



# Race to the Top - District

## Technical Review Form

Application #0109FL-2 for Collier County Public Schools

### A. Vision (40 total points)

	Available	Score
<b>(A)(1) Articulating a comprehensive and coherent reform vision (10 points)</b>	<b>10</b>	<b>6</b>
<p><b>(A)(1) Reviewer Comments:</b></p> <p>Collier County Public Schools (CCPS) presents a convincing vision for reform rooted in a strategic investment in human capital, and a newly adopted strategic plan for 2014-2016. There is significant detail related to building on a foundation focused on the core educational assurances, as an extension of the Phase 2 RTT funds from the State of Florida. Particular strengths relate to existing data infrastructure, as well as a commitment to standards and individualized student plans and portfolios. In the area of teacher and leader effectiveness, a key emphasis of the proposal, CCPS provides a somewhat less coherent set of measurable outcomes, such as increased partnerships, increased evaluation scores, and increased retention. There is some potentially innovative ideas offered though, such as providing busses for teachers equipped with WiFi to enhance collaboration and productivity. The most limited area of this vision relates to the absence of clear strategies and ambitious goals for turning around their lowest achieving schools, supporting high needs students, and closing achievement gaps. Lack of detail surrounding personalized learning contributes to an inability to understand exactly how the classroom experience will be impacted through the use of the RTT-D Funds.</p>		
<b>(A)(2) Applicant's approach to implementation (10 points)</b>	<b>10</b>	<b>4</b>
<p><b>(A)(2) Reviewer Comments:</b></p> <p>This approach to implementation is rather fragmented, and provides insufficient evidence to understand the process for determining the stated 20,000 students impacted by the proposal. The patchwork of strategies both district-wide and pilots, and the inconsistent numbers of students that will participate in the grant activities, contributes to confusion surrounding CCPS' commitment to directing resources towards the highest need students. Overall this approach is less credible without a coherent and meaningful description of how the 20,000 students were identified in the narrative vs the accompanying chart that asserts 27,298 students will be impacted by the grant activities.</p>		
<b>(A)(3) LEA-wide reform &amp; change (10 points)</b>	<b>10</b>	<b>4</b>
<p><b>(A)(3) Reviewer Comments:</b></p> <p>CCPS offers a succinct logic model aligned to the core educational assurances, with a significant amount of activities under each category. This plan cannot be considered high quality given the insufficient supporting details related to timelines, deliverables, and the parties responsible. While it can be inferred from the narrative that some strategies target the lowest achieving or Level 1 students, and some relate to district-wide improvement, there is too little detail to understand how goals will be met at scale. This section also appears to be cut off or incomplete ending with "and."</p>		
<b>(A)(4) LEA-wide goals for improved student outcomes (10 points)</b>	<b>10</b>	<b>3</b>
<p><b>(A)(4) Reviewer Comments:</b></p> <p>Rather than emphasizing student growth, CCPS sets goals to decrease the number of Level 1 students on reading and math summative assessments by 2-5%, which is not particularly ambitious but most likely achievable in the time frame. As it relates to decreasing achievement gaps, the data provided is confusing due to the emphasis on decreasing Level 1 students by subgroup vs. comparison group. Some aspects of the targets appear arbitrary and thus weak, moving from 1 point or 4 point changes year to year.</p> <p>Graduation rate goals are evident, but CCPS leaves actual subgroups undocumented and instead projects other overall indicators of progress, such as college credit earning rate. In the college enrollment chart, the growth targets are presented by high school rather than by subgroups, which leaves insufficient evidence to determine whether goals are</p>		

ambitious and achievable. Notably, the applicant did not provide growth targets related to post-secondary degree attainment, but asserts that project activities related to student portfolios will assist in that effort.

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

	Available	Score
<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	<b>15</b>	<b>3</b>
<p><b>(B)(1) Reviewer Comments:</b></p> <p>The applicant fails to demonstrate a clear record of success in the past four years, limiting the discussion to the past two years, and not directly addressing the closing of achievement gaps and high school graduation rates. Instead, CCPS focused on school report card data and changes in policy that further dilute the track record based on the declining performance of school grades.</p> <p>There is however some pockets of excellence, as high school reading and math achievement saw significant increases, while elementary scores remained basically flat or slight increase or decrease (with the exception of a 5% increase in the past year in middle school math scores). In addition to the aforementioned omissions, there is no evidence that student performance data is made available to stakeholders for the purposes of informing and improving participation, instruction, and services.</p>		
<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	<b>5</b>	<b>5</b>
<p><b>(B)(2) Reviewer Comments:</b></p> <p>A comprehensive, award-winning district website and district Data Warehouse contributes to the ability of CCPS to make public the four specified categories of school-level expenditures. The Florida Department of Education also supports transparency and publishes school level data related to the application criteria. Applicant went above and beyond to describe efforts at promoting high levels of transparency by describing district efforts to provide details about Board actions and contacts, policies, bylaws, and various other areas of potential interest for stakeholders.</p>		
<b>(B)(3) State context for implementation (10 points)</b>	<b>10</b>	<b>8</b>
<p><b>(B)(3) Reviewer Comments:</b></p> <p>The applicant documents the successful conditions in the State of Florida, citing (Hanushek 2012) that based on student gains, Florida is ranked #2 among the States in terms of progress from 1992-2011. In addition, CCPS has been able to take advantage of state policy leadership on areas related to college and career readiness and effective teachers and leaders. Significant examples of autonomy are provided, such as their ability to capitalize on a state waiver to extend the day and provide differentiated pay at some of the district's highest need schools. These examples demonstrate a solid set of conditions and adequate autonomy to realize personal learning environments in Collier County.</p>		
<b>(B)(4) Stakeholder engagement and support (15 points)</b>	<b>15</b>	<b>7</b>
<p><b>(B)(4) Reviewer Comments:</b></p> <p>The process of engaging stakeholders began in 2012, laying the groundwork for this application through a strategic planning process that lends credibility to the proposal. Multiple modes of engagement were employed through in-person meetings and online feedback. The weakest aspect of engagement appears to be with CCPS teachers, who while represented were not explicitly engaged as a whole in strategic planning in 2012, or with the development of the proposal. There is a clear emphasis on long standing district partners, and letters of support provided evidence of this as well as collaboration with government agencies. Another missing element is documentation of parent engagement which also diminishes the integrity of the stakeholder engagement process.</p>		

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

	Available	Score
<b>(C)(1) Learning (20 points)</b>	<b>20</b>	<b>13</b>

**(C)(1) Reviewer Comments:**

The approach to learning as described in this proposal is reasonable, and has particular strength in expanding access to differentiated opportunities for students through additional adult supports and extended learning opportunities. In addition, the development of electronic portfolios for all students is a feasible and potentially strong strategy to developing and monitoring student's individual goals and development. While CCPS cites numerous programs and instructional strategies to bolster academic content, there is a clear lack of emphasis on college and career ready standards throughout the plan.

The key activities of the plan are aptly organized around the core assurances, and vary in quality of description and expected outcomes. In particular, the application of technology and the experiences of the students in the classroom are less clear, while the offerings of the district for expanded learning and traditional intervention strategies are more thorough. Overall the plan for learning cannot be considered of the highest of quality, although based on the criteria it is technically complete. A central area of concern surrounds supporting the highest needs students, as the number and types of supports and strategies are less defined as it relates to the individual students and centers more on strategies of evaluating existing programs. With the absence of strong alignment of curriculum to college and career ready standards, a patchwork of "off the shelf" programs, and a lack of focus on providing ongoing feedback based on student data, CCPS still needs to develop a more concrete plan for truly implementing a personalized learning environments.

