Race to the Top - District

Technical Review Form

Application #0225SC-1 for Clarendon County School District Two

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 builds on its work in the four core educational assurance areas. The applicant articulates their vision by explaining how the students will gain academic, technological, and life skills necessary for success in college, careers, and citizenship. The applicant details that through participation in the project will build capacities to sustain Enterprise Learning and turnaround schools by continuing collaboration, improving climate and culture, and embedding continuous improvement methodologies across all areas. The applicant references the data systems that they will use to measure student growth and success are the State Longitudinal Information Center for Education (SLICE), PowerSchool, and EnrichAccess. The applicant continues to detail new innovative experiences for teachers. In an effort to hire the best teachers, the applicant explains that the district goes through an extensive process in order to hire exceptional teachers. The district participates in local, state, and national recruiting events. In addition, the district uses various types of media in order to publicize teaching vacancies. The applicant addresses the approach to build on these effort of recruiting and developing of teachers through offering incentives for teachers that state and programs such as loan forgiveness. In addition, CCEL will provide job-embedded coaching for teachers. The applicant outlines their record of turning around low-performing schools. The applicant highlights two systems, Richland Two and Orangeburg 5 as districts that have an exceptional record of turning around low-performing schools.

The applicant articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support. The applicant indicates that will include students in decision-making processes at the classroom, school, and CCEL levels. In addition, the applicant details they will provide hands-on intensive curriculum in life skills, and offer project-based learning opportunities. The applicant also addresses the needs of the teachers to enable them to adequately accelerate student achievement. The applicant explains that teachers will participate in training to learn how to embed life skills curricula, The Leader in Me or Botvin's Life Skills.

The applicant provides a comprehensive explanation of personalizing student learning. The applicant proposes to implement virtual classrooms. Virtual classrooms would be a gateway for students to learn at their own pace without being held back by traditional roadblocks that may be experienced in the traditional classroom. In addition, the applicant provides a specific program titled E-Step. This program provides access to an academic portfolio, academic history, and goals and interests inventories. This type of program creates ownership for the students in developing their professional and personal goals. The applicant outlines the classroom experiences for the students in each grade band. The applicant notes that the students in PreK and K will participate in an 1:1 computing with digital infusion. The applicant continues by detailing that elementary school students will receive their personal learning device that will remain theirs until they leave school. In addition, the middle school students will be exposed to project-based learning activities that will assist students in making connections across disciplines.

The applicant details that the teacher in CCEL will have the tools, supports, and resources needed to become an Enterprise teacher. The applicant explains that every teacher will have the life skills curriculum and strategies to help students plan and track their own learning. The teachers will have time to meet and connect with each student and parent concerning their progress and connections of a course to the overall plan. The applicant also outlines that through MasteryConnect, a teache will have access to units of study, lessons, and formative assessments on CCSS standards. The applicant explains this program will provide a consistent approach to instruction. The applicant describes how each teacher will be part of a school-based and CCEL professional learning community. The applicant asserts that this will be an additional mechanism to facilitate personalized learning environments.

The applicant describes the data system that is currently in development titled State Longitudinal Information Center for Education. This system will include data from the Commission on Higher Education, early childhood agencies, and college and career readiness information. The data system will provide the information to the parents, students, teachers, and schools about students' attendance, discipline, academics, and college-and-career readiness. The applicant outlines the

Life Skills curricula in which teachers will focused on providing the essential skills in order to be successful in every day life. The most beneficial part about the curricula is that it is grade level specific and builds on the previous year so the students are learning a consistent message each year they matriculate. In an effort to create a positive learning environment, the applicant has placed a focus on school climate. School climate has been researched and found to have a significant impact on student learning and test scores.

The applicant outlines the the various approaches in an effort to communicate with parents. One in particular is the ability to reach parents in a different manner than having the face-to-face meeting. The option of being able to Skype with parents will be included in the teachers' experience. Even though all parents may not have Skype, the accessibility will make it more convenient for teachers and parents to have effective conferences without long lines or the feeling of being rushed. The applicant has done an excellent job of developing a comprehensive and coherent reform vision. The applicant receives a score of 10 out of 10.

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

(A)(2) Reviewer Comments:

The applicant outlines logical steps that would be used to implement the reform proposal. The focused target would be mainly on K-12 feeder schools. The applicant selected this approach in an effort to create a dramatic change in their learning environment, instructional approaches, engagement strategies. The selected schools needed to demonstrate dramatic change based on the 2013 ESEA grade, HSAP exit exams, graduation rate, and percentage entering college apart of the freshman class. This is a sound approach as it provides an opportunity to see the growth within a particular feeder pattern over an extended period of time where participating students will be exposed to similar curricula and expectations. The schools that were selected definitely meet the criteria. The 19 schools selected represent impoverished areas with at least 40% of the students coming from low-income families. 14 out of the 19 schools are Title I schools, with approximately 12,000 students that will participate. The applicant exceeds the requirement by clearly detailing the approach to implementing its reform proposal. The applicant receives a score of 10 out of 10.

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

(A)(3) Reviewer Comments:

The applicant includes a high-quality plan that describes how the reform proposal will be translated into meaningful reform. The applicant provides a plan that will guide the scale up process. The plan includes timelines, resources, activities, outputs, outcomes, and impact. This scale up logic model addresses all grades levels and includes the activities and persons responsible to help complete the activities. A memorandum of agreement between the four districts signifies their committment to work together for a seven year period. In addition, the applicant outlines that the scale up process will be facilitated by the implementation and documentation. This implementation and documenation will be in alignment with the CCEL Logic Model. This logic model is credible because the goals are rigorous and achievable due to the organization of the plan. The applicant indicates that CCEL has a commitment to sharing resources, materials, and best operational practices. This approach will facilitate the need to learn from each other in a learning community. The applicant also outlines that the system will be documenting successful practices and strategies. These practices will be documented at the school level and at the district level. It will be this documentation that will provide easier replication by other schools. The applicant indicates that the Consortium will align curriculum, instruction, and assessment to ensure rigor and high-quality instruction, and the ability to quickly identify struggling students. Identifying these areas will ultimately facilitate the process of meaningful reform. The formative assessments that the applicant has identified will focus on the areas for remediation, response to intervention, and differentiated instruction. Each one of these strategies will facilitate the process of reform and turning around low-performing schools. The applicant meets the requirement for scaling up the proposal and translating into meaningful reform. As a result, the applicant receives a score of 10 out of 10.

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

(A)(4) Reviewer Comments:

The applicant provides a vision that will likely result in improved student learning and performance. The applicant uses scores from the Annual Measurable Objectives established by South Carolina in their ESEA Waiver to outline ambitious goals for student achievement. The applicant has identified a general rate of increase for all students, but increases the expectation for targeted subgroups. The applicant identifies that the target for increasing their PASS scores at a rate of five percentage points each year, with the subgroups increasing at a rate of eight to nine percentage points a year. This rate of

progress would be achievable on a yearly basis because they have demonstrated this level of achievement in previous years. However, expecting subgroups to increase their performance at a higher rate than the overall population may not be as achievable. The applicant focuses on increasing scores on the PASS assessment as a means to decrease the achievement gap. The applicant indicates that the overall goal is to decrease the achievement gap between subgroups by 30%.

The applicant has proposed a plan in which the rate of increase of student performance scores is ambitious, yet achievable. The pass rates are slightly different based on the school. The applicant also identifies graduation rates as a focus. The district has set goals to increase by approximately two percentage points each year. This rate will exceed the state's rate by one percentage point. This rate is ambitious and achievable because the district has demonstrated a track record of increasing the graduation rate of 6% during the 2012-13 school year. The applicant has outlined reasonable goals to obtain in the areas of performance, decreasing achievement gaps, graduation rates, and college enrollments. The applicant details the rate of increase for each high school. The increase ranges from 0.1 percent to seven percent. However, the applicant did not provide the subgroup data for college enrollment. The applicant meets the requirement for providing a vision that will likely result in improved student learning and performance, however, some of the achievement goals for the subgroups may not be achievable and the applicant did not provide subgroup data for college enrollment. As a result, the applicant receives a score of 9 out of 10.

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

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

(B)(1) Reviewer Comments:

The applicant provides a clear record of success in the past four years of advancing student learning and achievement, and increasing equity in learning and teaching. The applicant provides multiple, sustained examples of a clear track record of success. In Clarendon County School District the graduation rates have shown a steady increase over the past few years. The applicant attributes this to the data-driven identification of at-risk students and better use of formative assessments. The applicant details the same type of improvement in the area of HSAP ELA. These trends demonstrate that the strategies in place have been effective in the short and long-term. The applicant also provides information that indicates the graduation rates have been improving. For example, the applicant notes that Richland 2 has increased their graduation rate by 8% over the past four years. The applicant details data that demonstrates that the achievement gap has been improved. The applicant provides a chart that illustrates the data results from Clarendon 2 that shows how African American and Subsidized Meals students are only four percentage points below the overall average.

The applicant details examples of how they have achieved ambitious and significant reforms in their persistently lowest-achieving schools. The examples illustrate that the schools in this consortium clearly provide a focused approach to turning around low-performing school with research-based strategies. Each of the schools employed strategies that focused on teacher learning, data analysis, and continuously searching for improvement. These three components are essential to student achievement, teacher growth, and school progress. For example, the applicant outlines the efforts to turnaround a Junior High School through a School Improvement Grant. The district provided personnel changes, a professional development development platform, and a collaborative sense of responsibility. Within a three year period, the school demonstrated at least a 13% gain in student achievement in the areas of ELA, Math, Science, and Social Studies; in some areas, increasing performance by as much as 23%.

The applicant details the various ways the schools communicate student performance data. Schools utilize their webpage, conferences, workshops, web-based programs such as PowerSchool and Enrich Access. All of these approaches would be considered effective. The applicant explains that Williamsburg County School District shares data through local newspaper and community forum meetings. This is was most interesting, probably most effective, because the initiative was made to take the message to the audience rather than waiting for the audience to come to them. The applicant exhausted numerous examples outlining a clear record of success. In addition, the applicant thoroughly explained the various ways that schools communicate with the parental base. The applicant clearly outlines a clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching. As a result, the applicant scores 15 out of 15.

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

(B)(2) Reviewer Comments:

The applicant outlines the commitment to transparency in an effort to build community trust and make the connection

between student achievement and resource allocation. This outlined commitment is an effort to build community trust and a collective shared vision. In addition, each district posts the personnel salaries for all instructional staff. The applicant details how Clarendon Two, Orangeburg 5, and Richland Two develop a Comprehensive Annual Financial Report annually and make this report available to the public through the website.

The applicant explains that three of the school systems produce an annual financial report. This report is then posted to their respective website. This is a good practice because allows the casual observer to view any and all transactions that are occurring in the school system.

The applicant explains that each district participates in state and federal transparency measures that are produced by the South Carolina Board of Education. The applicant describes how the Accounts Payable documents are loaded on the district website and are accessible. The applicant outlines that each district posts on their website monthly expenditures and the district budget which includes actual personnel salaries at the school level for instructional staff and teachers.

The applicant clearly demonstrates that the CCEL is committed to transparency. On every level there were detailed descriptions to which the applicant provides information to the public. The applicant provides a chart that includes the links to the Clarendon Two, Orangeburg 5, Richland 2, and Williamburg's website where the transparency reports and salary information can be assessed. The applicant has clearly outlined a high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. As a result, the applicant receives a score of 5 out of 5.

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

(B)(3) Reviewer Comments:

The applicant clearly describes the process in which the Consortium abides by federal and state guidelines. South Carolina received approved flexibility due to their commitment in providing four major principles: College and Career Ready, differentiated recognition and accountability, teacher and principal evaluation, and reduce duplication and unnecessary burden on district. The applicant details that personalized learning is demonstrated in Williamsburg as they provide opportunities to take online courses through APEX. These opportunities will greatly benefit students within this district because a wider range of classes can be offered and explored. The proposed approach to online learning represents the applicant's willingness to adopt forward-thinking and innovative approaches to personalizing instructional and learning modalities.

The applicant also details state requirements in which successful conditions and sufficient autonomy have been demonstrated. The applicant references the Early Childhood Development and Academic Assistance Act which facilitated the development of a long-term planning process involving parents. The applicant continues to detail state requirements by outlining a few acts that facilitated the premise of personalized learning environment such as the Charter School Act and the Education and Economic Development Act.

The applicant describes the statute that mandates an end-of-the-course exam. The applicant proposes an innovative approach to addressing the mandatory end-of-the-course exam. The proposal includes providing to student the opportunity to take the exam anytime throughout the course. This will enhance the personalized learning environment because students will be able to work at their own pace and not have to wait for the customary test at the end of the course. The applicant has clearly outlined methods to promote personalized learning environments abiding by the federal and state statutes. The applicant receives an 10 out of the 10.

(B)(4) Stakeholder engagement and support (15 points)	15	13

(B)(4) Reviewer Comments:

The applicant presents the consortium's approach to providing meaningful engagement of stakeholders through the entire process. The applicant explains that that multiple stakeholders were able to provide important feedback regarding their particular area of expertise. This feedback provided improvements to the proposal such as a readiness component or having web-based programs available in Spanish.

The applicant explains the process in which teacher support was gained. The teachers were provided the opportunity to produce signed statements of support because the LEAs currently do not have a collective bargaining unit. This approach of obtaining support from the educators is key since they are going to be agents that facilitate all of the learning and achievement of the goals. Mostly in the form of faculty or one-on-one meetings, the teachers were made aware of the RTTT-D application process to provide these opportunities to ask questions. Impressively, there were a large percentage of schools that garnered 100% support from their teachers. The applicant met the 70% requirement for gaining teacher support of the proposal.

The applicant describes a very intensive process in which feedback was elicited from students and parents. These informational sessions came in the form of student government, student council meetings, or surveys to elicit questions from the student body. The parents were typically informed at meetings such as PTO, advisory boards, or automated calls. Each school system selected appropriate methods to communicate with their parents based on their situation. These customary approaches tend to be effective with acquiring needed information. The applicant includes a variety of letters of support from various stakeholders. The letters of support are from key stakeholders such as PTA presidents, student council members, Board of Trustees, Executive Directors, and Superintendents.

