It is not clear, however, whether all consortium districts have this capability. This section earns 13 points.

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

10

10

(D)(2) Reviewer Comments:

The applicant has a plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system (classroom, school, and LEA) with the support and resources they need.

The LEA and school BRIDGE Consortium plan supports personalized learning by—

- (a) Ensuring that all participating students parents, educators, and other stakeholders, regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;
- (b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);
- (c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and
- (d) Ensuring that LEAs and schools use interoperable data systems (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

Specifically, the plan will accomplish this as follows: -

1. *Standards and Curriculum* - The system will enable teachers and administrators to access information about benchmarks and use it to create aligned curriculum guides.

2. *Instructional Practices* – The system will provide teachers and administrators the ability to create instructional materials and/o resources and lesson plans.

3. *Assessment and Growth* – The system will support the assessment lifecycle from item creation, to assessment authoring and administration, and scoring.

4. *Facilitator Profile* – The system will include district staff information combined with the ability to create and manage professional development offerings and plans.

5. *Learner Profile* – The system will include comprehensive student information that is used to inform instructional decisions in the classroom, for analysis, and for communicating to students and parents about classroom activities and progress.

6. *Analysis and Reporting* – The system will leverage the availability of data about students, district staff, benchmarks, courses, assessments, and instructional resources to provide new ways of viewing and analyzing data.

7. *Documentation and Support* – The system will house documents, videos, and information for teachers, students, parents, district administrators and technical support to access when they have questions about how to use or support the system.

8. *Data Integration* – The system will include or seamlessly share information about students, district staff, benchmarks, courses, assessments, and instructional resources to enable teachers, students, parents, and district administrators to use data to inform instruction and operational practices.

9. *IT Platform and Security* – The system will provide secure, role-based access to its features and data for teachers, students, parents, district administrators, and technical support.

This description of strategies for implementation looks promising and is awarded 10 points.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
(E)(1) Reviewer Comments: The application includes a plan to outsource its evaluation activities to a capable entity. Furthermore, the applicant has a plan to monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff. This element scores 15 points.		
(E)(2) Ongoing communication and engagement (5 points)	5	5
(E)(2) Reviewer Comments: A clear and detailed plan is included in the application that addresses continuous improvement strategies during implementation of the grant. Five points are earned.		
(E)(3) Performance measures (5 points)	5	3
(E)(3) Reviewer Comments: The application considers most of the required sections and subsections of this element. However, several key criteria are not met due to a limited number of measures or lack of available data. This section scores 3 points.		
(E)(4) Evaluating effectiveness of investments (5 points)	5	5
(E)(4) Reviewer Comments: This element is fully met. As described in the application a well qualified contractor will undertake this aspect of the project. Five points are awarded here.		

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The budget meets the criteria of this section. However, project fringe benefit cost seem low in consideration of projected salaries. Also, the budget plan does not contemplate funds from other sources beyond RTT-D. Eight points are scored here.

(F)(2) Sustainability of project goals (10 points)	10	5
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(F)(2) Reviewer Comments:

The applicant has a minimal plan for sustaining the project's goals after the term of the grant. No budget is included. The applicant candidly states, "Beyond the life of the grant (three years) the costs for the course options are sustained through state and local funding based on the enrollment of students. The four program management positions (director, community outreach coordinator and two instructional designers) will not be sustained financially at the end of the program. With no indication of increased budgets for the near future, the plan for sustaining the graduation coach duties are to be absorbed by the guidance positions within the high schools. A focus of the graduation coaches duties are to assist with the infrastructure to sustain the data collection and student resource components of the position after the grant period. For example, the Leon County Schools' Grants department maintains a website resource of grant listings. To include a listing for scholarships would be a simple sustainable step once the research for various scholarships is conducted. This resource will continue to be available to guidance counselors and educators across the BRIDGE Consortium. The only real costs to sustain the activities of the BRIDGE Consortium will be the maintenance and support of student devices. This is a hurdle as identified earlier in the proposal that is realized and being addressed by the Florida Department of Education. This sustainability hurdle is not unique to this program, but is faced statewide and nationally as a result of implementation of the Common Core, PARCC Assessment and End-of-Course exams."

This element scores 5 points.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The application meets most of the criteria for this element. Several areas fall short as noted in previous sections of this review. A section for Competitive Preference is not included in the application. Five points are awarded for Competitive Preference.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Overall, the grant application addresses the criteria related to Absolute Priority 1.

The plans to use the BRIDGE Consortium to engage and empower all learners, most importantly high need students, in a highly personalized program of study that links technology, college and career ready goals, and local economic development needs. The BRIDGE Consortium seeks to ensure that each student has access to a personalized sequence in a variety of instructional content and skill development to enable them to graduate college and career ready in alternative energy, engineering, or "green" careers.

Total	210	181
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