<b>(C)(2) Teaching and Leading (20 points)</b>	<b>20</b>	<b>10</b>
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**(C)(2) Reviewer Comments:**

In the area of teaching and leading, CCPS demonstrates their commitment to solid foundational evaluation systems, which it plans to refine through the use of additional funding. The key strategies to be employed are coherent but not necessarily aligned to expected outcomes and grounded in college and career readiness and personalized learning:

- Administrator's Leadership Academy
- Revise evaluation systems to include Value-Added Model and compensation structures
- SERV Mentors for new alternatively certified teachers and new Principals
- Job-embedded professional development and online access to PD-360

This plan cannot be considered high quality as it speaks more to technical supports for implementation of the products in the grant than it does to the fundamental changes required to improve teacher and leader practice. In addition, it lacks coherence and is not particularly ambitious as it relates to providing opportunities to meet and discuss data and form professional learning communities dedicated to meeting the needs of each student. Throughout the proposal and again in this aspect of CCPS' plans, there is not sufficient attention paid to providing differentiated supports for the highest need students. Without a comprehensive understanding of the continuous improvement cycle CCPS schools undergo in a typical school year beyond periodic data chats, it is difficult to determine whether appropriate changes to curriculum and focus on personalized learning will be accomplished through this plan.

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

	Available	Score
<b>(D)(1) LEA practices, policies, and rules (15 points)</b>	<b>15</b>	<b>10</b>

**(D)(1) Reviewer Comments:**

The district is organized around a collaborative team structure around four priorities: Finance, Human Capital, Communications, and Community, and will provide additional governance over the grant activities, through additional personnel that should strengthen oversight for implementation. Based on the goals outlined in this proposal it is somewhat unclear how this existing structure will integrate with the supports necessary for meeting outcomes. There is exhaustive evidence that adequate flexibility and autonomy is in place, including a Memorandum of Understanding with the Collier County Education Association (CCEA) to agree on expanded schedules, and empowerment of local leaders as decision-makers informed by School Advisory Councils (SAC) and School Improvement Plans.

CCPS is already showing progress in piloting different methods of encouraging student progress through intensive remediation, and a pilot of mastery based report cards in the early grades. It is apparent that the district is working to comply with additional policy changes, such as Senate Bill 1076 which requires integration of technology skills into the curriculum, and capitalize on opportunities provided by the State like the Florida Virtual Schools initiative. The enormity and complexity of initiatives being implemented in the district create some ambiguity about the potential to meet diverse teaching and learning needs. Specific strategies related to meeting the needs of English Language Learners was detailed

in this area of proposal, but appears to be at the behest of the community rather than a part of the overall district strategy. The real strength of the LEA structure for CCPS lies in their existing College and Career Pathways plan that emphasizes alignment of courses and coursework, as well as extended opportunities and career academies. Overall their plan is of average quality, because it does not clearly connect key goals, timelines, deliverables and responsible parties. While the goals and activities are warranted, it lacks some credibility due to the complexity of the presentation and the ability to discern how their plan connects with meeting their goals and the needs of students.

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

**10**

**7**

**(D)(2) Reviewer Comments:**

CCPS has capacity to build upon already existing structures that have been enabled by the state RTT grant. There is clearly a need to expand this effort based on a somewhat deficient effort on providing parents and students with access. The district acknowledges this and proposes a litany of strategies to increase communication and technical assistance to parents, which contributes to an increase in quality of the proposed activities. It remains less clear how the Bring Your Own Device Initiative (BYOD) and the addition of the Edmodo platform will benefit students' ability to access content and resources. This section of the proposal also introduces ideas such as the Learn Exploratory Lab, which is not mentioned in other areas of the proposal and contributes to a fragmented picture of how educators interact with data and technology in the district. Grant funds will be used to address an open data format, which is currently unavailable, and existing structures ensure that are interoperable data systems as a part of the Data Warehouse. The plan is average quality and proposes important goals and rationales, but lacks some credibility due to a more in-depth timeline and description of parties responsible.

**E. Continuous Improvement (30 total points)**

	Available	Score
<b>(E)(1) Continuous improvement process (15 points)</b>	<b>15</b>	<b>6</b>

**(E)(1) Reviewer Comments:**

CCPS builds a grants management team into the proposal (and thereby strengthens it) comprised of an External Evaluator, Project Manager, and Budget Specialist whose main focus will be to coordinate the activities of the grant and monitor and evaluate progress. There is some inconsistency in the commitment to a rigorous continuous improvement process for all aspects of the proposal. This plan is of average quality and focuses on a quarterly structure to assess and monitor progress, but does not detail the mechanisms by which evaluators and stakeholders will progress monitor, give feedback, adjust activities, or publicly report. Of greatest concern to this plan is the rudimentary assessment of the great teachers and leaders initiative, which has been lauded by CCPS to be paramount to the success of the RTT-D activities. It is hard to discern from the narrative, whether all elements of a high quality plan are addressed. There are clearly key goals and rationales, but it is less clear what the timeline is and who the parties responsible are for all aspects of the activities presented.

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

**5**

**3**

**(E)(2) Reviewer Comments:**

Ongoing communication and engagement is adequately described for both internal and external stakeholders. The emphasis in this aspect of the proposal is more on reporting and communication through reports, town halls, and other media rather than creating dialogue amongst participants. Quarterly focus groups and program activity surveys will contribute to engagement, but there does not appear to be a comprehensive strategy. The plan addresses the activities and timelines, but it is not always clear who is responsible or what the purpose of the activities. This plan lacks some credibility due to the absence of an actual feedback loop amongst internal stakeholders (such as teachers), but does describe the process with external stakeholders.

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

**5**

**1**

**(E)(3) Reviewer Comments:**

The presentation of data surrounding targets for increasing the number of effective and highly effective teachers is confusing based on the individual charts for each school, rather than summative charts for the participants in the grant as a whole. In addition, most teachers and principals appear to be already rated effective, and it is unclear what the rationale is for these targets, so they cannot necessarily be deemed ambitious, but certainly achievable based on the focus of the

district on investing in human capital. There are abundant inconsistencies in how subgroups are disaggregated across multiple performance measures without justification for why there is a difference. Technically the applicant is incomplete in this section of the proposal and fails to describe the entire key criterion required under the performance measures provided.

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

**5**

**2**

**(E)(4) Reviewer Comments:**

The plan to evaluate the effectiveness of RTT-D funded activities will clearly be managed by a dedicated external evaluator which should support sustainability. Unfortunately there continues to be a lack of coherence in the performance measures used and the connection to the absolute priorities of the competition. The applicant should be commended for their innovative approach to using electronic student portfolios to assess student college and career readiness, but based on the description it is difficult to ascertain how this will be measured beyond participation. The quality of the plan is lessened by the lack of detail about the timeline of how the large number of investments will be implemented and subsequently evaluated. A vague description of a formative and summative assessments are provided, but it is less clear who the parties are that are responsible, and what the detailed timeline is for implementation and evaluation.

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

	Available	Score
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>2</b>

**(F)(1) Reviewer Comments:**

The applicant's budget should be considered incomplete based on the omission of other related funds besides district funds that could ultimately support the grant activities, as well as the lack of consistent reporting on purpose of expenditures. A stark example of this lack of information is shown in \$286,029.08 set aside for equipment for STEM academies at high schools, but with no other details. In addition, based on the plans set forth in the application, some of the key elements appear to not be supported by RTT-D funding such as the electronic student portfolios. It is also difficult to determine which investments are one-time vs. ongoing operational costs. Another example of incomplete submission is Project #4, turning around the district's lowest performing schools, where a narrative is provided but there is no accompanying budget work sheet. The applicant's score in this area is low due to the lack of coherency with proposal activities, missing rationales, and complete omissions of project areas.

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

**10**

**3**

**(F)(2) Reviewer Comments:**

The district provides inadequate evidence for sustainability, focusing mainly on the decrease of positions hired as part of the implementation of the grant as the years of the grant progress, as well as a traditional train the trainer model on the various programs like SIOP and AVID that will be implemented. CCPS did not include the estimated budget for the three years after the term of the grant, nor a description of additional support or the required use of effectiveness data to inform future investments, which is a clear weakness. The applicant provides detail about the parties responsible for the sustainability of the projects goals, but fails to address the timelines, activities, and rationales that will be undertaken post-grant to support sustainability. Given the lack of evidence, this plan cannot be deemed high quality.

**Competitive Preference Priority (10 total points)**

	Available	Score
<b>Competitive Preference Priority (10 total points)</b>	<b>10</b>	<b>5</b>

**Competitive Preference Priority Reviewer Comments:**

In partnership with a non-profit organization, Champions for Learning, and through a program called Real World Learning, CCPS will execute an aligned strategy with their district College and Career Pathways plan. Focusing on the highest need schools, Real World University has appropriate supports for students and families around leadership, life skills, college prep, career exploration and workplace skills. The description of the partnership is vague, leaving out aspects of how partnerships with business will be formed to provide mentorships for students and externships for educators. The

population-level results align with the broader proposal and focus more on students and educators such as an increase in participation in partnership programs and expansion of capacity of educators to bring the real world into the classroom. The only indicator addressing parents has contradictory results that relate to career counselors.