The applicant has clearly demonstrated meaningful stakeholder engagement throughout the development of the proposal and meaningful stakeholder support for the proposal. Students, families, teachers, and principals all had an opportunity to provide feedback and shape the process.The applicant could have elaborated in the area of providing evidence of the processes that were used and outlined how the feedback was incorporated into the overall plan. In spite of this exclusion, overall, the applicant provided strong evidence of the inclusion of multiple stakeholders in the development process and detailed stakeholder support of the developed proposal, resulting in a high score. The applicant receives a score of 13 out of 15.

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 provides a high-quality plan, including the timeline, activities, key goals, rationale, and parties responsible, for improving teaching and learning while providing students support to graduate college-and-career ready. The most effective approach the applicant describes to facilitate this is the development of an electronic Strategic Template to Empower Progress. This program addresses the student's need to outline their academic, career, and personal goals. This program will serve as an enhancement to the Individual Graduation Plan that is already in place. The eSTEP program will clearly address the student's need to being prepared for college and career. The program provides a clear roadmap for the students and the accessibility of adding to the current plan of post-graduation direction.

The applicant outlines components of the plan in which they offer deep learning experiences for the students. Most noteworthy in the plan is the availability of course offerings for the students. The applicant is proposing that if one student has the availability of a course or class, then all of students will have access to that class via SC Virtual School. The new Virtual School will allow students to take classes online. This approach will break down all kinds of educational barriers that are associated with attending a school that is challenged either financially or geographically. The applicant describes how each student will have a tablet and Internet access, which will break down barriers and build opportunities for personalized learning. These opportunities are ones such as dual enrollment, virtual field trips, and a classroom without walls. The personalized learning is expanded through the implementation of Overcoming Obstacles. This program lends to the opportunity of teaching the whole child. The applicant explains that exposure to diverse cultures is important for students in more rural districts. The applicant describes how the expansion of digital learning tools across the districts will make a wide range of content available to all students. The applicant continues by describing how teachers will employ a variety of educational techniques, such as project-based learning, small group manipulatives, and individual subject investigations to encourage students to explore a variety of resources. The applicant also explains that each student will have e-Step personal learning plan. This learning plan will serve as an outline of critical content that the student will need to master. The e-Step will also provide feedback data to guide the learning plan because results from a variety of standardized testing programs such as MAP, PASS, HSAP, and EOCEP will be included. The applicant continues by explaining how the introduction of e-Step will enable CCEL to provide accomodations and high-quality strategies for high-need students. In addition to e-Step, the applicant also references the expansion of a web-based technology platform and a variety of learning methods will also ensure high-need students are on track toward meeting college-and-career ready standards.

The applicant describes an approach in which all of the consortium schools are going to have a platform to consistently share ideas, strategies, successes, and challenges. The web-based platform will not only provide a sounding board for these districts, but it will accelerate learning by students because of the collaboration between systems. Rather than working in silos, the systems are embracing the opportunity to learn as a community. In addition, to provide support of developing technological ideas and strategies, each school will have a digital resource coach.

The applicant provides a comprehensive approach to teaching and learning. The Consortium is embarking on the cutting edge of education and providing the teachers and students with the best resources to enhance learning. The applicant clearly outlines a high-quality plan that includes all of the necessary components for improving learning and teaching by personalizing the learning environment. As a result, the applicant receives a high score of 20 out of 20.

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

(C)(2) Reviewer Comments:

The applicant describes a high-quality plan including the timeline, key goals, activities, rationale, and parties responsible for learning and teaching within the Consortium. This environment of learning and teaching is just not relegated to the customary roles of a teacher and student. The applicant indicates that school personnel will be assuming the role of learner on a consistent basis. The applicant provides a convincing argument that this development of teachers will be achieved through professional learning communities, webinars, peer support, and job-embedded professional development. This development will be enhanced by the week long summit in the summer during the first year of the grant. During this summit the teachers will focus on integration of digital tools, empowering students, and creating and sustaining effective learning environments. The applicant details that teachers will receive continuous support through the development of professional learning communities, Enterprise Learning Coach, and mentor teachers. The teachers will have opportunity to gain vital knowledge in effectively making the transformation to a system that value personalized learning. This personalized learning will be enhanced through the collaboration with the Buck Institution for Education. This institution provides the organizational expertise in the area of building capacity. The "train the trainer" approach will be effective primarily due to the personnel that are being trained.

The applicant describes the cycle that teachers will frequently use to ensure instructional improvement. The cycle includes the ability to set goals and align resources, instruct students, gather and share data, analyze data, and use information to create plans. These areas are absolutely necessary in ensuring instructional improvement. The Consortium then plans to have their internal trainers to train more internal personnel. This will provide the internal personnel with the tools to develop additional personnel.

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, and specialty areas. The applicant explains that as a part of Lean training and application, the school leadership teams will examine how teachers are assigned to schools; how teachers are assigned to courses; and expectations and support for sucess for each teacher.

The applicant also outlines a process in which the teachers and administrators will create personalized professional development plans. In the same manner as the students, the professionals are expected to establish goals and processes to achieve these goals. The applicant clearly outlines a process for instructional improvement in regards to teaching and leading. The applicant clearly outlines a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. The applicant receives a high score 20 out of 20.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

The applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system with the support and resources they need. The applicant provides a thorough explanation to how the Consortium plans to support project implementation through providing appropriate resources to parents and students. The Digital Resource Team and Enterprise Learning Team will facilitate the management of these resources. The Applicant's Project Director will have the day-to-day responsibility for implementing the plan. The applicant explains that Project Director will provide reports to the CCEL Board. The applicant continues by detailing that each district will have a District Director who will be responsible for assuring district practices and policies. The Digital Resource Coordinator will be responsible for the digital platform. The Enterprise Learning Coordinator will be primarily responsible for professional development activities. Each LEA will have a steering committee that will guide the vision. These important positions provide the focus that needed to ensure that each one of the areas are appropriately managed and completed.

The applicant outlines web-based programs that will be made available to parents anchor these resources. The applicant describes three web-based programs that have different purposes – South Carolina Occupational Information System, Edmodo, PowerSchool, and South Carolina Longitudinal Information Center for Education. The Learning Team will be focused on facilitating the transition to a student-centered personal learning model. This personal learning model is justified in the fact that systems should be moving towards educating each individual student and providing those students with a

world-class education.

The applicant describes how each system and school will have the flexibility and autonomy to make personnel decisions. This is important because it allows the personnel that work closest with the students to make the decision about who is going to teach them. The applicant also outlines a plan in which the student will be able to guide their own learning at a pace that is beneficial for them. The focus of the plan is to go away from the customary plan of requiring a certain amount of seat time to focusing on the mastery of the course. Students will use time in areas that are required for additional study and spend less time in areas that have already been mastered. Through the virtual transitional approach and collaboration with Apex Learning the applicant will be employing three varied approaches to student instruction. These approaches are blended classrooms, online instruction, and flipped classrooms. The most unique of these approaches is the flipped classroom, which will open opportunities for students to demonstrate mastery of standards at their own pace.

Students will have multiple opportunities to think critically and teachers can focus on the application of the skill or concept. The applicant also outlines a plan to provide learning resources and instructional practices that are adaptable and fully accessible to all students. The applicant describes how students with disabilities will have access to the general education curriculum. In addition, the applicant will provide multiple learning environments to assist students with disabilities and ESOL students. The applicant provides a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system with the support and resources they need, as a result, the applicant receives a high score of 15 out of 15.

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

(D)(2) Reviewer Comments:

The applicant provides a high-quality plan that includes goals, timelines, deliverables, and persons responsible to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system with the support and resources they need. The applicant provides sufficient details outlining the tools parents and students will have available to them. The applicant mentions that the consortium of schools is moving towards a cloud climate computing which will be more cost efficient in the long-term, technological resources will be available to the students and parents. The applicant outlines a plan that facilitates a one-to-one initiative where each student will receive a device such as a tablet or laptop. This initiative will eliminate any access problem that some families may have and also provide an opportunity for the student to be able to access educational resources anytime or anywhere. In addition, the technological infrastructure was improved or verified, according to the applicant. This is critical to getting the most efficient use out of the technology. In addition, the system providing the technology alleviates a cost that most families from low-income families would not be able to afford.

The applicant details the data systems and its ability to integrate various types of data for users. The applicant refers to the South Carolina Longitudinal Information Center for Education. This system has the ability to pull from a variety of web-based programs to house and make the information available to users. The SLICE program can pull information from PowerSchool, Department of School Effectiveness, EnrichAccess, FirstSteps, BabyNet and other programs. Having a program such as this makes it extremely convenient for users to access this information and increases the likelihood that it will be used. The applicant does an excellent job of providing explicit details outlining the tools that are available to parents and students. The applicant provides a high-quality plan that includes goals, timelines, deliverables, and persons responsible to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system with the support and resources they need. As a result, the applicant receives a high score of 10 out of 10.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant provides a high-quality plan for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements. The applicant details that they will hire an evaluator to help refine the project. The applicant continues by detailing the use of of school leadership teams and cross-functional work groups to engage trench-level feedback. The applicant also mentions processes that have been implemented by the state department of education that will facilitate the improvement process. Each district is required to update and submit strategic and renewal plans to the state department on a consistent basis. The plans require districts to outline areas such as stakeholders' engagement, performance goals, performance

measures, timelines, and budget. The applicant clearly addresses the commitment to publicly share information on the quality of the applicant's investments.

The applicant also provides a comprehensive diagram that illustrates the life cycle of improvement that they use. The Improvement Life Cycle illustrates that a school must be able to gather and analyze data, set goals that are measureable and achievable, plan by implementing strategies and using resources, implement, and evaluate. Through the use of the cycle, a school would guarantee that the improvement process is being maximized to it fullest potential. The applicant further outlines structures that will be in place that would allow them use the improvement checks as a catapult into developing an on-going analysis. This on-going analysis coupled with the action plan process will ensure that there is a strong structure in place to consistently monitor continuous improvement. The applicant has clearly outlined a high-quality plan for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements. As a result, the applicant receives a high score 15 out of 15.

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

(E)(2) Reviewer Comments:

The applicant provides a high-quality plan for ongoing communication and engagement with internal and external stakeholders. The applicant outlines that the process of communication has been the foundation of their plan from the beginning of the application process. The applicant details that all project documents and resources will be available on the CCEL website. In addition, stakeholders will have an opportunity to provide confidential feedback. The applicant continues to explain that each CCEL district will create an advisory board that will include various representatives. The applicant explains that in order to be transparent, the Project Director and District Director will provide reports in public to the Governing Board, School Board, school staff, families, partners, and community stakeholders. The applicant also outlines that annual reports and progress updates will be made available through the website.

The applicant highlights that the role of facilitating trust between the system and the stakeholders is extremely important. Through using this proactive approach to communicating, the system will aim to develop an ally rather than a dissenter. The applicant outlines various ways that the following stakeholders will be addressed: students, parents, teachers, administrators, school staff, district leaders, community partners, and community leaders. The Consortium will use the consistent communication processes to develop a Stakeholder and Engagement Plan. The applicant has developed a very ambitious approach to gathering information and hearing input from stakeholders. The applicant provides a high-quality plan including the key goals, activities, timelines, and deliverables for ongoing communication and engagement with internal and external stakeholders.The applicant receives a high score of 5 out of 5.

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

(E)(3) Reviewer Comments:

The applicant provides ambitious yet achievable performance measures, overall and by subgroup, with annual targets for applicant-proposed performance measures. The applicant identifies 14 performance measures that clearly met the established criteria and are ambitious. The applicant indicates that by the end of the project, 80% of all students by subgroups will be taught by highly effective teachers and led by highly effective principals. The applicant also indicates that by the end of the project, 90% of all students by subgroup will be taught by effective teachers of record and let by effective principals. The applicant is providing the high expectation that only 10% of students will be taught by a teacher that is not considered effective. This year will be the first year of the new teacher evaluation system. As a result, it is difficult to establish if this an ambitious goal. The applicant also focuses on academic measures at each level of the grade band. The applicant used the assessment that is currently administered in the school districts. The applicant selected the attendance criteria in each grade band, which appears to be an appropriate measure. However, the applicant does not provide a process to review and improve the measure over time if it is insufficient to gauge implementation progress. The applicant provides ambitious yet achievable performance measures, however, the applicant failed to provide rationale for each of the measures identified and a process to review and improve the measure over time. As a result, the applicant receives a medium score of 3 out of 5.

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

(E)(4) Reviewer Comments:

The applicant provides a high-quality plan to rigorously evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology. The applicant provides extensive details regarding a high quality plan to evaluate effectiveness. The applicant explains that the CCEL Consortium Board and the Project Director will provide direction and oversight for the evaluation. The applicant continues by explaining that the

independent evaluation team will work collaboratively with CCEL personnel to design and implement data collection methods, identify existing data sources, analyze qualitative and quantitative data, and continuously present and discuss formative evaluation finding with key stakeholders. The applicant continues by outlining that the evaluation team will have the primary responsibility for analyzing formative and summative evaluation data and for regularly communicating their findings.

The applicant provides a detailed statement that focuses on how formative and summative data will be used in the analysis process. In addition, both qualitative and quantitative data will be collected. Within this framework of analysis, the applicant lists a series of evaluative questions that highlight each of the targeted components. These questions serve as a framework, which will promote consistency in the qualitative data that is being collected. The questions ranged from formative/implementation evaluation questions to summative, outcome evaluation questions. The applicant provides a high-quality plan to rigorously evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, as a result of this high-quality explanation, the applicant receives a high score of 5 out of 5.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The applicant's budget identifies all funds that will support the project to support the development and implementation of the proposal. The applicant outlines a budget that identifies the source of the funding, description, and the amount requested/allotted. The total amount dedicated to operate this program will be approximately 48 million dollars, with just over half being dependent on the grant. The applicant details that it will obtain over 22 million dollars from other sources to support the budget. The applicant details that some of these sources are from general operating funds, capital improvement budgets, Title I, Title II, Title III, Title IV, and the E-Rate program.

The applicant provides a comprehensive, reasonable budget that is geared toward making strategic improvements in learning and teaching. The applicant identifies additional sources of funds that will used to develop this initiative. The applicant documents how the major budget items are correlated with the core assurances. All of the major budget items address at least two of the core educational assurances. The major budget items primarily focus on technology, professional development, and evaluation. The applicant provides rationale for each of the budget items. The applicant outlines the rationale for needing a CCEL Project Director by detailing that this position will oversee all activities of the grant for the consortium. All budget items are appropriate in that they are essential to student learning, operating, or evaluating the program. The applicant outlines the budget items that are considered one-time investments. These investments include technology equipment, contract with consultant, and the infrastructure to maintain the usage and devices. The type of technology that is being purchased is necessary in order to address the goals that have been established by the Consortium. The applicant's budget identifies all funds that will support the project is to support the development and implementation of the proposal. The applicant receives a high score of 10 out of 10.

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

(F)(2) Reviewer Comments:

The applicant has a high-quality plan that includes the goals, timelines deliverables, and persons responsible for sustainability of the project's goals after the term of the grant. The applicant details that the Consortium has agreed to continue their working relationship after the extent of the grant. The applicant provides documentation that shows support from state and local government leaders, and describes how the applicant will evaluate the effectiveness of past investments. The applicant details that the Superintendents from each district will meet quarterly to assess progress of the personalized learning framework. In addition, the applicant details that the Consortium will encourage the expansion of virtual Professional Learning Communities. The applicant continues by mentioning that current resources such as Title I, Title II, Title III, Title IV, and eRate funding will be aligned to provide financial support to the personalized learning program.

The applicant also provides a thorough chart that outlines project sustainability. The amount of funding that would be invested on technological capacity will be protected through the district's E-Rate eligibility. This type of funding is reserved

for costs such as Internet Connections, Internet Access, and Maintenance of Internal Connections.The applicant proposes that most of the items will be funded through the use of general operating budget or grant funds obtained. In addition, most of the schools will have Title grant funding that they will be able to use to continue the programs. These grant monies will be utilized to sustain some of the main components of the program. This plan includes parties responsible for carrying out sustainability planning, and defines timelines and deliverables for this work. The applicant presents the idea that a RTTT-D Sustainability Committee will meet monthly to set expectations, build capacity, develop existing partnerships, create a plan of action, and seek additional funding. This proposed committee adds overall credibility to the sustainability plan for the programs that would be established. Overall, the applicant has outlined an adequate plan to ensure sustainability after the RTTT-D funding is complete. The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The applicant receives a high score of 10 out of 10.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The applicant's proposal includes an integration of public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students, giving highest priority to students in participating schools with high-need students. The applicant provides a description of its partnership with First Steps, a public/private entity formed by the General Assembly. The First Steps program is unique in South Carolina due to the fact it is the only program that primarily focuses on school readiness for students in the 0-5-age range. There are four areas of focus: family strengthening, healthy start, quality childcare, and education. This program is vital to the success of students in education. The applicant outlines that one district is partnering with the Bootstraps Foundation. The applicant explains that this foundation provides mentors to students. The applicant explains that other districts will connect with various organizations such as Rotary or Masonic Order for support.

The problem with addressing the achievement gap is that it has been allowed to widen from the critical ages of birth through four or beginning of school. The applicant outlines the ten population-aged results for the students. The desired results range from entering school ready for success, reducing suspensions, to academic achievement. All of the desired results are appropriate because they have a grave impact on learning.

The applicant details how the partnership will track the selected indicators. The applicant references that CCEL will use current data systems to track the quantitative indicators. For example, First Steps currently collects data pertaining to early childhood and family literacy. The applicant also describes how they would use data to target its resources. The applicant will use Francis Marion University as a resource to provide professional development of teacher to prepare them to engage students and elevate achievement. In addition, the applicant outlines a plan to scale up the model in order to provide First Steps and dual enrollment to all students across the district.

The applicant has also outlined ways in which the community would become involved with this project. There would be multiple ways to get involved with the mentoring project that is associated with this program. The more people that are involved, the more of an impact the program will have on students.The applicant indicates that there are funding restrictions. As a result, the Consortium will work collaboratively to seek additional funding so that program can reach its full potential. The applicant's proposal includes an integration of public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students, giving highest priority to students in participating schools with high-need students, however, the applicant did not address how the partnership and LEA or consortium would build the capacity of staff in participating schools and its ambitious yet achievable performance measures for the proposed population level and described desired results for students. As a result of this omission, the applicant receives a score of 9 out of 10.

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		**Met**

Absolute Priority 1 Reviewer Comments:

The applicant coherently and comprehensively addresses how it would build on the core educational assurances. Even throughout the budget section, the applicant highlighted numerous budget items that were going specifically to one of the core assurance areas. In the area of adopting standards and assessments, the applicant addresses the transition from the former curriculum to the new with being assessed by Smarter Balanced. In addressing the data systems to measure student growth and success, the applicant includes a variety of web-based systems that are capable of housing and sharing appropriate data with stakeholders. The applicant outlines the approach of PLCs in which teachers and administrators will be able to develop and collaborate with one another on a consistent basis to discuss excellent teaching strategies and approaches. In addition, the applicant is clearly committed to retaining the teachers through the extensive preparedness program that they are proposing. The clear record of performance at some of the lowest performing schools demonstrates that the applicant clearly has a sure approach to improving low-performing schools. The applicant has developed a plan to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards. The applicant outlines an approach to facilitate creative learning environments is the development of an electronic Strategic Template to Empower Progress. This program addresses the student's need to outline their academic, career, and personal goals. This program will serve as an enhancement to the Individual Graduation Plan that is already in place. The eSTEP program will clearly address the student's need to being prepared for college and career. The program provides a clear roadmap for the students and the accessibility of adding to the current plan of post-graduation direction.The applicant clearly meets Absolute Priority 1 through the details provided in this application.

Total	210	204

Race to the Top - District

Technical Review Form

Application #0225SC-2 for Clarendon County School District Two

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

(A)(1) Applicant has provided strong evidence of articulating a comprehensive and coherent reform vision.

(a) Applicant, CCEL, describes a strong/quality plan to build on the core educational assurance areas with the vision to implement a learning environment focused on "Enterprise Learners," and justified by using the RTT-D grant to establish and implement activities to reach its five goals.The applicant builds its vision around four assurance areas by implementing personalized learning environments that center on Enterprise Learners, which are students that will be given opportunities to participate in virtual classrooms, blended learning environments, and flip classrooms. The schools will use Common Core State Standards (CCSS) and Smarter Balanced Assessments, both aligned to college and career-ready standards. The applicant proposes that students will have the opportunity to advance in their high school coursework at their own pace, allowing them to graduate early. The applicant has proposed strong professional development support to teachers in helping them increase the necessary skills to implement a personalized learning environment classroom. The applicant will use a data management system and parent portal system that will help students, teachers and parents get real-time data, which is necessary to not only track a student's academic progress, but also to help the student keep track of their personal goals.

(b) CCEL is thorough in describing and giving detailed examples, within each goal, its plan to accelerate student

achievement (i.e. anywhere/anytime learning, virtual connections, e-STEP program, enhance PD for teachers, involve parents, improve school climate, include parents and community, etc.).

(c) CCEL provides a table within its narrative that shows by grade spans what students will experience in a personalized learning environment. The activities listed in the table are supported with strong science-based research. There is strong evidence and research that also supports what the RTT-D grant will do to change the classroom experience for teachers to support the CCEL vision of personalized learning instruction.

All criterion has been addressed and sufficient evidence was provided to know that CCEL has established a comprehensive and coherent reform vision. All points were awarded.

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

(A)(2) Reviewer Comments:

(A)(2) The applicant has thoroughly described how its approach will support high-quality LEA and school-level implementation in its 19 schools.

(a) Considering the project goals, the applicant describes a strong approach for selecting the schools that would participate in the proposal. It first identified the high schools of four school districts that were considered to be "struggling to succeed." It used early warning indicators, such as the ESEA Report Card Grade, the HSAP Exit Examination, the graduation rate, and the percent of students who entered college, in order to make this determination. Next, for the purpose of creating and sustaining a Enterprise Learner "ladder", it added the elementary and middle schools that fed into these high schools.

(b) 19 schools were listed to be part of grant activities. Applicant included complete data tables for all participating schools. Applicant pointed out schools' designations in relationship to Title I (14 schools), Focus Schools, poverty levels, etc.

(c) Applicant states that 11,957 students will participate in grant activities, with 9,250 of them from low-income families. There will be 1,121 educators involved with grant and 817 of them are classroom teachers.

Applicant has provided a sound approach for choosing the schools that will participate in this initiative. The applicant has shown evidence that all schools selected are indeed struggling and should benefit from this type of initiative. All points were awarded.

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

(A)(3) Reviewer Comments:

(A)(3) The applicant provides a strong, well-thought-out, Logic Model for its Enterprise Learning Initiative. The plan includes a scale-up model that lists the resources or inputs; activities for students, parent and families, instructional staff, and school leadership teams; outputs consistent with its goals; short and mid-term outcomes, reflective of the core educational assurance areas; and, the impact it proposes that will result in school turnaround.

- Extends grant activities and services to reach over 41,000 students by the end of grant.
- Sustainable by MOA commitment to extend grant activities for seven years.
- Involves external evaluator with a plan to scale-up/replicate.
- Includes clear and detailed project documentation and record-keeping at all levels.
- Involves leadership teams to implement, carryout and sustain program.
- Promotes high quality professional development strategies of: curriculum, instruction and assessment aligned to CCSS and state standards; best practices to engage and deepen student learning and life skills through project-based learning; expand access to anywhere-anytime learning; reinforce the pivotal role of teacher by providing resources and instruction in a blended learning environment; and, data and feedback to change school's learning environment.

The application includes a high-quality plan. The applicant has described, using a logic model, a scale-up process that will likely result in district-wide reform for current students, and future students who attend these schools. The logic model described has precise goals and relevant activities in developing personalized learning environments for their Enterprise Learners. The applicant described the timeline for implementation of the initiative, the deliverables and the parties responsible for implementing the initiative. All points were awarded.

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

(A)(4) Reviewer Comments:

(A)(4) The applicant states that ambitious goals and annual benchmarks to increase learning for students in all grade

levels and close achievement gaps which represents a vision that is likely to result in improved student learning and performance and increased equity.

(a) The applicant has demonstrated in published tables and a written narrative that they have determined baseline and annual benchmarks for performance assessments. A vision of how CCEL plans to increase equity (i.e., expand dual enrollment; use data and feedback to exchange a school's learning environment) is described, and feasible methodology for determining how targets were chosen for overall populations and by student subgroups was provided. The CCEL has chosen targets that are equal to or exceed State ESEA targets for the LEAs, overall and by student subgroups.

(b) A table for each LEA was provided that noted ambitious goals for reducing achievement gaps for overall and subgroups. The goal for reducing the achievement gap between subgroups is 30% by the end of the grant period.

(c) Graduation rates were provided in the tables show that targets for meeting or exceeding the Sate's overall graduation rate. Justification is provided by applicant for determining how the ambitious targets were chosen.

- CCEL is using the State's projected graduation rate by the end of the grant period as its target for meeting or exceeding the State's overall graduation rate. South Carolina has set a 1.0 increase each year for overall as its Annual Measurable Objective. In 2012, the AMO was 73.1. In 2013, the AMO was 74.1. Each district has set its annual goals for overall graduation rate to meet or exceed the State's overall graduation rate by the end of the grant period. In addition, each CCEL district has set higher rates of increase for targeted subgroups. This rate of increase will vary to ensure that the subgroup performance meets or exceeds the state's overall graduation rate.

(d) College enrollment rates and targets appear to be well-thought out and justifiable. Baseline was projected based off of previous year's rate. Some schools' targets appear to be more ambitious than others, but all targets have been justified by applicant.

- 2011-12 college freshman classes. This data is provided by school, not district. Data is not yet available for the freshman entering college in the fall 2012. Current data is incomplete because South Carolina's statewide longitudinal data system, South Carolina Longitudinal Information Center for Education (SLICE), is not yet fully operational (opened for preview by districts in September 2013) and the linkages between the Pre-k -12 data and the higher education data are currently being established and implemented. The SC Commission on Higher Education is coordinating the participation of institutions and has contracted with the National Student Clearinghouse to develop this component.
CCEL established goals and objectives for each high school so that they would meet or exceed the State's projected growth of .1 per year. Based on the last three years, South Carolina's average rate of growth for post- secondary enrollment is .1 per year. To meet or exceed the state average, CCEL has established the above goals for each high school using the rates described below.
Manning High School (Clarendon 2) has established a 4.0 increase per year to meet and exceed the state's average rate.
For Orangeburg-Wilkinson High School (Orangeburg 5), Richland Northeast High School (Richland 2), and C.E. Murray High School (Williamsburg), the consortium has established an increase of 3.55 per year so that these schools meet and exceed the projected state rate of increase.
CCEL has set the goal for Kingstree Senior High (Williamsburg) to meet and exceed the state average by 2016-17, requiring a rate of increase of 5.05 per year.
- The applicant provided goals and and projected targets for its overall population. It used the State's college enrollment growth of 1% to make its projection. Goals and targets for subgroup populations was not determined as the applicant states that this data is not available.

(e) Applicant chose not to address this optional criteria of postsecondary degree attainment.

The applicant has provided a vision for school-wide improved student outcomes. Applicant states that baseline data will not be available for subgroups until the 2014 school year, but it is required for this criterion; therefore, one point was deducted.

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

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

(B)(1) Reviewer Comments:

(B)(1) Applicant has demonstrated a clear record of success, according to the data provided in tables, by increasing

graduation rates at several schools, closing achievement gaps, and increasing the number of students enrolled in college.

(a) Applicant has provided a clear record of success of improving student learning outcomes and closing achievement gaps. For example,

- Clarendon County School District Two - The LEA has a proven track record for increasing their graduation rates.
- Orange Consolidated School District Five -The LEA has a proven track record for improvements in mathematics, science, and ELA performance.
- Richland County School District Two - The LEA has a proven track record for improved results for high school exit examination, and has demonstrated that they have reduced the drop-out rate, improved graduation rates, and increased the enrollment in post-secondary education.
- Williamsburg County School School District - The LEA has a proven track record that it has increased its graduation rates, and has implemented an on-line course program that allows students an option to enroll in these courses for credit-recovery.