CCPS will track results utilizing its Data Warehouse resource which is reasonable based on the proposal. There is no evidence that data will be used with special emphasis on students facing significant challenges, but will keep a control group of the participating schools in the first year to track the difference in student achievement gains between schools.

The general plan to scale up district-wide through grade bands is justified based on an analysis of data through two years of implementation. A quarterly review by the leadership team and a feedback loop with stakeholders presents a limited commitment to improving results over time. There is not a clear description offered to illustrate how the partnership would integrate education and other services, but generally would align with the district College and Career Ready Pathways Plan.

There is strength in the area of building educator capacity and access to tools and supports through Real World University, externships, and use of the Data Warehouse. There are vague references to identifying inventorying needs of students, but this area and the decision-making process are unclear based on the evidence presented. In addition, while counselor's participation is an identified important aspect to the partnership, there is not an explicit plan to accomplish engagement of families around solutions. As it relates to the ability to maximize impact, there is sparse reference to the role of the leadership team on a quarterly and annual basis. Performance measures for the proposed population level are not ambitious based on expected gains, and desired results could be considered disconnected from the plan as a whole, such as the Algebra exit exam, which is not mentioned in other parts of the proposal.

### Absolute Priority 1: Personalized Learning Environments

	Available	Score
<b>Absolute Priority 1</b>		<b>Met</b>

**Absolute Priority 1 Reviewer Comments:**

CCPS demonstrates how their existing infrastructure aligns with the absolute priority, specifically as it relates to the already established College and Career Pathways Plan, as well as the overall newly adopted district strategic plan for 2014-2016. The strength in the proposal relates to this existing foundation of the aforementioned as well as the State conditions and governance. The weakness of the proposal is the incoherence between the planned initiatives and the performance measures. For example, the most limited area of this vision relates to the absence of clear strategies and ambitious goals for turning around their lowest achieving schools, supporting high needs students, and closing achievement gaps. Lack of detail surrounding personalized learning contributes to an inability to understand exactly how the classroom experience will be impacted through the use of the RTT-D Funds.

<b>Total</b>	<b>210</b>	<b>102</b>
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## Race to the Top - District

### Technical Review Form

Application #0109FL-3 for Collier County Public Schools

#### A. Vision (40 total points)

	Available	Score

<b>(A)(1) Articulating a comprehensive and coherent reform vision (10 points)</b>	<b>10</b>	<b>8</b>
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**(A)(1) Reviewer Comments:**

The Collier County Public Schools (CCPS) builds on the four core educational assurance areas by:

1. implementing a comprehensive data warehouse where real-time student data is available and student learning goals are available to and accessible by stakeholders,
2. planning professional development for teachers on effective integration of technology to enhance instruction and increase student engagement,
3. college and career readiness backmapped to monitor student learning K-12 through differentiated instruction and intervention including Positive Behavior Supports, Multi-tiered Systems of Supports, Universal Design for Learning, the Sheltered Instruction Observation Protocol for English Language Learners, and Advanced International Certificate of Education for dual enrollment, and virtual school opportunities,
4. development of the CCPS College and Career Pathways Plan to continue district work to align assessments, benchmarks, curriculum, evaluation systems and coursework to the national standards.

CCPS articulates a clear and credible approach to personalized student support through:

1. electronic portfolios that will capture all facets of a students' academic, college-readiness, and post-graduation goals,
2. additional learning time for students in turn-around schools (extending afternoons, summer, and offering learning on weekends)
3. work toward increasing standardized test scores and increased retention rate of teachers/leaders
4. increased outreach opportunities to parents in order to provide necessary services to increase student achievement.

CCPS outlined professional development for staff to include:

1. increased partnerships and evaluation scores using the Collier Teacher Evaluation Model and the Collier Leadership Model,
2. increased educator retention rates and partnership with Champions for Learning, Teachers4Teachers program.

A specific description of the personal learning environment and the classroom experience was not mentioned in this section.

<b>(A)(2) Applicant's approach to implementation (10 points)</b>	<b>10</b>	<b>10</b>
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**(A)(2) Reviewer Comments:**

CCPS provided a clear description and rationale of the schools selected to participate:

- 20,000 students
- 3,170 educators
- 59% of participating students eligible for free and reduced lunch subsidies
- 82% of participating students are classified as high-need.

CCPS will implement some proposed strategies on a pilot basis to gain expertise prior to scaling up.

The district specified the strategy, participants, and implementation rationale in four domains: data and technology to improve instruction and learning; increase college and career readiness of all students; inspire and support great teachers and leaders; and, turn-around lowest achieving schools. Some of the strategies/professional development listed include:

- digital learning
- parent academies
- Saturday academies
- dual enrollment - accelerating student learning through advanced curriculum related to individual postsecondary interests
- career discovery and guidance through internships, mentorships, and counseling
- leadership training
- differentiated pay - incentive for teachers to teach in high need areas and for high quality performance.

A list of participating schools along with specific disaggregated data related to the number of students from low-income, high need, and the number of participating students within the school.

<b>(A)(3) LEA-wide reform &amp; change (10 points)</b>	<b>10</b>	<b>7</b>
<p><b>(A)(3) Reviewer Comments:</b></p> <p>CCPS outlined a sound beginning toward a high-quality plan to accelerate student learning and build teacher capacity through four specific, key goals: data and technology to improve instruction and learning, college and career readiness, inspire and support great teachers and leaders, and turn around low achieving schools. Strategies and the rationale for the implementation were clearly outlined.</p> <p>The plan was unclear as to which schools were going to "pilot" the strategies and interventions.</p>		
<b>(A)(4) LEA-wide goals for improved student outcomes (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(A)(4) Reviewer Comments:</b></p> <p>CCPS articulated ambitious yet achievable goals that address formative and summative assessment performance, decreasing achievement gaps, graduation rates, and college enrollment:</p> <ul style="list-style-type: none"> <li>• formatives given every other quarter using pre-tests as baselines and measuring student growth on post-assessments based on quarterly benchmarks</li> <li>• summatives -- increased proficiency growth in reading, math, and algebra</li> <li>• reasonable proficiency increase in reading grade 3 by 6% between 2012 and 2016; grade 8 math by 9% from 2012 to 2016; grade 10 algebra by 20% between 2012 and 2016.</li> <li>• decreasing achievement gaps in reading by 14% by the year 2016, which is 3% yearly and decrease math achievement gap by 12% by 2016</li> <li>• increase graduation rate by 8% and 10% by 2016 and 2017, respectively</li> <li>• improve college enrollment 9% by 2016</li> <li>• seeks to improve percentage of 9th graders earning at least a year's worth of college credit 21% by the year 2016.</li> </ul> <p>Based on the current plan student achievement would occur or be accelerated for low-income and high need students.</p>		

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

	<b>Available</b>	<b>Score</b>
<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	<b>15</b>	<b>3</b>
<p><b>(B)(1) Reviewer Comments:</b></p> <p>CCPS' plan describes some success for 2012 and 2013 in all grade levels with some slight drops due to the state recalculations (Senate Bill 1908 adding alternative formula measures)</p> <ul style="list-style-type: none"> <li>• Elementary (grades 3,4,5): math increase from 58% - 59% in 2013; reading slight dip from 59% to 58% in 2013</li> <li>• Middle (grades 6,7,8): math increase from 58% to 63% in 2013; reading scores remained at 59%</li> <li>• High (grades 9-12): math increase from 59% to 70%; reading increase from 54% to 58%</li> <li>• all schools but one are high poverty Title 1 school</li> <li>• plan lists specific data related to targeted populations (low income; high need students).</li> </ul> <p>Applicant acknowledged that the grading system does not reflect an accurate picture of students' growth.</p> <p>Plan lacking four year, clear record of success as outlined in criteria. Specific reforms in persistently low-achieving schools was referenced by listing proficiency, but not with clear tools used to increase student achievement.</p> <p>Information about student performance data and its availability/access by key stakeholders was not mentioned.</p>		
<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	<b>5</b>	<b>5</b>
<p><b>(B)(2) Reviewer Comments:</b></p> <p>The plan clearly documented the various transparent processes it employs to engage stakeholders:</p> <ul style="list-style-type: none"> <li>• web-based delivery modes for stakeholders and general public</li> <li>• provides information in multiple languages</li> </ul>		

- program cost report indicating expenditures, and costs (direct and indirect) for each school
- financial data including district-wide budget summary and comprehensive budget book, which includes each schools' personnel salaries (instructional and non-instructional)
- bylaws, policies, regulations, and procedures are listed on the district's website
- links to district's strategic plan, the superintendent's profile and contact information.