(b) Applicant provided compelling descriptions of the strategies used to reform lowest-achieving schools. Examples:

- Clarendon Two - Using funding from a SIG, a junior high made leadership and teacher changes that resulted in improved student outcomes. A high school focused on professional development to improve student performance.
- Orangeburg 5 - Highlight of three schools by adding instructional coaches and interventionists; and developed pacing guides that included teaching strategies; initiated Teaching and Learning Framework; instigated a reading program throughout schools.
- Richland Two - Out of 33 schools, no school deemed low-performing; emphasis on examination of formative and summative assessments.
- Williamsburg County School District - Employed external consultants using SIG funding to provide mentorship, co-teaching, and observation. The district moved their AYP rating from 'Not Met' to an "A" grade. They hired new principals, and a reading recovery interventionist.

(c) Applicant thoroughly described the strategies to make student performance data available to students, educators and parents in ways to inform and improve participation, instruction, and services. Examples:

- Enrich Assess and PowerSchool systems that provide teachers with immediate access to a broad range of student performance data.
- Parent/Teacher conferences in each participating school provide a face-to-face opportunity for teachers and parents to confer about a student's performance by reviewing data.
- PowerSchool has provided a continuous link among educators, students, and parents to stay informed about a student's performance. In every CCEL district and school, teachers, students and parents may access student performance data, attendance, and comments through PowerSchool. Upon entry, parents can see the child's current and archived data, attendance and tardiness, and can email the teacher. In addition, PowerSchool settings in ParentPortal enable parents to have reports emailed to them on a regular schedule so that they can track their child's academic profile.
- Teacher Web pages have student resources, daily agendas, homework assignments, and teacher contact information. CCEL teachers will have extra support throughout the grant period to make the web pages current, complete, and helpful to parents.
- School and district web pages also provide critical links for parents to help their child. For example, Clarendon Two's district site has links to MAP practice guides and strategies for parents to use to support ELA and math learning.

With the evidence provided, it was determined by the reviewer that there was clear evidence of success the past four years in improved student learning outcomes and close achievement gaps, in having success with other reforms in the low-achieving schools that are participating in this initiative, and in making student data available to students, teachers and parents. The applicant has received all points for this criterion.

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

(B)(2) Reviewer Comments:

(B)(2) Applicant provides evidence that LEAs collectively have a plan to make project processes, practices, and investments transparent to the public.

(a-d) The applicant describes how the district already uses adequate means of posting personnel salaries at the school level for all school-level instructional and support staff on school websites. It also tells how it follows the guidelines from the SCSDE in making documents available to the public, and utilizes a click-access to expenditure reports on checking, credit card and purchasing card accounts. Applicant included "District Transparency Links" in its application. The applicants

states that it reports the personnel salaries by breaking it down at the school level for instructional staff, teachers, and non-personnel expenditures. The application narrative showcased awards that LEAs received for their excellence in financial reporting. LEAs are annually audited and reports can be found by the public from links on the SDE website.

The applicant provided sufficient evidence that it has transparency in LEA processes, practices, and investments. All points were awarded for this criterion.

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

(B)(3) Reviewer Comments:

(B)(3) Applicant clearly identifies how CCEL plans to develop and implement Enterprise Learners with sufficient autonomy under State legal, statutory, and regulatory requirements. Applicant cites the following statutes and explains how each offer support to CCEL in implementing individualized learning environments. The South Carolina *43 SC Reg. 234* legislation mandated that each school district must offer a standards-based academic curriculum organized around a career cluster system that provides students with individualized education choices. It also mandates that all students will develop a personal learning plan that will create career paths, have accessibility to data, and establish goals. CCEL also has other laws (Federal ESEA Flexibility Waiver; State Early Childhood Development and Academic Assistance Act (1993); The Education Improvement Act (1984); The Education Accountability Act (1998); The Charter School Act (1996); The Education and Economic Development Act (2005); and, The South Carolina Virtual School Program (2006)) to create a legitimate avenue for parents, teacher, and community members to take responsible risks and create new, innovative and more flexible ways of educating all children in the South Carolina Public School System.

The CCEL is convincing with its plan and effort to individualize learning by changing 'seat time' requirements for award of credits to proficiency-based approvals. To further support its efforts of advancing students at their own pace, the district has applied to the State Department of Education to eliminate the required 120 hours of seat time, Although this application has not been approved, it provides evidence that CCEL is working to create conditions and sufficient autonomy to carry out its program goals. The applicant has provided evidence that it has successful conditions and sufficient autonomy under the State legal, statutory, and regulatory requirements to implement personalized learning environments. All points were awarded.

(B)(4) Stakeholder engagement and support (15 points)	15	14

(B)(4) Reviewer Comments:

(B)(4) Applicant provides extensive evidence of stakeholder engagement and support. The application had numerous pages of documentation from parents and parent organizations such as PTO; handwritten letters of support from students and student organizations, such as the Boys and Girls Club; business owners, civic group leaders, community groups and institutions of higher education. There was evidence that all of these groups had been provided information on CCEL's intent to apply for RTT-D funds, and were given opportunities to engage in the development of the application.

(a) CCEL does not have collective bargaining representation; therefore, at least 70% of CCEL teachers support the vision of the development and implementation of a personalized learning environment and submission of the RTT-D grant application. Evidence to this support is provided by signed statements from each school's teaching staff and located within the application. CCEL leadership and grant writing team asked for input from teachers during staff meetings. Although some schools provided evidence that the meetings were held to provide information (i.e.,. meeting dates, agendas, etc.), not all did. There was no evidence of the process to receive feedback, nor was there any data provided on the percentage of feedback that the leadership team/grant writing team received.

(b) The letters of support were extensive. Each school provided several letters from parents, PTO, student organization president, business leaders, faith-based organizations, higher education institutes, culturally relevant organizations, etc.

The applicant has provided a large number of supporting documents for stakeholder's support. There was demonstrated evidence that the applicant did reach out to its stakeholders to draw feedback about the proposal (i.e., PTO agendas, content of support letters, flyers comment boxes inviting stakeholders to give input). Although ample support for the program proposal was provided, and meaningful engagement was fully addressed, it was somewhat unclear how, or if, any input was incorporated in the proposal; therefore, one point was deducted from the score for this selection.

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

	Available	Score

(C)(1) Learning (20 points)	20	20

(C)(1) Reviewer Comments:

(C)(1) CCEL's goal to "systematically transform from a traditional teacher-centered instructional model to a highly engaging, students-centered learning model" is supported by its approach to implement individual digital devices and multiple curriculum choices to all students, so that the student can pursue rigorous course of study at their own pace. The applicant describes the activities to make this happen, the deliverables, and the person's responsible for the implementation.

(a)(i) It is feasible that with the implementation of the proposed e-STEP initiative beginning at a young age, students will understand that what they are learning is key to their success in accomplishing their goals.

(a)(ii) The applicant describes how the e-STEP components will provide students with various ways to identify and pursue learning and development goals linked to college-and career-ready standards.

(a)(iii) CCEL outlines the steps of how they plan to execute its plan to leverage resources to enable all students to have a deeper learning experience.

- All participating schools will have open access to courses offered by the SC Virtual School, which include topics, and more in-depth content, that are not currently available on an individual school basis.
- Each district will expand the variety of learning experiences that are available to all district students by providing every student with access to a computer and access to internet.

(a)(iv) CCEL describes in detail a clear plan to utilize digital learning tools to offer virtual and interactive learning opportunities.

(a)(v) There is strong evidence presented by applicant that e-STEP, as well as a described curriculum (Overcoming Obstacles Life Skills Program from the Community for Education Foundation), will allow for students to master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving.

(b)(i) A clear personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals is provided through the e-STEP process and components. Applicant also describes the various courses and skill development projects that address each student's needs and interests and will be part of the SCOIS system.

(b)(ii) Applicant lists various strategies that RTT-D funds will be used to focus on high-quality instructional approaches and environments.

- Moving away from teacher-centered, lecture-based to on-line curriculum, virtual classrooms, project-based learning, and enhance dual enrollment opportunities.
- Consortium of schools to share best practices through virtual platform and leveraging resources.

(b)(iii) RTT-D funds will support a web-based learning platform, which is described clearly by applicant. CCEL will use the digital learning to:

- offer courses not currently available at schools such as, AP, Honors, College Preparatory, Architectural Design, Forensic Science, Mandarin Chinese, Statistics, Web Design, and Personal Finance.
- dual-credit enrollment with coursework for both academic and career field options.
- personal skill development -Overcoming Obstacles Life Skills Program for MS and HS students.

(b)(iv) Applicant provides description of the kinds of feedback as well as the benefits of having information in a student's e-STEP program.

- Measures of Academic Progress (MAP), a state-aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning and make student-focused, data-driven decisions. Students in grades 1-9 are tested three times per year in math, reading, and language usage;
- The Palmetto Assessment of State Standards (PASS), taken in grades 3-8, testing English language arts, mathematics, writing, social studies, and science skills;
- The High School Assessment Program (HSAP) that assesses selected South Carolina academic standards in English language arts and mathematics that students have learned by the end of the tenth grade. Every student must pass the HSAP to graduate from high school unless they meet the qualifications for alternative assessment;
- The End-of-Course Examination Program (EOCEP) that provides tests in high school core courses and for courses taken in middle school for high school credit;

- The SC-Alternate Assessment for students with significant cognitive disabilities, who are assessed against alternate achievement standards, as they are unable to participate in the general assessment program even with accommodations;
- National assessments including the SAT, ACT, IB, AP, and NAEP. Through CCEL's program, each student will have ongoing and frequently updated feedback on their performance through a variety of mechanisms. Student data and personalized learning recommendations will be readily available on-line through the e-STEP dashboard so that students, educators, and parents can all gauge progress and make adjustments to attain college-and career-ready standards and graduation requirements.

(b)(v) Applicant has a strong plan for providing 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 (e.g. E-STEP Personal learning plan; approach to learning will change from seat time model to an approach that focuses on personal mastery, improved technology that will enable access to virtual school program; accommodation of sub group populations such as ELL).(c) CCEL has provided strong evidence that they have the mechanisms 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. They have established a consortium-wide digital resource team and have plan to hire digital resource coaches for teachers and students to have success in implementation of the one-to-one learning devices.

The applicant has fully identified the components of a high-quality plan for improving learning and teaching by personalizing the learning environment. All points were awarded.

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

(C)(2) Reviewer Comments:

(C)(2) Applicant has proposed a strong, 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.

(a) Applicant has a strong plan for training that supports improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college-and career-ready.

(i) Applicant has a well-thought out plan to personalized learning environments and use strategies that meet each student's academic needs and will ensure all students can graduate on time and college- and career-ready. Examples of strategies that CCEL plans to use include:

- Understand each child's interests, learning styles, skills, and path;

- Collaborate with each student in developing, refining, and monitoring progress as reflected in the E-STEP;

- Determine the most appropriate content, activities, and resources to meet that child's needs and interests and long-term goals;

- Be able to assess the child's progress effectively (formatively);

- Be able to provide meaningful feedback to the student (and parents) about mastery and progress and to help the student and parents understand barriers and advancers to progress;

- Be able to use assessments to shape learning path (re-teach, use different materials and resources);

- Be able to incorporate college and career relevant materials into instruction;

- Shape curriculum that incorporates diverse resources (digital, print, graphic) or identify other delivery options (online, blended, flipped); and,

- Understand how to use digital resources in effective instruction.

(ii) Applicant provides a good description of how they will 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). The applicant provides a clear picture of how the Enterprise Learning Coaches, project-based learning, cross-consortium projects, and

collaborative learning environments will differentiate the curriculum and meet this criteria.

(iii) Applicant has a clear plan of the process they will use to 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. Their 'Cycle of Instructional Improvement' details exactly the focus for the RTT-D grant.

(iv) Application narrative provides an overview of the State-wide teacher evaluation system and describes how the criteria for this system aligns to the selected criteria. The narrative provides a feasible plan to incorporate the teacher's personalized professional learning plan into the evaluation system that will provide feedback.

(b)(i) A strong plan to help educators identify optimal learning approaches that respond to individual student academic needs and interests is described by the addition of Digital Resource Coaches, training, and software tools (i.e. E-STEP, CLICe, Mastery Connect, EdModo).

(ii) CCEL is proposing the implementation of high-quality learning resources, 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.

(iii) CCEL has a feasible plan for implementing processes and providing the tools necessary to match student needs and approaches to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

(c)(i) Application describes ambitious goals for school leadership teams to take steps to improve individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement.

(ii) The Personalized Professional Development Plan described by the applicant will have the components of training systems and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps. The applicant provides evidence that school leadership teams will take the necessary steps to improve individual and collective educator effectiveness by using the Summative ADEPT Formal Evaluation of Teachers (SAFE-T) tool to improve instruction. The teachers will create Personalized Professional Development Plans as a means of being more a more effective teacher for helping students become an Enterprise Learner.

(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, and specialty areas as evidenced by CCEL's mission and strong components addressed in the application.

The applicant has provided a high-quality plan that addressed the instructional strategies that would be implemented for students to enable them to be college and career-ready and accelerate his or her learning through support of his or her needs. The selection criterion in the section has been met, and all points were awarded.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

(D)(1) The applicant has published in this proposal an extensive high-quality plan to support project implementation through the lead LEA's central office. There are comprehensive policies in place and infrastructure that provide every student, educator, and level of the education system with the support and resources they need, when and where they are needed. The Digital Resource Team and Enterprise Learning Team will oversee the management of the resources that will be made available to teachers, parents and students

(a) The applicant has established a strong infrastructure to implement personal learning by organizing its plan around the three groups of school leadership teams (Digital Resource, Enterprise Learning, and a district director of instruction).

(b) CCEL has clearly addressed that it has sufficient flexibility and autonomy with how policies are handled concerning factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets (e.g. principals coordinate with project director to hire staff; leadership team meets monthly to evaluate progress of project implementation, and makes the changes needed to the infrastructure, as needed).

(c) The consortium, through RTT-D grant, has a feasible plan to allow students to master standards differently than they have done in the past (e.g. Instead of seat time required to receive credit, the student can virtually take courses and work

at their own pace in a non-traditional classroom setting, a blended learning classroom setting, a flipped classroom setting).

(d) CCLC has a well-thought out plan to use virtual coursework as a means for students to have the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways.

(e) The applicant has provided a comprehensive explanation of how an ELL student and a student with disabilities will be given the general education curriculum as other students with the accommodations and modifications identified required by policy.

The applicant has addressed all criterion within the section with a high-quality plan. All points were awarded.

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

(D)(2) Reviewer Comments:

(D) (2) Applicant has provided strong evidence of a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system with the support and resources they need, when and where they are needed.

(a) Applicant has designed a high-quality technology plan to promote personalized learning and allow access by all students, parents, and educators. Examples included in design are: All classrooms in Richland Two have access to instructional technologies. K-2 classrooms have technology in varying degrees but all have interactive whiteboards, computers, and some tablets, along with access to virtual curriculum. All students in grades 3-12 have been provided with one-to-one personal digital devices, regardless of income, that they will have access to both in and out of school.

- The infrastructure for all schools has already been upgraded to cloud climate computing.
- With the rollout of this technology platform, and one-to-one access devices, all students, educators and families (students can take their one-to-one device home) have access to virtual curriculum and web-based tools.
- Teachers and other educational staff will use tools such as MasteryConnect for lesson planning and the SC Occupation Information System for guidance counseling and college and career planning.
- one to one learning devises (laptops and tablets) for all students to have access to the e-STEP personal learning plan.

(b) Applicant has established a plan to leverage existing technical support for students, parents, educators and other stakeholders through training, establishing a digital resource team, collaborating with local libraries and extending hours of in-school resources, etc.

(c) The CCEL consortium of LEAs has established a plan to ensure that IT systems are following standards for learning supports and software, and parents and students are able to export their information in an open data format, such as working on the e-STEP program. The applicant has demonstrated that it has considered how to leverage the local funding for IT services (ERate), which was described clearly within the application.

(d) It was evident in the application that CCEL has already established interoperable data systems that is sufficient for the criteria.

The applicant has produced evidence that supports an infrastructure conducive to promoting personalized learning. All points were awarded.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

(E)(1) The CCEL Program has clearly described in the application the existing improvement processes, which is guided by State policy. Since these characteristics parallel the strategies of school transformation and turnaround, it is feasible to understand that applicant has a clear and high-quality approach to continuously improve its plans. To ensure continuous improvement, CCEL has described a five-year planning process framework, The Improvement Life Cycle, to assist with monitoring the program. The components of The Improvement Life Cycle include, action plans with clear strategies to address need, timelines for implementation, with personnel responsible, performance goals and measures, and

stakeholders' engagement in the entire process. The application describes this approach in detail. CCEL plans to use not only an evaluator, but community members and other stakeholders to determine satisfaction and monitor progress of the RTT-D grant program.

The applicant provides a high-quality plan and a clear description of the process to determine and share information on the quality of its investments funded, such as investments in professional development, technology, and staff. All points were awarded.

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

(E)(2) Reviewer Comments:

(E)(2) The applicant has outlined in its high-quality plan the strategies it will use for ongoing communication and engagement with internal and external stakeholders. The applicant has described a feasible approach to continuously improve its plan. Examples of these strategies and the improvement process they will use:

- At the CCEL level, all project documents and resources will be available on the CCEL website for public access. A confidential feedback mechanism will also be available on that site to ensure that all communities served through CCEL are able to respond to its strategies.
- Each CCEL district and school will create an advisory board that includes representatives from all constituencies. This board will have immediate local insight and input into the implementation, and the board will provide guidance to the District Director (and ultimately CCEL staff) in identifying problems that arise.
- One of the fundamental issues in school turnaround is the lack of sustained, meaningful communication throughout the school/district structures. CCEL will host monthly project meetings, which will allow for the Governing Board, community-building events, and the Professional Learning Communities provide feedback and communication mechanisms throughout the project at all sites.
- CCEL ensures a transparency in practice and policy that will enable all stakeholders to understand the program, its rationale, and its current effects. The Project Director and District Director will present regular updates to the Governing Board, School Boards, school staff, families, partners, and community stakeholders.
- Annual reports (including expenditures) and progress updates will be made available to the public through the CCEL web site.

The applicant has provided sufficient evidence that it has a high-quality plan to address this criterion. All points were awarded.

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

(E)(3) Reviewer Comments:

(E)(3) The applicant has set ambitious goals. For example:

- The applicant proposes that 100% of teachers will be considered effective; and students will make gains on their academic performance assessments to at least meet the State average performance level. Because of the professional development that will be offered, it is likely that they will achieve these goals.
- Middle Schools have proposed a goal to decrease their suspension rate by 10% each year of the grant. Implementing a personalized learning program where students can choose their own learning platform will likely improve overall engagement and personal pathways of learning; therefore, decreasing the number of incidents that normally result in suspension.
- By the end of the project, 85% will pass the HSAP assessment if their goal is reached.
- A target of 90% of students will complete and submit the FAFSA. Although a 20% increase from the baseline seems ambitious, the proposed program will put in place academic coaches and software tools that will enable students to achieve this goal.
- The four-year graduation rate for participating high school students will exceed the state's rate of increase for graduation rate each year of the grant.

(a-c) The applicant provides its goals in a table. The goals are described, but there is no rationale given, either in the table or in a narrative format, for selecting the measures that were used. The applicant also failed to explain how the measures will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern. The applicant also did not address how it will review and improve the measures over time, if it is insufficient to gauge implementation progress.

The applicant provided fourteen performance measures, but because there was no explanation provided for its rationale for the measurements, two points were deducted.

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

(E)(4) Reviewer Comments:

(E)(4) The applicant has provided a high-quality plan for the evaluation of RTT-D activities, such as those to employ technology and professional development. To measure the overall effectiveness of the reform initiative, the applicant plans to hire an external evaluator. The Project Director and the Consortium Board will be the responsible party to manage the oversight for the evaluation. The project director, the external evaluator, and the evaluative team will work together to collect data, analyze the data, and provide the information to the project personnel and the key stakeholders. The applicant supplies the questions that will guide the evaluation process.

The application has provided a credible, high-quality plan that addresses all of the components (i.e., key goals, timeline, deliverables, person responsible for overseeing the evaluation) to rigorously evaluate the effectiveness of the Race to the Top-District funded activities. They present a sound plan for determining effectiveness of the program. All points were awarded.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

(F)(1) Applicant has included in its proposal a detailed budget and budget narrative.

(a) Applicant has clearly identified all funds that will support the project. (1) Each participating district's General Operating Funds; 2) District Capital Improvement Budgets; 3) Federal Title I funds; 4) Federal Title II funds; 5) Federal Title III funds; 6) Federal Title VI Rural Education Achievement Program funds; and 7) E-Rate Program funds).

(b) Applicant has provided reasonable and sufficient support for the funding of the RTT-D grant. The budget pages are very detailed and support spending in the four assurance areas (e.g. laptop computers and other technology devices to support students personalization plan; professional development materials to improve teacher effectiveness, personnel salary for staff, such as School Leadership Team to implement program activities).

(c) (i) Applicant clearly provides a thoughtful rationale for investments and priorities, including how they plan to use local, Federal and external funding. This plan is described by both narrative and within tables of the application. (ii) The application clearly identifies in the budget tables that reflect funds will be used for one-time investments versus those that will be used for ongoing operational costs. The applicant provides evidence that it took a thoughtful approach to establish budgets as each LEA used actual price quotes from various vendors. The budget items are aligned to the activities and staff proposed.

The applicant has sufficiently addressed all of the criteria concerning the budget. All points were awarded.

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

(F)(2) Reviewer Comments:

(F)(2) The applicant has presented a high-quality plan for sustainability of the project's goals after the term of the grant. The applicant has proposed and provided evidence that the consortium has agreed to continue the grant's goals and objectives three years past the end of the grant period. The proposal has provided the reviewer with detailed tables and narrative explaining the plan to sustain the grant. The applicant addresses how it plans to evaluate the effectiveness of past investments and use the data to inform future investments. To address how the applicant will evaluate improvements in productivity and outcomes to inform a post-grant budget, the applicant provides the steps to insure the technology infrastructure is updated and continues to be maintained at a level that students, parents and teaches can access it. The applicant also describes the ongoing professional development that support and sustain teachers and leaders receiving training to support the individualized learning program.

The proposed high-quality plan describes the key goals, activities, the timeline, the deliverables, and the parties responsible to ensure the goals are sustained throughout the grant period and beyond. The applicant meets the criteria for sustainability of project goals. All points were awarded.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

Competitive Preference Priority -

The applicant has provided evidence in the application of a plan to integrate public or private resources in a partnership designed to augment the school's resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students, giving highest priority to students in participating schools with high-need students.

(1) The applicant provides a clear description of the coherent and sustainable partnerships to support the plan. CCLC has strong ongoing partnerships and plans to scale up existing partnerships with organizations that can help support services of the CCLC program (e.g. First Steps private organization, Higher Education and Technical Assistance).

(2) The CCLC Program has Identified 10 population-level desired results for students in the consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. Proposal clearly identifies the population groups in a table format and defines the type of result expected (educational, family, behavioral) and the desired results. The content of the table is aligned with the CCLC program goals.

(3)(a) CCLC plans to track the selected indicators that measure each result at the aggregate level for all children within the consortium and at the student level for the participating students using each LEAs Student information System (all use Power School), Surveys, annual reporting, etc. Partnerships have also agreed to share data. The tracking of data process written into the application is sufficient to meet this criteria.

(b) CCLC has a plan to use the data to target its resources (e.g. significant online language programs and CCEL materials such as Rosetta Stone) in order to improve results for participating students with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty, family instability, or other child welfare issues. This is evident by the indicators (i.e. ambitious targets set for proficiency scores for ELL sub-groups) chosen to target with program goals, objectives and funding.

(c) & (d) CCLC has a definite plan to use several strategies to scale the model beyond the participating students to at least other high-need students and communities in the LEA or consortium over time. One way is to choose partnerships that can work with families that have children who have not yet transitioned into school (e.g. First Steps). CCLC plans to be able to model to other schools dual enrollment/virtual school options, and by the end of the project they plan to be able to include students from outside consortium in their mentoring program.

(4) Applicant demonstrated their plan to integrate education within other services (e.g. Rosetta Stone with ESOL program, Public Library system with MP3 players and other e-learning devices; First Step program with families who have children aging birth to age three; university and technical trade schools).

(5 & 6) The applicant did not write to either criteria; therefore, the reviewer was unable to assess if it identified its annual ambitious yet achievable performance measures for the proposed population-level and described desired results for students.

The applicant fully demonstrates its plan to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students, giving highest priority to students in participating schools with high-need students. Because criterion numbers five and six were not addressed in this section, one point was deducted.

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		**Met**

Absolute Priority 1 Reviewer Comments:

Absolute Priority 1 -

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

Total	210	205

Race to the Top - District

Technical Review Form

Application #0225SC-4 for Clarendon County School District Two

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 states that four diverse school districts (19 schools) in South Carolina have come together in a comprehensive and coherent reform vision and commitment to Enterprise Learning, a concept that parallels the national initiative for college and career readiness developed through engaging, "real-world" project-based learning guided by standards, assessments, and personalized instruction. This consortium is committed to working together for seven years: four years of grant implementation and three years beyond the grant to ensure long-term sustainability and viability. They have local and statewide partners, as well as national experts, who will be used in implementing the proposed plan.

The applicant's planning committee has, with input from district, school, and stakeholder communities, established a vision and goals to help PK-12 students in their schools become Enterprise Learners who successfully develop, pursue, and attain rigorous learning and living goals that prepare them for college, careers, and citizenship.

The applicant builds on current initiatives to implement Common Core State Standards (CCSS) and rigorous state standards, and assessments aligned with both CCSS and state standards, as mandated by the state. In addition, South Carolina joined Smarter Balanced Assessment Consortium to develop assessments for CCSS which will not be available until next school year. Each district participates in the state's summative assessments of state standards (and soon CCSS) and national assessments. Each district also administers formative and benchmark assessments. Each district also uses assessments to help students plan for their college and career goals.

The applicant notes that transition to CCSS is in concert with action taken to implement Individual Graduation Plans mandated by a 2005 state Act. The IGP is now available in electronic format (e-IGP) and will be included in the applicant's personalized learning plan for students. Also, since 2006, South Carolina has used statewide longitudinal data systems (SLDS) for public education. This system, the State Longitudinal Information Center for Education (SLICE), went "live" in September 2013 for educator review. While screenshots are currently embargoed, a copy of the SLICE user guide is included in an appendix. When fully operational, SLICE will include data from a variety of state sources, including its Commission on Higher Education and early childhood agencies, as well as college and career readiness information. Data are available from the state to the student level and SLICE will have student, parent, school, and researcher portals. Student data will include Academic, Attendance and Discipline, Assessments, Grades and Credits, Advanced Academics, College and Career Readiness, and College and Career Participation information (such as dual enrollment and internships). SLICE also includes South Carolina's nationally recognized early warning system, the Student Potential Performance Snapshot (SPPS).

Districts in this consortium also use the state-purchased Student Information System, PowerSchool by Pearson, which offers a web-based portal that provides grade management and viewing for teachers, parents, and students. Teachers are able to record grades and attendance that parents and students can access and view anywhere, anytime. Parents and students can access PowerSchool and select preferences for receiving regular reports (via email) to update them on progress and attendance in all subjects. Districts also use Enrich® Assess, an educational web-based software purchased by the State of South Carolina for all districts, to manage student data (formative, benchmark, and summative) and to enable teachers to consistently monitor individual student performance.

Each district participates in recruitment events at local, state, and national and state universities. Additionally, positions are advertised in print media and through electronic systems, including the district and school web sites. All new teachers are required by state law to participate in an induction and mentoring program developed and implemented by each district with guidelines and support provided by the State. Districts are required to create a systemic plan involving district and school personnel as well as a trained mentor to provide personalized support to new teachers. All certified mentors are trained by the Professional Development Director (PD), who is a certified trainer through CERRA. It is unclear to what this acronym refers. Rewarding effective teachers is also part of each district's retention and recognition plan and these efforts are supported by the state through financial awards. The principal evaluation system is based on statewide performance standards and criteria that apply to all principal preparation programs at institutions of higher education and all principals employed in the state's public school districts.

This application includes the major components of school turnaround: engaging learning opportunities; high quality standards-based curriculum, instruction, and assessment, a data driven culture; shared responsibility for instructional quality; effective instructional leadership; family and community engagement, and a safe, conducive learning environment. All districts have implemented Professional Learning Communities to help support a school wide culture of continuous improvement and support.