The plan fully addressed the criteria.

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

**10**

**10**

**(B)(3) Reviewer Comments:**

The plan provides a comprehensive summary of Florida's innovative initiatives to create personalized learning environments that accelerate student learning or provide intervention to close the achievement gap while address/rewarding teachers for individual performance through incentives:

- state accountability reforms through gains on national assessments
- first in the nation to grade schools A-F based on student performance
- revamped teacher certification process
- state waiver granted to allow extended day for focus and priority schools with differentiated pay
- development of teacher/leader evaluation that meets state requirements, but includes measurements aligned with local needs
- transitioning to common core state standards with formative assessment tasks and rubrics covering strands in common core curriculum
- Florida ranked second in the nation in educational progress over the past 20 years
- Florida 11th highest in achievement rankings.

Florida took several steps in preparation of common core through system book studies, professional development, and implementation of higher academic standards and new assessments that challenge students towards proficiency. Florida requires all districts to develop and implement a career and college plan to prepare students.

The plan presents a well-prepared climate and successful conditions for full implementation of personalized learning environments.

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

**15**

**13**

**(B)(4) Reviewer Comments:**

Plan reflects a clear pattern of existing community and teacher support. Partnerships with educational and community-based partnerships were listed including: Champions for Learning, Greater Chamber of Commerce, Hispanic Chamber of Commerce, Race to the Top leaders, executive staff from the Superintendent's cabinet, etc. Focus groups engaged in different aspects of this plan's draft. All stakeholders were given opportunities to provide feedback to the plan, though it was not evident how the feedback was used to refine the plan. Plan was submitted to the union to garner teacher support of the plan. Notes and sign-in sheets from the various community meetings were included.

Other opportunities for stakeholder support, engagement, and knowledge-sharing were included in the plan (including multiple letters of support):

- Champions for Learning
- City of Naples' mayor
- Hodges University, Director of Grants and Aide to the President
- Several principals.

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

	Available	Score
<b>(C)(1) Learning (20 points)</b>	<b>20</b>	<b>20</b>

**(C)(1) Reviewer Comments:**

The high quality plan identifies a strong instructional focus for a targeted group of students - Level 1 - where a portion qualify for free and reduced meals, English Language Learner accommodations, or special education. A significant portion of participating students are the lowest performing students. The intent of the plan is to provide comprehensive support to ensure the academic success of this particular population of students through:

- college and career readiness plan specifically designed for high needs students - career discovery and guidance to increase high need students with information, exposure, and knowledge about possible career choices; differentiated instruction with appropriate interventions with extended learning time; increased student engagement with rigorous courses and STEM-based courses; electronic portfolios, community outreach, and administration of career interest surveys.
- expanded course offerings - provide continuum of services to prepare for college or career through digital learning opportunities, STEM career academics for high needs students; role models/presenters; begin foundational work at middle school level; and offer dual-enrollment courses
- differentiated instruction: extended learning opportunities implementation by 2017 for high needs students through Saturday academies, STEM academies, extended day or year programs; provide interventionists using response to intervention and positive behavior supports to address the whole child
- college summit program - increase the number of students graduating from high school by 3%; implemented in five Title 1 high schools
- electronic portfolio - house student work and artifacts that reflect student performance; helps teachers develop, monitor, and modify instructional program of each student
- college and career pathways outreach - establishment of parent involvement programs and parent academy to educate about college/career pathways; provide internships, mentoring, and job shadowing opportunities, and vocational-technical opportunities.

<b>(C)(2) Teaching and Leading (20 points)</b>	<b>20</b>	<b>20</b>
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**(C)(2) Reviewer Comments:**

CCPS clearly articulates its investment in building teacher capacity as a catalyst for student achievement. The plan outlines five initiative areas that will engage educators in increasing effectiveness as teachers/leaders:

- leadership development - implementation of a leadership academy and expand principal mentorship with an outcome of 95% effective or highly effective leaders by 2017
- evaluation systems - development of new teacher evaluation system in 2011 using an observation protocol from Dr. Marzano and a leadership evaluation implemented in 2012 both based on the state's Value-Added model; online evaluation tool with domains that reflect relevant practices; and incorporation of enhanced professional development opportunities based on current instructional research
- mentors - hire additional retired teachers and leaders as mentors; and, establish formal mentor partnership with Florida Gulf Coast University with mentor criteria, training for mentors, and clinical support to teachers
- professional development - in-service training based on latest research and aligned with state's professional development protocol; differentiate professional development by individual professional development plans, state and federal requirements, evaluation data, and Southern Association of Colleges and Schools report; provide academic coaches to provide job-embedded professional development on reading, writing, math, and data systems.

Plan provides comprehensive descriptions of criteria items as noted in the appendices documents including timeline, deliverables, and persons responsible, which further supports areas mentioned above in great detail as related to the RTTD criteria.

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

	Available	Score
<b>(D)(1) LEA practices, policies, and rules (15 points)</b>	<b>15</b>	<b>15</b>

**(D)(1) Reviewer Comments:**

CCPS demonstrates existing structures in practice that provides central office support and services: roles and responsibilities are clearly defined as indicated by the Governance Model and the CCPS organizational chart; senior leader of professional learning and district initiatives is directly responsible for staff development specialist, coordinator of research

and program evaluation, supervisor of professional development, and the district trainer. Subsequent offices follow a similar hierarchical structure. The plan outlines the four priorities that reflect a team approach to improving student achievement: finance, human capital, communication, and community.

Plan addresses autonomy for decision-making given to school leadership teams through the school improvement plan - determining the instructional focus of the school and the human, financial, and material resources needed to address the needs of students (identified population). Principals have autonomy related to staffing models, approaches, curriculum, program and technology roles and responsibilities to best meet the needs of the targeted population.

Plan outlines specific expectations for leaders in the lowest performing schools:

- meet with district's executive staff to share school data and needs for the school to accelerate student progress
- the collaborative team then makes decisions based on principals' recommendations
- schools given support through district resource teams during monthly meetings, quarterly overviews, classroom walkthroughs as needed, and professional development
- school tiering implemented to communicate annual student growth and performance.

CCPS clearly outlines opportunities for students to engage differentiated instruction and to demonstrate mastery through multiple modalities and through multiple measures:

- implementation of new standards-based grading and reporting system outlining individual students' proficiency on grade level content
- acceleration of math pathways beginning in grade 9
- new requirements integrating technology skills into k-12 curriculum
- expansion of software for students with disabilities K-12
- virtual schools that are mastery-based and offer flexibility in earning credits
- additional advanced course options: AICE, AVID
- SIOP strategies for ELL students
- English classes to parents of NES students and their children (response to parent suggestion)
- Webb's Depth of Knowledge to increase student engagement
- Reading Horizons intervention for struggling readers
- Universal Design for Learning framework at one elementary school to inform district practice (pilot).

The comprehensive plan and attention to the tenets of a high-quality plan was addressed.

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

**10**

**10**

**(D)(2) Reviewer Comments:**

The high quality plan details reasonable communication methods to ensure continuous collaboration among all stakeholders:

- district report cards released to the press; letter or newsletter to parents; press releases; and, district website
- plan to develop a communication plan to be more explicit with best communicative methods
- plan to improve branding, five collaborative portals, district referral system, and to develop a student/parent portal
- develop parent academies to educate parents about current systemic and school-based initiatives
- superintendent community forums
- educate stakeholders about governance model, which will help stakeholders understand where to go for information and explain duties of central office staff.