Through the funding of this grant, students will have access to anywhere, anytime learning through their personal devices (tablet/laptop) to online/virtual courses, webinars, open resource learning opportunities, and dual enrollment (beginning in 10th grade and open to all students with a "C" average). Students will work collaboratively on authentic projects that integrate the curriculum, focus their talents, and develop their skills. Students will have access to mentors (site-based and virtual) who can help explore potential careers (career mentors), learn about particular colleges (alumni mentors), serve as a role model, act as a Big Brother or Big Sister, and provide guidance and support to each student. Students will be able to participate in dual enrollment and take advantage of online courses from accredited universities. Students and their families will also have consistence access to assistance (direct personal, online, and recorded webinars) in completing FAFSA and college applications and to virtual college and career investigation tours.

The applicant notes that Enterprise Learners will use continuous improvement and project management processes and skills. They will introduce customized personal learning plans for each student (e-STEP). The plan is to open up the curriculum options for all students, traditional, blended, or virtual. They present a table describing what classrooms would look like at each level.

With web-based college and career exploration tools that the applicant's plan will introduce, students can quickly see the subjects that are required to attain their goals. In addition to the traditional lecture based course, students will have access to on-line options like content from Khan Academy, the SC Virtual School and APEX Learning. The expansion of virtual curriculum will also offer these students opportunities that they do not currently have due to a lack of physical resources. Virtual options such as APEX Learning will allow students to easily recover units or credits to help keep them on track for on-time graduation. Each educator will be part of a school-based Professional Learning Community. This learning community becomes the vehicle by which individual, school, and CCEL instructional quality is elevated. Learning communities will provide feedback on lesson plans, develop shared instructional strategies and common assessments, and review student data on the individual and group level to ensure that instruction meets student's needs.

In sum, the applicant makes every effort to meet this criterion and has established a comprehensive and coherent reform vision.

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

(A)(2) Reviewer Comments:

The applicant determined that targeting high need K-12 feeder systems would be the best approach to creating long-term

impact and to building capacity across schools. The feeder systems would be selected first by high schools that were struggling to succeed and then trickle down to middle, elementary, and primary schools.   They used the 2013 ESEA Grade, HSAP Exit Exams, Graduation Rate, and Percentage entering college to determine which schools would be selected. All participating high schools had failing grades on the 2013 ESEA. The applicant then focused on the feeder schools for these high schools.

All 19 participating schools have been identified as high minority and high-poverty schools. Each school exceeds the requirement for at least 40% of participating students to be from low-income families, based on eligibility for free or reduced-price lunch subsidies. The applicant provides a list of the participating schools.

The total number of participating students will be 11,957 children, of whom 9,250 are from low-income families. There will be 1,121 participating educators.

The applicant has clearly documented need and its approach should certainly cultivate reform and support high-quality LEA-level and school-level implementation of their proposal.

(A)(3) LEA-wide reform & change (10 points)	10	9

(A)(3) Reviewer Comments:

The applicant presents a high- quality plan which indicates they are committed to Enterprise Learning as a means to reinvigorating learning and teaching, not only in high-need and low-performing but in all of their schools as a means to engage and accelerate the learning for all students. The Memorandum of Agreement between the four districts expresses their commitment to working seven years to ensure the successful implementation and refinement, scale-up, and sustainability of the plan to personalize and transform learning for students. Educational Policy at USC Columbia will serve as an external evaluator, although no documentation is presented to support this.

The applicant's staff and educators will ensure that all project components are documented properly, including videotaped work sessions, so that other teachers and schools can successfully replicate the strategies. It is unclear how this will be accomplished. Websites will serve as an open repository of project plans, rubrics, and timelines as well as of instructional materials with links to vetted digital resources. It is also unclear who is responsible for these websites.

Each year, district leadership teams will attend a virtual refresher on implementation fidelity, fatigue, and lapse. The definition of "lapse" is unclear in this context and the responsible party for the refresher is not delineated. Districts will include the applicant's presentations in professional development inservice days, board meetings, web sites, and other media to ensure that all constituents are aware of the applicant's goals, objectives, and strategies. They do not state what the presentations will contain.

The applicant states that districts will include CCEL presentations in professional development inservice days, board meetings, web sites, and other media to ensure all constituents are aware of goals, objectives, and strategies. They then note a number of strategies they will use to inform all district participants.

Overall this is a relatively strong plan with some areas that could be strengthened and clarified as noted.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8

(A)(4) Reviewer Comments:

The applicant states they have established ambitious goals and annual benchmarks to increase learning for students at all grade levels and close achievement gaps which represents a vision that is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup.

The applicant's districts used the Annual Measurable Objectives (AMOs) established by the State of South Carolina in their ESEA Waiver documented in an appendix. These are not necessarily ambitious, but they are achievable. Each district has created tables with baseline and annual benchmarks to use as a guide through their implementation and continuous improvement strategies. The applicant has established growth values and notes Elementary and Middle ELA, mathematics, science, and social studies use South Carolina ESEA's AMOs and high school ELA and mathematics use ESEA's AMOs.

The applicant provides a table explicitly stating its goals for reducing the achievement gap. They note the overall goal is to reduce the achievement gap between subgroups by 30% by the end of the grant period. The values expressed in the table are ambitious, yet achievable in that they provide logical, incremental progress goals across time.

The applicant's districts have set a goal of a two-point increase on graduation rates each year in order to exceed the state's projected increase of 1%. In addition, each CCEL district has set higher rates of increase for targeted subgroups

and presents a table of values representing ambitions, achievable goals that provide logical, incremental progress goals across time.   In addition, each participating district has set higher rates of increase for targeted subgroups which will vary to ensure that the subgroup performance meets or exceeds the state's overall graduation rate.

The applicant has established goals and objectives for each high school so that they would meet or exceed the state's projected college enrollment growth of .1% per year. The goals seem realistic although they are not broken out by subgroup since data is not currently available, which is a weakness of this plan.

Postsecondary degree attainment is not addressed, which is a further weakness to this plan.

The applicant presents a relatively strong plan to address this criterion.

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

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

(B)(1) Reviewer Comments:

The applicant presents a clear record of success in the past three to four years in advancing student learning and achievement and increasing equity in learning and teaching.

Regarding improving student learning outcomes and closing achievement gaps, including by raising student achievement, high school graduation rates, and college enrollment, the applicant presents each district's approach and provides tables and charts and narratives to demonstrate some notable results on increased scores in HSAP ELA, PASS Tests, and end of course biology exams.

District by district, the applicant addresses individual approaches to achieve ambitious and significant reforms in its persistently lowest-achieving or low-performing schools. The applicant has used School Improvement grants which resulted in gains on the 7/8th grade PASS tests in one district and improvements in the state ESEA pass rates from a low of "F" to "As" in another. Each district has formulated unique approaches tailored to its constituency.

The applicant notes that each district uses diverse strategies to make student performance data available to students, educators, and parents as a means to improve participation, instruction, and services and provides a list of what strategies are used such as PowerSchool, parent conferences, and teacher, school, and district web pages.

It must be emphasized that each district addresses this criterion from multiple perspectives; there is no standard approach used which is probably necessary and should not diminish the ability of the applicant to implement its proposal.

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

(B)(2) Reviewer Comments:

The applicant states that their districts practice a high level of transparency in processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration.

They note that districts post salary schedules, transparency information, procurement codes and manuals, and audit reports. Each district posts on their web site monthly expenditures and the district budget which includes: 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 and provides links to this information in a table.

Each district also follows the guidelines from the SC Department of Education in making documents available to the public. Each month, the Accounts Payable documents are loaded to the district website and are accessible there. In addition, each district provides for public access a monthly transparency report that provides details concerning transactions over $100. Such transparency reporting provides click-access to expenditure reports include Checking Accounts, Credit Card Accounts and Purchasing Card Accounts.

Comprehensive Annual Financial Reports (CAFR) are prepared annually by two of these districts and these reports are also posted on each district's website with open access to all. All districts also participate in annual audits.

The applicant does an excellent job in being transparent in providing access to salary and expenditure data.

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

(B)(3) Reviewer Comments:

The applicant has demonstrated evidence of successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal. South Carolina 43 SC Reg. 234, an important law, mandates that each school district offers a standards-based academic curriculum organized around a career cluster system that provides students with individualized education choices, so the applicant has no choice in the matter and must offer the personalized learning environment. Fortunately this fits well with the requirements for this proposal and provides impetus to meet this criterion.

The applicant's districts use existing statutory and regulatory authority to provide opportunities for personalized learning even beyond the scope of the traditional classroom and into the virtual world.

There is no question the applicant has addressed this requirement completely.

(B)(4) Stakeholder engagement and support (15 points)	15	13

(B)(4) Reviewer Comments:

The applicant has demonstrated evidence of meaningful stakeholder engagement throughout the development of the proposal and meaningful stakeholder support for the proposal.

Although a right to work state, all districts met with schools and teachers to present the plan, garner input, field questions, and determine support for the plan and the consortium. In each of the 19 participating schools, more than 70% of teachers committed to CCEL. Signed statements of support from classroom teachers, instructional staff, and other staff from each school are included in an appendix. Evidence is provided from some schools that meetings were held, but information from all schools was not provided. Also, there is no evidence of the process to receive feedback or data on the percentage of feedback received.

Each district approached student engagement a bit differently but generally met with student government organizations or representative to elicit their support and input.

Districts also approached parent engagement from different avenues and to different degrees, but all seem to be effective in their own right.

The State Level Education Stakeholder, the Superintendent of Education, responded to the proposal and offered comments and expressed his concerns.

Several local district mayors and councils/supervisors were contacted; however eight people from local government offices did not respond. The applicant lists the names of these chief office holders and their positions. It is unclear why people in these key positions did not respond, but the applicant did not denote that this would hinder the success of their project. Responses were received from elected representatives, partner organizations, PTAs, student councils, medical facilities, higher education, faith and community based organizations, and other elected officials.

The applicant presents strong evidence to meet this criteria with the exception of how feedback would received and utilized and the lack of letters of support from eight critical local government offices.

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.

The applicant states they will build on a core set of standards-based concepts and competencies that have been instituted by each consortium district, the State of South Carolina, and the Common Core initiative, which will empower students to develop customized learning plans that will best help them prepare for their college and career objectives.

All of the applicant's districts have implemented different learning and teaching rubrics; however their goal is to share these experiences, incorporate the key learnings, and quickly expand best practices that further every child's education. The

applicant plans to obtain the technology needed to implement personalized learning; implement the training required to utilize the technology for students, teachers, parents, and school community; share experiences and best practices between districts and across schools; and leverage expertise across districts and provide additional learning opportunities for students.

The applicant's education program implements a comprehensive and well-developed learning system that aligns with the four core educational reform areas in the RTT-D program. To augment the typical classroom lecture, students will have the opportunity to participate in structured activities that are aligned with CCSS/state standards. These activities include project-based learning initiatives, the use of web based digital content and increased dual-enrollment options for both college credit and career training. Greater flexibility will be introduced into the learning environment where students can learn individually, in small collaborative groups, and in larger cross-grade level and cross consortium teams. The applicant's program will expand on the large volume of college and career-readiness materials available from the state department of education which is linked to standards and through on-line resources, provide students access to additional content and learning tools, virtual classes and lectures, virtual mentorships, and virtual job-shadowing opportunities.

To personalize the learning experience, the applicant states that each student will have an electronic Strategic Template to Empower Progress (e-STEP). This template will build on the Individual Graduation Plan (IGP) that South Carolina is already implementing across the state. With the support of teachers, school counselors, and parents or guardians, e-STEP is a formal plan and process that empowers students to set goals based on personal, academic and career interests. It will highlight gaps in achievement and progress toward meeting education standards. The e-STEP will be part of a web-based guidance system so that students will have access to expanded curriculum, career assessment tools, and college preparation requirements. The web-based system will also allow students the flexibility to complete activities outside of the classroom and allow parents to monitor progress from home. The applicant's plan will utilize nationally recognized curriculum such as the Overcoming Obstacles Life Skills Program from the Community for Education Foundation that will further personal development for students across the consortium.

The applicant's high quality plan includes two major attributes that will deepen learning experiences for all students in their area of academic interest. First, curriculum will be opened across the districts so that classes that may have only been offered by one, will now be available to all students. All participating schools will have open access to courses offered by the SC Virtual School. The second attribute of the plan is to expand the variety of learning experiences that are available to all district students. With the expanded use of technology, students will have access to a much broader array of on-line learning materials and the ability to go much further in-depth into subjects that spark their interest. Through the RTT-D grant, every student will have a tablet computer and internet access to assist them in achieving their learning goals. In addition to online curriculum and virtual courses, each school will expand dual enrollment opportunities with local colleges and technical schools.

Another feature of their personalized learning plan is to offer virtual and interactive learning opportunities that will give every child in the participating schools a greater range of educational choices and exposure to the multitude of possibilities that exist in the world. Teachers will employ a variety of educational techniques, such as project-based learning, small group manipulatives, and individualized subject investigations to encourage students to explore the variety of resources that will literally be "at their fingertips" on their tablet computers. The applicant will use virtual tools such as Edmodo, a digital platform that connects all learners with the people and resources needed to help them reach their full potential.

With planned professional training from the Buck Institute, teachers will implement project-based learning methods to enhance what and how students learn. In addition, the applicant will introduce curriculum like the Overcoming Obstacles Life Skills Program from the Community for Education Foundation that includes engaging activity-based lessons, extension activities, stimulating discussion prompts, activity sheets, and journal writing assignments.

Information pertaining to a child's college or career interest, preparation, and readiness will be augmented by on-line career interest inventories and college preparation/application trackers available free at the South Carolina Career Information System and the SC Occupational Information System (SCOIS), the state's official career resource.

The applicant's plan calls for implementing a web-based learning platform and provide the technology tools for every student, teacher and parent/guardian to gain access. All students across the consortium will be able to use virtual curriculum that can be customized to their needs.

All consortium districts will offer access to the SC Virtual School Program (SCVSP) offered by the SC Department of Education. One of the goals of the SCVSP is to develop and deliver standards-based, student-centered, online instruction to expand educational opportunities for South Carolina students and improve the state's on-time graduation rate.

Dual enrollment opportunities will be expanded for all students across the consortium and articulation agreements have already been developed with institutions of higher learning.

The expansion of a web-based technology platform, plus the introduction of the e-STEP personal learning plan, and a

variety of learning methods, will enable CCEL to provide accommodations and high-quality strategies for high-need students to help ensure that they are on track. Each student will have input and will be able to work on mastering rigorous content standards, at their own pace, with a variety of flexible learning strategies and environments.

Beyond the technology tools, the consortium is also launching an Enterprise Learning Team, which provides Enterprise Learning Coaches that will be embedded in each school. A part of their responsibility is to train teachers on how to incorporate personal learning components into their curriculum. Specifically, they will coach teachers on how to select content that will best fit each student's needs.

The applicant has thoroughly and completely addressed this criterion including timelines and deliverables.

(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 enables 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 learning through support of students' needs.

Enterprise Learning is designed for students, teachers, and parents. It is the daily ability to develop and deliver curriculum, lesson plans, and formative assessments that enable an individual student or a group of students to gain knowledge and application mastery of single-subject, interdisciplinary, or cross-grade-level academic content and life skills. Enterprise teachers hone instruction individually and collectively *based on data*; provide multiple meaningful practice and feedback opportunities through activities that are engaging, authentic, relevant, and integrate a variety of sound instructional methods and tools into content and instructional delivery.

To support individual and collective instructional proficiency, the applicant incorporates intensive training, professional development, and onsite support through coaching, technical assistance, and professional learning communities for all instructional and administrative staffs at each school. All instructional staff at participating schools will participate in training and in learning teams to help them develop skills, capacities, and resources to actively engage in a personalized learning continuum of study based on assessment and in a genuine collaborative community dedicated to excellence. The applicant presents a graphic depiction of strategies to support teachers and leaders as they endeavor to become enterprise learners and teachers and school leaders.

The applicant states it has used research and best practices to structure its PLCs. A PLC must have as its essential foundations a shared vision, a commitment to improving performance, a belief that performance can change, and a shared responsibility for enacting change. All schools will commit, with clear district support, to preserving and protecting the time and effort of the PLCs as they meet weekly to "reimagine" instruction in their classrooms and schools. Schools will adapt school schedules to ensure common work time for the PLCs. Principals will participate fully in the PLC.

During the Summers of Years 1 and 2, the applicant will hold a week-long summit for educators. This summit will take each teacher through the essentials of personalized Enterprise Learning; how to ensure effective integration of the digital tools and the learning platform; and how to empower students to take responsibility for their own work, and how to create and sustain genuinely effective collaborative learning environments for teachers and students. This summit will take place at each school. These training sessions will be conducted by the school's mentor teachers, Enterprise Learning Coaches and the Digital Resource Coach, as well as the CCEL Coordinators.

The PLC will have has its foundation the philosophies and tenets of Critical Friends. Created by the National School Reform Faculty®, Critical Friends is a professional development initiative that focuses on increasing student achievement through skillful use of collaborative professional learning communities. All Enterprise Learning Coaches and Principals will be trained in early 2014, and each year Critical Friends will be brought to the schools to conduct training for school leadership teams.

The school-based and applicant-based Professional Learning Communities, led by Master Teachers, will provide each teacher with the support and structures necessary to succeed as Enterprise Learning teachers. The applicant's schools will use student advisory periods or homeroom periods to support the development and monitoring of the e-STEP, and teachers will conference with individual students on a weekly basis.

The Buck Institute for Education will engage with the applicant in a capacity building program to ensure that all teachers and schools are implementing a high quality project based learning approach to personalized learning.

All applicant schools will contract with the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to provide training to teachers (through rotations of PLCs) ensure that teachers understand and have resources

to increase the achievement of children of poverty.

The applicant states it will use a variety of instructional approaches to help ensure that all students are able to progress along their learning path as depicted in E-STEP, and we will include a systemic, coherent program of training to equip all teachers to adapt content and instruction for all students. The Shared Course or grade-level PLCs and the Enterprise Learning Coach will focus on instruction so that all teachers will have a direct support network for guidance, models, practice (solo and team), and reflection opportunities. Teachers will use a variety of approaches that integrate digital tools and manipulatives, including explicit direct instruction, response-to intervention, accelerated learning, indirect instruction (project-based learning, experiential learning), and directed and open discussion.

The applicant will work with the Buck Institute for Education's Capacity Building Program to ensure that every school and every teacher has access to best practices and strategies to implement project-based learning.

In years 2-4, the applicant's schools will also launch interdisciplinary project-based PLCS to assist in creating standards-based instruction and support for project-based learning so that student-centered work can meet multiple content standards across subjects.

The applicant will also feature cross-consortium projects that enable students to take a project from conception to completion and that target multiple grade-level content standards.

Measurement is embedded into the instructional cycle and continuous improvement processes (PLAN-DO-CHECK-ACT) that each school will adopt and that the applicant's network of schools will reinforce as core component of effective learning and instruction.

In addition, all participating elementary and middle schools will use NWEA's Measures of Academic Progress® (MAP) to as a benchmark assessment in English language arts, mathematics, and science.

The Coaches, School Leadership Teams, and Professional Learning Communities will ensure that feedback from both the teacher and principal evaluation systems are incorporated into and used to refine a teacher's personalized professional learning path. All applicant members participate in South Carolina's statewide system for supporting and evaluating teacher performance, ADEPT (Assisting, Developing, and Evaluating Professional Teaching).

By December 2014, each of the applicant's teachers and administrators will develop a Personalized Professional Learning Plan that incorporates established data-driven goals, clear objectives, action steps to develop those objectives, how the learning translates into improved and effective instruction or school leadership, and rubrics/methods to evaluate progress on a periodic basis.

In addition, each school will have a Student Support PLC including school counselors, the school nurse or health coordinators, attendance officers, registrars, and the administrator in charge of school discipline.

Each school will also have a School Leadership Team PLC that will focus on school turnaround strategies that are embedded in the applicant's core values. Each school will also have an Enterprise Learning Coach to help teachers access, understand, and use tools, data, and resources effectively to meet student needs and accelerate student achievement. The Enterprise Learning Coach will provide guidance, conduct demonstration lessons, work with teachers on customizing instruction and in ensuring a high quality of instruction, and work with teams to develop relevant projects for student study, and meaningful assessments of those projects.

The PLC structure, with the support of the Digital Resource Coach, will enable every teacher to have access to and gain proficiency with a range of high-quality learning resources.

Information pertaining to a child's college or career interest, preparation, and readiness will be augmented by online career interest inventories and college preparation/application trackers available free at the South Carolina Career Information System and the SCOIS (S.C. Occupational Information System, the state's official career resource.

Each principal and School Leadership Team will meet bi-weekly to examine information and data pertaining to student achievement, teacher effectiveness, and overall school culture. In addition, the School Leadership Team will review information and school policies as well as district policies that affect or influence the focus on instruction and instruction. The teacher's personalized professional development plan (PPDP) will serve as a formative version to support the summative SAFE-T. Each administrator will also create, with the assistance of the PLC, a Personalized Professional Development Plan that uses self assessments and professional evaluations to chart a clear path toward becoming an Enterprise Learning Leader.

As part of Lean training and application, CCEL school leadership teams will examine how teachers are assigned to schools; how teachers are assigned to courses; and expectations and support for success for each teacher.

The applicant addresses all elements of this criterion and provides timelines and deliverables for all their activities, which

results in a strong overall plan.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

The applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system with the support and resources they need, when and where they are needed.

Reporting to the Applicant's Director at the consortium level will be a Digital Resource Coordinator, responsible for the successful deployment of personalized learning technology both in hardware and systems; and an Enterprise Learning Coordinator, responsible for overseeing professional development activities and supports for all participating schools.

Beyond the support that will be provided on a consortium-wide basis, each member LEA will institute structural supports within their central offices to provide the services required for the participating schools to successfully implement their Enterprise Learning program. Each LEA will have a District Director who will coordinate the modification of district policies and the provision of required assistance from the existing district departments. The District Director will have the assistance of a Data Analyst to ensure the accurate collection and analysis of student data occurs in a timely manner.

Each LEA will have an Enterprise Learning Steering Committee to guide the vision, monitor success and help overcome any issues. It will be comprised of: the Head of Instruction (Chief Instructional Service Officer, Associate Superintendent for Instruction, etc. – the title varies by district); District Director; Principals from participating schools; and District Educational Technology, Instructional Technology, Early Childhood, and Outreach and Communications Directors who will help the schools implement the program.

Each district's central office will be structured to house key administrative personnel who focus on supporting classroom-based instruction and support each participating school.

All consortium districts currently provide school leadership teams with a high degree of autonomy and flexibility in the areas of school schedules, personnel decisions, roles and responsibilities, and school-level budgets. Principals and leadership teams have the flexibility to modify schedules to achieve certain learning objectives. Principals have hiring authority for their schools and have the flexibility to assign personnel as needed. They also play a central role in reassigning or removing an instructor if they are not meeting expectations.

The principal and school leadership team has input in the budget process for their school and flexibility on how it is spent. Within the consortium districts, School Leadership teams at each school will have significant control over their own budgets and personnel. Principals will have a highly effective degree of autonomy with full access to district-wide instructional resources, professional development, and school-based operational resources.

The introduction of the e-STEP personal learning plan will highlight the content that each student needs to learn and their progress towards mastering it. To facilitate this approach, teachers can use digital content and personalized learning pathways to support students with content before and beyond their assigned grade level. The applicant is requesting the State Board of Education to waive the current 120-hour seat-time requirement now in place for graduation for those students who are earning Carnegie units required for graduation.

Schools within the consortium use various virtual programs to allow students to earn credit in a non-traditional classroom setting. Students can complete virtual course work from nationally accredited providers such as APEX Learning and E2020 who provide personalized learning programs tailored to address individual learning objectives, learning styles, interests, and content for each student.

Beyond what is offered in their high school classrooms, all students will be able to participate in dual-credit opportunities offered by local colleges through articulation agreements.

Students are often allowed to choose from a menu of several standards-aligned options to demonstrate their mastery. Options may include computer- or web based tasks, use of remote devices for immediate feedback, and a myriad of other tasks such as portfolios, visual presentations, oral presentations, games, teaching others, written responses, and paper and pencil assessments. Mastery of content is monitored through state-required assessments, district initiatives, and classroom

measures.

Meeting the needs of students with disabilities and English Speakers of Other Languages (ESOL) students is an integral part of the total education plan. All schools within the consortium currently provide a variety of learning resources and instructional practices specifically designed to assist students with disabilities. They provide a chart that shows a partial list of resources. For both students with learning disabilities and ESOL, the schools employ a variety of resources such as the Voyager programs.

The provision of laptops/tablets for every student will enhance their access to specialized and language assistive curriculum while in school and at home, greatly expanding every student's opportunity to learn. The applicant will work with vendors to ensure that materials are available in a variety of languages, that assistive technologies can be used so all learners can interact with the digital resources that are being introduced, and that all measures are taken to include all disabled parents, students, and teachers in project activities. Each student will have their IEP incorporated into their overall e-STEP plan.

Resources for ESOL students include such tools as Rosetta Stone, in school and at home, to use with their parents to improve literacy skills for the entire family. Consortium districts use services such as TransACT, a translation service, to communicate with parents in their native language. They offer English as a Second Language classes for parents, and for all staff we offer "Spanish for Educators" to assist in supporting the majority Hispanic population among our ESOL students. The majority of CCEL documents are currently translated into Spanish to better serve this group. They have bilingual teacher assistants who work with students and parents and, a bilingual parent advocate who attends meetings and conferences to interpret for all schools.

The body of this application could serve as an exemplar of how to meet the specified criterion.

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

(D)(2) Reviewer Comments:

The applicant has a high-quality plan with well defined goals, timelines, and deliverables to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system with the support and resources they need, when and where they are needed.

As the consortium schools move to cloud climate computing, the use of virtual curriculum will increase access to student data, and personal learning plans will be web-based. Teachers and educators will use online tools such as MasteryConnect for lesson planning and the SC Occupation Information System (SCOIS) for guidance counseling and college and career planning. A key requirement to achieve the access needed will be accomplished by one-to-one learning devices (laptops/tablets), provided to all students, to allow them to interact with their e-STEP personal learning plan as well as career and college planning tools and virtual content. Their plan also assures that each school's infrastructure is sufficient to support full access to virtual information.

All districts in the consortium are in the process of implementing strategies to ensure universal access for stakeholders in each participating school and are at various stages of progress. Funds are included in the consortium budget to provide the technology pieces for the rural districts that they are lacking. For their high-poverty schools, they will leverage the E-Rate Discount Program that provides discounts for telecommunications, Internet access, and network equipment to K-12 public schools across the nation.

Consortium districts have taken, and will continue to take multiple steps to ensure that all students, parents, educators, and other stakeholders, regardless of income, have access to necessary content, tools, and other learning resources out of school as well. By warehousing student data and performance information electronically, stakeholders will have 24-hour access to the information through web-based portals.

SLICE provides web-based login access to State, District, School, Teacher, and Student level dashboards that display aggregated data appropriate to each level. Orientation and awareness sessions will be provided to families to help them understand how to view the information and to provide them with login protocols. A majority of the virtual curriculum that will be available to students is on-line and can be accessed from anywhere at any time through the internet. By providing mobile devices to all students, the consortium will expand opportunities for students to use these learning resources both at school and off campus. They will no longer be required to go to a computer lab to access these tools – each student will be able to work on virtual content when out of class as well. Many applications can also be downloaded to a student's computer so they can complete work even when internet access is not available.

Each district in the consortium has an IT Department with technology specialists that support the schools with the implementation and ongoing maintenance of hardware and systems. Teachers also receive technology training during professional development sessions. Schools will often have a lead teacher with greater expertise in a technology or system who will train and assist their peers when needed. For parents, the districts employ a variety of approaches including a

Parent University that provides one-on-one and small group information sessions. To keep parents and guardians informed, schools use orientations and workshops, as well as handout flyers that are sent home with descriptions and tutorials for systems like the PowerSchool Parent Portal. Principals and APs are trained in the systems.

Personalized learning orientation sessions will be conducted for parents and students to provide families with information on how education will be enhanced as a result the transition to a personalized mastery system. In addition to onsite support for hardware technologies and systems, all stakeholders will have access to web-based resources that include instruction manuals, demonstration videos, and training materials.