CCPS has a strong plan that allows stakeholders 24-hour access to student data, career choice profiles, portfolio assignments, rubrics, and results. Real-time data and assessments are available to students by classroom teachers. The parent portal allows parents to access all elements of student records. Current system provides login capability to the district's systems for parents, students, and teachers. Additional software to be purchased to allow students time and flexibility to work on math, science, social studies, reading and language arts at home.

Technology integration and innovation was appropriately described in the plan: interactive, collaborative classrooms through the ANGEL web-based course management and collaboration tool; Web 2.0 programs such as podcasting and wiki promote collaboration as well; every classroom is equipped with video projector, document camera, sound field audio system, interactive white board and a computer; and, students have access to laptops, some classrooms one-to-one.

Plan outlines an innovative technology-based solutions that ensures stakeholders have appropriate technical support:

- design and implementation of a virtual, hands-on Learn Exploratory Lab for teacher and administrators to showcase

- teaching ideas and to master technology
- STEM conferences for parents and the community members have multiple opportunities to hear the latest information related to technology, science, engineering, and math
- creation of BYOD - bring your own device initiative to promote online social learning platforms where stakeholders can connect and collaborate to promote learning.

An existing thorough interoperable data system will continue to house critical data elements, student information, budget data, and instructional improvement data. CCPS enhanced and expanded the existing system to exceed the features required by the state to further support student learning.

## E. Continuous Improvement (30 total points)

	Available	Score
<b>(E)(1) Continuous improvement process (15 points)</b>	<b>15</b>	<b>11</b>
<p><b>(E)(1) Reviewer Comments:</b></p> <p>CCPS provides a comprehensive, high quality plan to continuously reflect on its performance toward specific goals and an adequate approach to monitor, measure, and share feedback through:</p> <ol style="list-style-type: none"> <li>1. hiring and selecting personnel (external evaluator, project manager, and budget specialist) to ensure fidelity to required data collection, monitoring, and program designs</li> <li>2. district leaders and others will monitor grant timelines, requirements, and activities</li> <li>3. use of the Florida Continuous Improvement Model to routinely assess if changes in instructional methods are warranted</li> <li>4. monitoring of school-based technology to ensure continuous access of strategic goals in the classroom</li> <li>5. use of data and technology to improve instruction: SuccessMaker - ongoing reading and math assessments; TimezAttack - reports test results for teacher to use to enhance/modify instruction; The Rule of 3 - vocabulary software with a stimulation component; Write to Learn - web-based teaching tool for reading and writing (middle school)</li> <li>6. college and career readiness: career discovery and guidance - addition of middle school and high school counselors and completion of electronic portfolio; expanded and enhanced course offerings; differentiation instruction - extended learning opportunities; college and career pathways outreach</li> <li>7. great teachers and leaders - grant opportunities to support extensive training for teachers on the new evaluation system</li> <li>8. expanded course offerings - iObservation Academy of online courses providing practical examples, strategies, and tools to deepen instructional skills</li> <li>9. measures/models for turn around schools including implementation of research-based interventions.</li> </ol> <p>Plan did not provide extensive information on feedback opportunities outside of the teacher/leader evaluation systems.</p>		
<b>(E)(2) Ongoing communication and engagement (5 points)</b>	<b>5</b>	<b>3</b>
<p><b>(E)(2) Reviewer Comments:</b></p> <p>CCPS presents a sound initial communication plan with parts of a high quality plan. The plan includes multiple avenues for disseminating information from the executive leadership level to the RTTD committees and business office. The frequency of the meetings was clearly indicated as quarterly as was the content to be shared: update about the work and the budget. Strategies for communicating recommendations/updates to grant plan include at various principal meetings, through the iForum committee, iCast webinars or iBriefings. Teachers will be informed during school-based staff meetings.</p> <p>The plan briefly mentions that feedback will be sought during these meetings.</p> <p>External communication will be shared through the district's website annually and by the Superintendent yearly during community meetings. A television and radio show was included as another method of sharing information.</p> <p>Plan did not include any specific surveys or tools for soliciting feedback from stakeholders.</p>		
<b>(E)(3) Performance measures (5 points)</b>	<b>5</b>	<b>2</b>
<p><b>(E)(3) Reviewer Comments:</b></p>		

Plan included the appropriate number of performance measures; however, the plan does not explicitly state in this criteria its rationale or a justification or rationale for how the measure will yield rigorous leading data.

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

**5**

**5**

**(E)(4) Reviewer Comments:**

The high quality plan presents a focused strategy to evaluate the effectiveness of RTTD funded activities:

- quarterly and end-of-year reflection on the following questions: Were RTTD goals achieved? If not, is the district on track to achieving them? How? Did CCPS develop great teachers and high quality assessments? Did CCPS improve data systems to support instruction? Did CCPS close achievement gaps and increase graduation rates?
- similar reflective questions related to the technology programs, integration, and innovation
- reflective questions around student indicators, progress in classrooms, and changes in engaging stakeholder - questions designed to solicit specific feedback to allow intentional and targeted upgrades.

Plan identifies specific research questions around outcomes and also fidelity monitoring of effectiveness in fiscal, instructional, technological, and community resources.

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

	Available	Score
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>8</b>

**(F)(1) Reviewer Comments:**

The plan reflected a reasonable plan to evaluate programs, professional development, and other activities linked to the RTTT funds. The budget outlined:

- positions hired as a result of the grant will decrease in subsequent years
- extensive training allotted for staff hired in grant positions - upon reaching effective or highly effective status, the district will contract employee(s)
- a plan for sustainability through industry certifications
- professional development through coaches and mentors on the AVID and SIOP models
- additional guidance counselors trained in specific industry certifications, externships, and mentoring
- partnership with Champions of Learning provides additional resources: career opportunities for community students, internships, job shadowing, externships, additional funds and exchange data system opportunities, parent outreach; and, strengthened access to web portals for stakeholders.

Plan details a very specific budget with clear delineation of funding source (RTTD and CCPS), measurable goals, deliverables, activities, timelines, and responsible parties (as referenced in criteria C); however, frequency of investments was not provided. Plan did not include supplemental fiscal agents or subsequent years of fiscal contributions from local businesses, communities, or educational services.

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

**10**

**3**

**(F)(2) Reviewer Comments:**

The plan in this section clearly demonstrates the staff who will lead the reform RTTD efforts in the aforementioned project areas; however, the plan lacks information about its specific sustainability efforts. Plans to evaluate the effectiveness of the investments was included. Plan lacks specificity on other means to sustain instructional program, staff, or technological aspects. Although some parts of a high quality plan were addressed, the level of specificity and attention to deliverables and timelines with persons responsible was not evident.

**Competitive Preference Priority (10 total points)**

	Available	Score
<b>Competitive Preference Priority (10 total points)</b>	<b>10</b>	<b>8</b>

**Competitive Preference Priority Reviewer Comments:**

The plan thoroughly addressed the subcategories of this competitive priority criteria:

1. partnering with Champions for Learning to consolidate efforts to accelerate student learning and increase student achievement through personalized learning environments
2. leveraging resources with Champions for Learning and Hodges University
3. targeted life skills to be addressed with partnerships: life skills, leadership skills, career exploration, workplace skills, professional development, to name a few
4. clear plan of deliverables and the time line for implementation through the 2017-18 school year
5. rigorous academic results as an outcome of the partnerships yielding targeted measurable growth in the middle school years.

Plan included specific indicators to track student performance and develop surveys and other measurement instruments in the categories of engagement, parent education, and an understanding of RTTD career and college initiatives.

The plan accounts for the potential adjustments to be made as a result of feedback and evaluations through all partners. A plan is in place to use the information to adjust instructional programming or training for subsequent years of the grant.

Although the plan did not explicitly outline a decision-making process to select, implement, and evaluate supports, the root cause analysis to determine the targeted population is evident.

**Absolute Priority 1: Personalized Learning Environments**

	Available	Score
<b>Absolute Priority 1</b>		<b>Met</b>

**Absolute Priority 1 Reviewer Comments:**

Overall, this plan provides a comprehensive achievable, yet ambitious plan to address the needs of students qualifying for free and reduced meals, English Language Learners, students with disabilities, and high needs students. Throughout the plan, CCPS aligns with the four core educational assurance areas reflected in the primary goals, activities, partnerships, and human/fiscal resources.

<b>Total</b>	<b>210</b>	<b>171</b>
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**Race to the Top - District**

**Technical Review Form**

**Application #0109FL-1 for Collier County Public Schools**

**A. Vision (40 total points)**

	Available	Score
<b>(A)(1) Articulating a comprehensive and coherent reform vision (10 points)</b>	<b>10</b>	<b>8</b>

**(A)(1) Reviewer Comments:**

- the vision seeks to build on its previous grant by refining standards and assessments, enhancing data systems for achieving personalized learning, and ensuring that effective teachers and principals are trained and retained.
- strategies for achieving the applicant's comprehensive vision are applicable to all students' ability levels, but specifics

relative to turning around the lowest-achieving students are somewhat sparse.

- throughout the vision there is a strong commitment to support and improve activities and strategies that will ensure personalized learning in classrooms; however, descriptions about what the learning environment actually looks like are sparse.

Overall, this category is rated at the high range but at the low level of this range.

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

**10**

**10**

**(A)(2) Reviewer Comments:**

- the requirement for description of the process used to identify participating schools is achieved because all schools in the district are selected. Including all schools still ensures that the competition's eligibility requirements are easily addressed.

- The proposal identifies a listing of the schools participating in the project and provides a graphic which describes how the student populations meet all project criteria .

- the requirements for participating students from low-income and high-need populations meet all project eligibility requirements.

- all of the competition's requirements for this section are addressed and meet minimum requirements. Therefore this section is assessed at high range and at the high end of the range.

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

**10**

**8**

**(A)(3) Reviewer Comments:**

- the applicant has included outcome goals as part of a logic model that is comprehensive. Each of the goal areas in the model are accompanied by approximately 15 strategies. A review of these strategies concludes that they are readily achievable because most are commercial products which can be then used in training personnel.

- While the narrative in this section does not contain all of the elements of a high-quality plan, section (A)(2) also provides evidence of goals and strategies which will be employed. An appendix then outlines the specific deliverables as well as specific timelines and personnel responsible for each deliverable.

- plans to scale-up the project will be delayed and will be made once this project is completed; however, a process articulating a process for this decision is omitted and is a weakness in this section.

- the overall assessment of this section is at the high range and at the lower end of this range.

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

**10**

**10**

**(A)(4) Reviewer Comments:**

- the proposal addresses each of the competition's performance areas with incremental, ambitious yet achievable, annual goals.

- summative assessments are established for reading, math and algebra. Targeted growth for these summative assessments are in annual increments of between 2% for subjects with a relatively high baseline and at 5% where the baseline is below 50%.

- similarly, targets for reducing achievement gaps are appropriately established at 3-4% per annum.

- targets for improving graduation rates increase at 2% per annum working from a baseline of 81% which would be appropriate with this baseline.

- college enrollment rates and college credit earning rate have lower benchmarks and are targetted for 3% gains per annum.

- the measures also meet competition requirements for disaggregating data by sub-group populations.

- this section is assessed at the high range and at the high end of the range.

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

	Available	Score
<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	<b>15</b>	<b>3</b>
<p><b>(B)(1) Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>- the proposal is weakened by providing evidence of student success for only the past two years rather than four.</li> <li>- during these past two years, improvement in student learning outcomes was marginal at the elementary and middle school levels, but was evident at the high school level.</li> <li>- data related to high school graduation rates and college enrollment is not included because records for the past four years are not provided and data comparing the past year with the previous is not yet available.</li> <li>- therefore, data demonstrating a clear track record of success is not evident other than the state raising its grade for the district from a "C" to an "A." Recent test scores demonstrate relatively stable results with gains and losses in the subjects evening out.</li> <li>- the section does not address the competition's requirement related to how information on student performance is made available to students, educators and parents.</li> <li>- the weaknesses in this section result in an assessment that is in the low range and at the upper end of the range.</li> </ul>		
<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	<b>5</b>	<b>5</b>
<p><b>(B)(2) Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>- the website is comprehensive and exhaustive by providing the public with ready access to all of the district's policies, procedures and bylaws.</li> <li>- the narrative indicates that all of the sub-group's actual personnel salaries - specifically actual personnel salaries by instructional staff, teachers only, and non-instructional personnel only - required in the competition's grant application are provided on their website.</li> <li>- this website has received state-wide recognition for its success in providing fully transparent access to critical information on its programs and services.</li> <li>- the applicant indicates that links are provided on the website to other critical information such as strategic plan, each school's programs and major departments, and salaries of all other personnel beyond those listed for this section.</li> <li>- overall, this section is assessed at the high range and at the high end of this range.</li> </ul>		
<b>(B)(3) State context for implementation (10 points)</b>	<b>10</b>	<b>8</b>
<p><b>(B)(3) Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>- the application provides extensive evidence regarding the degree to which Florida has reformed its education system, and provides a culture for LEA's to improve their programs and services. In this regard, the applicant provides evidence of how this LEA's educational success has contributed to the state's improvement.</li> <li>- the state's educational environment embraces the Common Core Standards which is a key component of RTTT, and conducted extensive training on this initiative for educators across the state including this LEA.</li> <li>- support and promotion of the common core state standards is evident in the tool kits teachers receive containing lesson plans for differentiated instruction.</li> <li>- the shift to common core and personalized learning was also supported by special training for LEA administrators and coaches to assist their understanding of the concept.</li> <li>- the application addresses successful conditions for participating in this initiative at the state level which implies support at the LEA level. However, the application is vague about the degree to which the LEA has taken steps through policies or regulations to facilitate sufficient teacher autonomy for implementing personalized learning environments.</li> <li>- overall, this section is assessed in the high range and at the low end of the range.</li> </ul>		

<b>(B)(4) Stakeholder engagement and support (15 points)</b>	<b>15</b>	<b>11</b>
<p><b>(B)(4) Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>- the application documents the consultation process which is assessed as being very thorough and comprehensive. An impressive array of forums for the stakeholder groups were provided so that all stakeholders were included and had opportunity to provide meaningful input.</li> <li>- lacking in the application are specific examples of how the proposal was revised by stakeholders in the LEA to incorporate suggestions from the consultations.</li> <li>- some letters of support were secured including one from the city's mayor. Letters of support were minimal from the schools identified for participation in the project.</li> <li>- the State Education Agency was also involved and the applicant demonstrated their receptivity by incorporating their suggestion to include iCPALMS into the proposal.</li> <li>- the teachers' union was involved in the process and a letter was sent to it to ascertain their support. There is no evidence provided that the bargaining representative officially endorsed this proposal.</li> <li>- overall, the application's narrative describes extensive involvement for all elements of the community but contains only a few official letters of support.</li> <li>- the assessment for this section rates involvement at the high range but expressions of support in the low range. Overall, then, the section is rated as medium and at the high end of the range.</li> </ul>		

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

	Available	Score
<b>(C)(1) Learning (20 points)</b>	<b>20</b>	<b>20</b>
<p><b>(C)(1) Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>- details of the plan for improving learning and teaching by personalizing the learning environment indicate precisely how this project will support existing projects already operating within the LEA. Current activities in the core goal areas already underway related to career discovery and guidance, expanded and enhanced course offerings, differentiated instruction, electronic student portfolios and outreach to the community, will be scaled-up with the support of RTT-D, and the degree to which this scaling-up occurs is documented within each of the core educational areas underpinning this competition.</li> <li>- Elements of a high-quality plan are evidenced. Key goals are articulated; Convincing rationales for the activities are provided; innovative deliverables are enunciated; key goals are supported with achievable targets using appropriate measures, and personnel are identified with responsibilities for deliverables.</li> <li>- convincing strategies such as identifying at risk learners, utilizing same-ability small groups, providing daily, targeted instruction and aligning instructional and textual content to address student needs are provided which will ensure that all participating students receive instruction capable of accelerating their learning and based on their educational needs.</li> <li>- high needs students will be engaged by an ambitious plan to increase career-oriented academies; participate in career discovery activities which focus on self-awareness and goal setting; have available differentiated instruction opportunities which will offer extended learning time; be supported by technology that will provide data on each student's success; have that data available to both the student and parents; and provide parents with appropriate connections to be a partner in their child's learning and development.</li> <li>- details outlining how personalized learning will be achieved are thoroughly communicated throughout the proposal and support the student in achieving on-time graduation with college- and career- readiness. Noteworthy in this plan is the overall strategy to provide additional interventionists to work with the district's highest need students.</li> <li>- students will be trained in using their own electronic portfolio which can also be accessed by parents. Career counsellors will work with students to set personal goals and identify career choices. These portfolios will also be the basis for individualized instructional intervention, and will be updated frequently.</li> <li>- improving parental involvement will be facilitated by using parent academies to increase awareness of career and college</li> </ul>		

pathways.