Student data including attendance, grades and detailed assignment descriptions, school bulletins, lunch menus and even personal messages from the teacher can be accessed through the PowerSchool Parent Portal. This gives parents and students access to real-time information so students can stay on top of assignments, and parents are able to participate more fully in their student's progress. The portal also provides the functionality to have information such as student's grades, attendance, and assignment scores, automatically sent to parents via e-mail. Parents can specify which information they would like to receive, how often they would like to receive the information, and how often they would like to receive e-mail. Parents and students may then use the data in other electronic learning systems as they choose. By assuring that information technology systems comply with CEDS standards, all parents and students will be allowed to export their information in an open data format and to easily use the data in other electronic learning systems.

All districts in the consortium use integrated systems to manage student, human resource, and instructional improvement data. PowerSchool and Enrich/Assess contain student data like assignments, course grades and all available test scores. This data along with information from the state's Department of School Effectiveness, which collects educator evaluations in a system called ADEPT (assisting, developing, and evaluating professional teaching), are aggregated at the state level into the South Carolina Longitudinal Information Center for Education (SLICE). This system also pulls in data from external agencies like the Commission on Higher Education, the Department of Employment and Workforce, First Steps, and BabyNet to provide a longitudinal overview of the education system from pre-K through higher education and into the workforce.

In summary, the applicant has put forth a high quality plan that addresses all the components of this criterion.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	14

(E)(1) Reviewer Comments:

The applicant has a clear and high-quality approach to continuously improve its plans with specific timelines and deliverables.

All of the applicant's districts employ a rigorous continuous improvement process to help their schools move forward. District Strategic Plans and School Renewal Plans are required by the State Board of Education Regulations to be developed every five years by each school and district using the most current research-based practices designed to increase student achievement. The plans, which are approved by the District School Board, must be submitted to the South Carolina Department of Education. District Strategic Plan and School Renewal Plans are updated annually. The online application process simplified the development and submission process, as well as provided electronic access to district and school plans at the local and state levels.

The mandated components of the plans are: Stakeholders Engagement in Developing, Implementing, and Monitoring the Plan; Assurances concerning resource allocation and use of funds; Comprehensive Needs Assessment with data for support; Performance Goals; Interim Performance Goals; Action Plans with clear strategies to address need; Timelines for Implementation, with personnel responsible; Performance Measures; Evaluation Plan; and Budget for Action Plan and Source of Funds. All of these components address this criterion.

Each district also uses tools from AdvancEd as part of their accreditation process and to address comprehensive school improvement. The applicant states they are prepared to commit to a disciplined process for implementing the various strategies that define continuous improvement. This includes assigning staff to accomplish the tasks, establishing timelines, and allocating equitable resources.

With the implementation of the Enterprise Learning plan, the applicant expects to expand targeted continuous improvement checks into an ongoing analysis and response to each district's progress towards its goals and targets.

The applicant plans on hiring an evaluator, although they do not denote who that will be, to help refine the project and gain insight into the implementation and benchmarks. They also plan on initiating a data warehouse which will keep up to date records regarding our progress on each measure required by the grant. At any given point in time, stakeholders will be able to view reports on the district's website regarding student performance data. Race to Top Annual Reports will be created and disseminated to stakeholders as a means of keeping everyone informed of the grant's progress in meeting its objectives.

The district will also develop a Race to The Top Oversight committee that will be charged to assist with monitoring the implementation of the grant along with the grant's director and project director. The oversight committee will consist of the deputy superintendents, chiefs of staff, selected principals, selected teachers, IT director, and business and community members.

Overall, the applicant has a high quality plan for continuous improvement by district and by school.

(E)(2) Ongoing communication and engagement (5 points)	5	4

(E)(2) Reviewer Comments:

The applicant presents a high-quality plan for ongoing communication and engagement with internal and external stakeholders.

The consortium's planning team has created strategies to gain consistent investment by a range of stakeholders: students, parents, teachers, administrators, school staff, district leaders, community partners, and community leaders through multiple strategies. All project documents and resources will be available on the applicant's website for public access. A confidential feedback mechanism will also be available on that site to ensure that all communities served are able to respond to its strategies. It is unclear how this feeback will be utilized.

Each district and school will create an advisory board that includes representatives from all constituencies. Sustained, meaningful communication will be conducted throughout the school/district structures. The applicant ensures a transparency in practice and policy that will enable all stakeholders to understand the program, its rationale, and its current effects. The Project Director and District Director will present regular updates to the Governing Board, School Boards, school staff, families, partners, and community stakeholders. Annual reports (including expenditures) and progress updates will be made available to the public through the applicant's web site.

Collaboration will occur among various stakeholder groups including the superintendent, members of each district's School Board, parents, parent organizations, students, student organizations, business community, civil rights organizations, advocacy groups, local civic and community-based organizations, local government agencies, and local institutions of higher education.

Feedback will be obtained through annual School Climate Surveys administered to students, parents, and teachers. It is unclear whether an annual survey will be enough for continuous improvement.

The applicant states it will establish an Enterprise Learning Task Force comprised of stakeholders to review transparent data and budgets; to engage ongoing discussions; and to promote genuine input and feedback for progress and implementation. To promote current, extensive and transparent communications, the consortium will create a page for each district's website to make current information widely available and accessible at all times.

Each district's Enterprise Learning Steering Team will use all resources available to keep parents and guardians informed and engaged in the process.

Every school has an official website link off of the district's official website. The school's home page has links for Directory, Mission Statement, Teacher Class Pages, SchoolResources, Faculty /Staff Handbook, Resources for Parents, Curriculum Documents, Health & Fitness, Instructional Technology, Professional Educator Resources, and the annual School Calendar all of which are designed to keep the school's primary stakeholders informed and vested.

Schools publish monthly school newsletters, conduct monthly grade level PTA meetings, schedule bi-annual parent/teacher report card conferences, and have a School Improvement Advisory Council. Schools conduct weekly staff meetings. All schools have established external partnerships with local business owners who have become their adoptive benefactor, and schools also respond in kind by choosing a non-profit community organization to which they can provide assistance.

The applicant has addressed most issues of this criterion with the exception of confidential feedback and annual surveys and has an overall clear and high-quality approach to continuously improve its plans.

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

(E)(3) Reviewer Comments:

The applicant has somewhat ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures.

The applicant presents the same table as is supplied in this criterion and modifies it to fits its goals. They satisfactorily address each measure in terms of presenting goals in the required forms, but provide no narrative for Its rationale for selecting that measure; how the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; or how it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The goals they provide in their accompanying tables appear reasonable, but it appears as though specific intervals were just chosen and applied to each category and no further explanation is provided.

The applicant presents the requisite number of performance measures, but the lack of an accompanying narrative or defining information in the tables do not provide evidence as to its rationale, measurement, or evaluation of the targets.

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

(E)(4) Reviewer Comments:

The applicant presents a high-quality plan to rigorously evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology.

The applicant will hire an external evaluator through a competitive bidding process to evaluate independently the effectiveness of the proposed RTT-D initiative. The Consortium Board and the Project Director will provide direction and oversight for the evaluation. The final evaluation design and research questions will be determined in collaboration with the selected external evaluator. An independent evaluation will provide objective outcome data for federal reporting while continuously monitoring implementation to ensure program fidelity and continuous improvement.

The independent evaluation team will work collaboratively with the applicant's personnel to design and implement data collection methods, identify existing data sources, analyze qualitative and quantitative data, and continuously present and discuss formative evaluation findings to the applicant's program staff and other key stakeholders to inform ongoing program improvement. Based on the project logic model, the proposed research and evaluation plan will include formative (implementation) and summative (outcome) components and use multiple sources of quantitative and qualitative data and methods of analysis. The applicant presents questions that will guide the evaluation's two main components.

The applicant's staff will work with the evaluator to implement data collection activities and collect data and other relevant information from existing sources to inform the evaluation each year of implementation, reviewing and revising these methods as needed at the start of each implementation year to ensure that the evaluation yields data to inform and shape the continuous improvement process. They provide a list of primary evaluation methods and data sources for the implementation and outcome components.

The external evaluation team will have the primary responsibility for analyzing formative and summative evaluation data and for regularly communicating and sharing evaluation findings to program staff to support continuous improvement. The team will participate in the applicant's staff meetings to monitor the progress of project activities and solicit guidance on developing data collection instruments, reviewing results from data collection, and considering needed program changes. The evaluation team will triangulate all data to examine the interaction of implementation effectiveness and outcomes and to integrate feedback from a broad group of stakeholders. The external evaluation team and the applicant's program team will collaborate to generate annual reports and the final report. All reports will be posted on the applicant's and districts' web sites.

Overall, the applicant has provided clear timelines and deliverables for this criterion.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The applicant's budget, including the budget narrative and tables identifies all funds that will support the project; Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and Clearly provides a thoughtful rationale for investments and priorities.

The applicant presents a budget that is almost matching funds between RTTT grant monies and local effort. They clearly delineate how all funds will be used, describe all funds they will use to support the implementation of the proposal, including total revenue from these sources and identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments.

The consortium budget and each district's budget were developed using actual price quotes from existing or potential suppliers and accounted for salary scale differences that exist between districts. Expenses have been estimated with precision. Major budget items are aligned with the core educational assurance areas. The budget also takes into account the different resources that each district can bring to the consortium.

Consortium level expenses include resources that will be shared across the districts, like contracts for the digital learning platform, MasteryConnect; Buck Institute for project-based learning; Overcoming Obstacles Life Skills and Critical Friends training; school climate surveys; and an external evaluation. Each table contains a thorough rationale for the investments, a description of all funds to be used to support the implementation of the proposal, and identifies funds that are used for onetime investments.

The applicant has clearly provided a proper budget with appropriate information.

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

(F)(2) Reviewer Comments:

The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan includes support from State and local government leaders, financial support, and a description of how the applicant will evaluate the effectiveness of past investments and use this data to inform future investments. Timelines and deliverables are projected in various tables.

The applicant's districts have agreed to continue to work together as a consortium for at least three years beyond the end of the grant. In this way, the districts can continue to share best practices and continuous improvement initiatives, and continue to use resources to guarantee that efficiencies gained during the grant period are not lost. They have strategies in place for the time period following the grant.

All participating schools will have their technology infrastructure updated to support on-line access for all students and educators. The e-Rate Program will continue to be used to maintain the technology infrastructure required to support our personal learning program after the grant period ends.

The education leaders will have received training in peer coaching, project-based learning, and high impact strategies for supporting student achievement, thus being able to support ongoing progress at the school level.

The applicant provides a table that outlines the budget for ongoing expenses that the consortium anticipates after the grant period and anticipated sources and uses of funds to maintain momentum.

The individual consortium districts have also outlined key steps that they will take after the grant period to assure that the CCEL personal learning program is sustained in their participating schools.

The district administration will continue with the District Steering Team that consists of department leaders from all areas critical to supporting personalized learning.

The formation of active cross-consortium Professional Learning Communities will allow teachers to continue to learn and grow in the new personalized learning environment.

Overall, the applicant provides a strong plan for sustainability of this project.

Competitive Preference Priority (10 total points)

	Available	Score

Competitive Preference Priority (10 total points)	10	9

Competitive Preference Priority Reviewer Comments:

The applicant demonstrates the extent to which they propose to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students, giving highest priority to students in participating schools with high-need students.

One of the applicants districts' most valuable partnerships has been with each county's First Steps. First Steps is the state's only entity focused exclusively on increasing school readiness outcomes for all children ages 0 to 5. Each local First Steps office connects high-risk children 0-5 to the services they need to improve their educational and developmental outcomes. First Steps in an active partner in supporting families so that they are able to support their child's healthy development, readiness for school, and long-term health and wellness. First Steps participates in collaborative partners, the faith community and the private sector to provide services to at-risk families.

Another district has partnered with has partnered with the faith based community in an initiative affectionately known as The Bootstraps Foundation. This
partnership is designed to provide mentors for students in the District. These mentors assist with enhancing the academic and social well-being of our students and help the District create a college-bound culture. The Bootstraps Foundation sponsors and manages the mentoring program along with a mentoring-scholarship program. The mentors known as Volunteers in Public Schools (VIPS) work with students in grades PK-12 grades to make a personal connection and use that connection to enrich the student's educational experience.

Another district is seeking mentors from the following areas: ministerial alliances, fraternities, retired male teachers, Rotary Club members, Masonic Order members, males who graduated from the system and who have professional careers (doctors, lawyers, CPAs, and engineers) and famed African American males who have ties to the Pee Dee/Low Country area of South Carolina.

In addition to mentoring, the applicant will expand its current dual enrollment options to make sure every child, not simply honors, AP, or Gifted and Talented students, has access to earning college credit while still in high school. Each applicant district will work with local community colleges to expand dual enrollment on the school campus. They will also expand access to include 10th grade students, with 9th grade students eligible to participate if recommended by teachers, parents, and guidance counselors. Other districts have organized partnerships to benefit its students on an individual basis.

The applicant identifies 10 population-level desired results for students in the consortium of LEAs that align with and support the applicant's proposal including educational, family, and community supports.

The applicant will use current data systems to track quantitative indicators listed in their population level desired results. In order to keep track of students' progress and assess their needs, they will use their data warehouse to keep up-to-date records on each measure. They will also monitor using benchmark data, common assessments, student grades, and state test results. Additionally, on a quarterly basis they will check student discipline referrals, student attendance, enrollment/dropout report, and volunteer and mentor reports. At any given point in time, stakeholders will be able to view reports on the districts' website regarding student performance data.

The participating student population is 100% high-need, which is why the districts determined that using Overcoming Obstacles, Botvin's Life Skills, and the Leader in Me curricula would be essential to the success of the project. In addition, the districts have tapped a diverse and broad array of partners to help support the project. Services will also be tailored to the student's needs and interests.

Significant online language programs and activities have been identified within the Project that target ESOL students. Materials and documents, including the web site, will be available in Spanish, and the digital platforms and devices will provide translation software.

The applicant's commitment to sustainability includes maintaining and expanding partnerships to provide comprehensive support programs to students and their families.

The applicant does not denote how they will routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems or identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students, but overall address this criterion very well.

Absolute Priority 1: Personalized Learning Environments

	Available	Score

Absolute Priority 1		Met

Absolute Priority 1 Reviewer Comments:

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

There is no question this applicant has met the vast majority of the criteria and has designed a proposal that will surely be successful. This is an extremely well written grant and should be used as an exemplar. It has a high likelihood of being successful.

Total	210	200