- students will benefit from deep learning by participating in internships and on-the-job experiences as well as having an increase in the number of career-related academies increased.
- the goal related to technology specifically identifies many enhancements to upgrade the benefits of technology for personalized learning including expanding capacity of the data warehouse.
- the detail addressing the various requirements of this section is impressive and indicates that a thorough examination of learning has taken place.
- overall, this section is at the high range and at the high end of this range.

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

**20**

**19**

**(C)(2) Reviewer Comments:**

- elements of a high-quality plan evident in this proposal are key goals and activities to be undertaken; a convincing rationale supporting each goal; outcomes complete with appropriate measures as well as ambitious but achievable targets. An appendix provides greater detail regarding incremental dates for activities as well as personnel responsible.
- this proposal endeavors to scale-up activities related to leadership development, evaluation systems, use of mentors, and professional development already underway in the LEA, and it is helpful to have the RTT-D supported activities succinctly identified as to how each of these four initiatives will be expanded. RTT-D will expand leadership by implementing a Leadership Academy and develop standardized training and qualifications for mentors, develop and implement compensation models for staff, purchase and in-service teachers to ensure rigor with high needs students, formalize a mentor partnership with the local university, and provide coaches to support teacher use of electronic data systems.
- rationales are sufficiently detailed and provide convincing evidence that progress in teaching and leading will be forthcoming. For example, the teacher evaluation model is comprised of domains and elements which are well-researched by Bob Marzano, whose credibility in this field is universally highly regarded.
- the emphasis on personalized learning pursued for students is also evident with workers. In the teacher evaluation model, the rubric provides objectivity by identifying the exact steps. Also, as teachers work in the model, feedback in the form of practice scores assist the professional development process. This process facilitates the workers capacity to accelerate his or her learning.
- the plan addresses improvements in leadership development, personnel evaluation systems, mentoring, and professional development. Each of these aspects have an identified goal with a measurable target as well as educationally-sound rationale for the activities being planned.
- the proposal demonstrates that the teacher evaluation system will incorporate data on student growth when determining teacher compensation.
- the proposal indicates strategies for ensuring that 95% of all teachers and leaders will be evaluated as effective or highly effective which meets the grant requirement. The considerations for this being a high-quality plan are the same as those listed earlier for the criterion related to personalizing the learning environment. The thrust within these rationale statements are consistent with the goals of personalizing student learning by personalizing staff development.
- academic coaches for each school is an excellent example of how this LEA proposes to customize on-going support for teachers in core subject areas including demonstration lessons and connecting with expert consultants.
- in an earlier section, the application provides details in how it might staff hard-to-staff schools by utilizing LEA transportation (bus) with WI FI capacity. However, the application is silent with respect to producing a plan for staffing hard-to-staff subjects.
- the overall rating for this section is at the high range and at the high end of that range.

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

	Available	Score
<b>(D)(1) LEA practices, policies, and rules (15 points)</b>	<b>15</b>	<b>12</b>

**(D)(1) Reviewer Comments:**

- the narrative and appendices provide extensive detail outlining the organizational structure for supporting this grant which includes key goals and activities in support of these goals. Positions are identified for the respective areas and timelines for holding meetings are stated. The plan could be enhanced by providing greater specificity in timelines for completing various components of the project.
- the plan clearly addresses how personalized learning can be facilitated through the LEA organization and school leadership teams. Schools have sufficient autonomy to put into place the conditions necessary for supporting students in their personalized learning.
- central office support for this project is enhanced by having the same personnel in place who are involved with the state's RTTT project already in place.
- The district's support group for this project will be comprised of managers whose only focus will be this project's success. This strengthens the application because managers will not be involved in other projects which might detract from their capacity to provide effective leadership to RTT-D. Specific managers related to this project's success will be grant manager, budget specialist, and external evaluation services and each of these roles are instrumental in making certain that grant expenditures are well-managed and that grant outcomes are being monitored and assessed objectively.
- accountability within this project is increased by outlining in advance the frequency of meetings and topics for discussion.
- policies and practices within the district facilitate school leadership teams assuming responsibility for their staffing, budgets, scheduling and decision-making regarding roles and responsibilities. They also have the requisite level of autonomy to make important decisions regarding development of the school improvement plan. In essence, therefore, schools are responsible for their success because they have the authority to alter what is happening within their existing programs.
- the application's description details convincing evidence of the support available to the project's schools. Principals will meet with the superintendent, LEA cabinet and Director of Differentiated Accountability to share data and needs for the school to advance academically. Hence, various levels of responsibility are involved in ensuring this project's success.
- the district is already committed to having students progress on the basis of mastery rather than time spent in a course. For example, agreements are already secured to allow for adjustments to the teacher's workday and calendar within federal and state requirements.
- information is sparse and indicated a weakness in this aspect of the application regarding students opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways. Providing a variety of strategies in assessing student learning increases the reliability of the measurement.
- the evidence for providing learning resources and instructional resources that are adaptable and accessible to all students is sufficiently detailed so that the goal of personalized learning to meet college- and career-ready standards can be achieved. The various software programs identified readily facilitate individualization and accelerated learning opportunities.
- overall, this section is assessed in the high range and at the low end of the range.

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

**10**

**7**

**(D)(2) Reviewer Comments:**

- some elements of a high-quality plan are provided. Specifically, goals are accompanied with detailed discussion regarding activities envisioned. However, missing elements in this plan are the timelines for implementing the strategies as well as persons directly responsible for the implementation.
- the district features an impressive array of technology and other learning resources to support personalized learning both in and outside of school. Parents and students have access to academic content tools for a comprehensive list of subject areas, and they can readily access assessment records, portfolio assignments and rubrics. Ensuring low income parents have unrestricted access to the necessary information regarding their child's success is one weakness in the narrative's description.
- several strategies planned for supporting staff and parents with technology support are documented and include 24 hour access to student data. Frequent opportunities for parent participation in workshops will be provided where they will learn about new programs as well as how to navigate information tools regarding their child's success.
- the proposal effectively outlines how parents and students will have the capacity to export information in an open data format while ensuring secure storage of personal records.

- fairness in opportunity to learn through technology is ensured by common standards across all classrooms in the district.
- the requirement for district and school use of interoperable data systems is completed by the state's leadership in this requirement, which then allows for the measurement and reporting of student achievement as well as of staff performance.
- overall, the evidence contained within this section justify an assessment in the medium range and at the high end of the range.

### E. Continuous Improvement (30 total points)

	Available	Score
<b>(E)(1) Continuous improvement process (15 points)</b>	<b>15</b>	<b>10</b>
<p><b>(E)(1) Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>- the extensive plan aimed at continuous improvement incorporates outcomes for the core assurance areas with appropriate measures, activities supported by sound rationale, deliverables, timelines for implementing portions of a deliverable, and parties responsible. The plan provides evidence that goals related to professional development, technology and staff are adequately addressed. A weakness in accountability related to scheduling initiatives is that the project's final year, rather than incremental aspects of the initiative, is always identified. Indeed, having a final year timeline may confuse people regarding the impact that initiatives are contributing to improvement.</li> <li>- each element of the plan presents a strong commitment to monitor and measure results specifically attached to each initiative and measured by an assortment of tools generating quantifiable information. However, it is unclear how the information will be made public for the purpose of transparency in understanding the benefits accrued to this grant is identified as a weakness.</li> <li>- some of the goals clearly identify the process for ongoing corrections and improvement but there is an inconsistency regarding this requirement for some goals where a specific process is not identified. This inconsistency suggests that some goals are more relevant than others, which is an inappropriate message for justifying grant support.</li> <li>- overall, this section is assessed at the medium range and at the high end of the range.</li> </ul>		
<b>(E)(2) Ongoing communication and engagement (5 points)</b>	<b>5</b>	<b>4</b>
<p><b>(E)(2) Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>- the plan is exceptionally strong in providing communication for internal and external stakeholders. Internal stakeholders will regularly receive information on updates and recommendations for improvement. External communication will involve high-level personnel such as the superintendent is attending town hall meetings as well as participating in mass media efforts on radio and TV shows. Engagement activities for soliciting feedback from external audiences is referenced but is so vague in details that it is identified as a weakness in the plan.</li> <li>- timelines for these communications are clearly articulated and identify the persons responsible. These various forms of communication are more frequent with internal stakeholders who benefit from constant updating.</li> <li>- the activities identified for external communications are varied and the mass media strategies ensure that information related to the project's success relative to the broad goals are made public. The plan for external communications provides the necessary goals, activities and timelines but is somewhat vague in identifying the person(s) specifically responsible for each aspect.</li> <li>- engagement by the internal audience is facilitated by surveys which provide opportunity for feedback which can be used to make improvements in the project.</li> <li>- in summary, the elements in a high- quality plan are addressed and the information in this plan is creditable because it aims to satisfy informational needs of various groups. The visibility of the district's senior leadership enhances the overall credibility of this plan.</li> <li>- overall, this section is assessed at the high range and at the low end of the range.</li> </ul>		
<b>(E)(3) Performance measures (5 points)</b>	<b>5</b>	<b>2</b>

**(E)(3) Reviewer Comments:**

- only eight distinct measures are provided instead of the twelve to fourteen required in the competition criterion. Missing from the required list are the two measures for Prek-3, the three measures for 4-8, and the 9-12 measure related to the FAFSA form.
- while this section does not provide the rationale for selecting the measure, the context from the narratives in other parts of the application justifies their identification.
- there is no evidence on how these measures will be reviewed and improved over time or on how the measure will provide rigorous, timely and formative leading information.
- the "all" criterion provide both the "effective" and "highly effective" measures for teachers and principals, and provide these for sub-groups in every participating school. Targets are incremental and sufficiently ambitious and achievable. However, these targets hinge on a suitable baseline which in all cases are "0" because these measures are new and have not undergone any evaluation. Establishing an appropriate target without the benefit of baseline data is difficult. Hence the earlier point about reviewing and improving is critical and not dealing with this issue is a significant weakness in the proposal.
- the overall assessment for this section is in the medium range and at the low end of the range.

<b>(E)(4) Evaluating effectiveness of investments (5 points)</b>	<b>5</b>	<b>5</b>
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**(E)(4) Reviewer Comments:**

- the application identifies the key goals for evaluation associated with the competition's core educational assurance areas.
- a lengthy description of key questions are posed for each of the goals which clarifies the rationale for the evaluation activity. A response to each of these questions provides an appropriate framework in how each goal will be evaluated and, at the same time, remove any ambiguity regarding why the activities are deemed important.
- suitably sufficient timelines for these evaluations are identified as quarterly and annually. These timelines provide opportunity for frequent adjustments which will improve this project's accomplishments and overall performance. They also provide opportunities for leadership to report on the project's impact on improving student outcomes.
- research questions identified relate to measurable outcomes and ensure that the deliverables will provide meaningful information to inform the evaluation.
- the personnel directly involved with the project are appropriately identified as being responsible for conducting these evaluations. These identifications enhance accountability when people are specifically assigned responsibilities.
- in summary, the requirements for a high-quality plan are effectively addressed within this component.
- the assessment for this section is at the high range and at the high end of this range.

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

	Available	Score
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>7</b>

**(F)(1) Reviewer Comments:**

- the narrative and supporting tables satisfy the requirement pertaining to disclosures on funding by indicating that this project will be funded exclusively from the RTT-D.
- the reasonableness of the proposed budget is enhanced by not claiming expenditures for travel and claiming relatively low expenditures for supplies. These two areas are easy targets for criticism by the public, and the efficacy of this proposal is enhanced by focusing on personnel, training and technology.
- the proposal is to front-end costs and reduce funding requirements through to the end of the project. This is a sound approach because it recognizes that as new personnel are brought in to launch the project, their expertise will make them desirable hires into the district for the future when project funds terminate.

- it is unclear in the narrative how the personalized learning environments will be sustained. There is no indication how the grant will be evaluated and inform the post-grant period.

The overall assessment of this section is at the medium range and at the high end of this range.

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

**10**

**1**

**(F)(2) Reviewer Comments:**

- the narrative in this section is ambiguous about the shift from the project period to the post-grant activity. It does not contain any references to post-project activities and, therefore, does not address key goals, activities which will be undertaken or the rationale for these activities, as well as reference to timelines and deliverables.
- the narrative does not address how the applicant will evaluate improvements to inform a post-grant budget, nor does it include an estimated budget for the 3 years after the grant. Therefore potential sources for future funding are not identified.
- personnel responsible for the core areas are identified and presumable may be the persons responsible for post-grant leadership.
- in summary, the elements of a high-quality plan to sustain the project's goals after the term of the grant have not been addressed.
- the overall assessment of this section is at the low range and at the low end of this range.

**Competitive Preference Priority (10 total points)**

	Available	Score
<b>Competitive Preference Priority (10 total points)</b>	<b>10</b>	<b>10</b>

**Competitive Preference Priority Reviewer Comments:**

- the applicant presents an experienced and highly-visible partnership with Champions for Learning, and includes a thorough description of the goals of this organization. The organization's goals are compatible with the district because they support the the central tenants of RTT-D for personalized learning and preparing students for on-time completion of college- and career- success. The partnership will support students by implementing student mentorships, pursue educator externships with a variety of community partners, and increase parental involvement in developing their child's career aspirations by building career and college maps.
- the narrative identifies 9 population-level results in support of the RTT-D proposal under the headings of academic results and family and community support results. These meet the competition's selection criteria with their focus on improving academic results, increasing family and community involvement in preparing students for college and career-readiness, and deepen the existing partnership with the Champion's for Learning organization.
- Convincing evidence is provided regarding processes for tracking selected indicators, using data to target resources, scaling the model to make adjustments for larger initiatives, and using results to guide decisions on adjustments. There are no weaknesses relative to the competition's selection criteria evident in these processes.
- the partnership with Champion's for Learning readily accomplishes the RTT-D requirements integrating education with community engagement. This qualified partnership readily brings a track record of working with the community in supporting education.
- staff capacity at each site will be achieved by the supportive efforts of trained counselors who will be trained on how to provide services to high-need's students. These counselors will visit private companies to update their understanding of the latest job requirements which can be communicated to staff, parents and students for updating college and career pathways exploration and workplace skills.
- the partnership will train school counselors to assess needs of students and then address those needs by assisting students through a curriculum containing skills deemed necessary to succeed in the global workforce. Ingredients of this curriculum are generated by having educators participate in externships where conditions of the real-life workplace are substantiated.
- ongoing assessment of the applicant's progress with its plan will be accomplished by quarterly and annual reviews which will generate resolutions to identified problems before they are allowed to persist and handicap the initiative.

- all of the measures identify incremental targets for the duration of this grant which provide a sufficient challenge.
- the overall assessment of this section is at the high range and at the high end of the range.

### Absolute Priority 1: Personalized Learning Environments

	Available	Score
<b>Absolute Priority 1</b>		<b>Met</b>

**Absolute Priority 1 Reviewer Comments:**

The application presents compelling evidence throughout and often repeatedly in support of its commitment to personalized learning not only for students but for parents and staff. Goals identify appropriate improvement targets which are judged to be ambitious yet achievable. The central strategy employed is to provide and train staff in using a wide variety of commercial products, which are designed to accelerate student achievement and deepen their learning by focusing on students' individual needs. The plan also meets requirements for focusing on achievement of sub-group populations and establishes appropriate targets for reducing these gaps. Therefore, technology is a primary tool and strategies are in place to ensure that students, parents and staff are able to optimize programs of content as well as of data storage. The goal to expand student access to the most effective educators is documented with ambitious targets. Finally, there is a commitment through a strong partnership to increase rates at which students graduate from high school and participate in college and careers. Indeed, the commitment to achieve significant improvement in college participation is a special focus. In essence, the logic model demonstrates how deliverables are connected to the four core assurances in this competition.

<b>Total</b>	<b>210</b>	<b>160</b>
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