Race to the Top - District

Technical Review Form

Application #0042AR-1 for Springdale School District

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 provides appropriate details about its current reality as well as the many achievements it has accomplished over the past ten years. The applicant has over 150 businesses and university partners directly supporting the educational process including the local business community as well as local colleges and universities. The applicant's focus is to educate the whole child and the applicant has included a chart in the Appendices illustrating the work the district is doing to support the children.

The applicants commitment to a personalized learning environments has been established through the work that has been done in the high school academy models. For example, these academy programs provide applied learning through specific career cluster pathways. Students are offered a choice in the Medical Academy, Information Technology, Architecture and Engineering and Law Enforcement and Safety. The district currently has three high schools and two elementary schools that offer the International Baccalaureate programs.

The district has aligned its K-12 curriculum to the Common Core State Standards as well as college and career readiness standards. The applicant currently serves as a pilot site for the new PARCC assessments in 24 schools; tracks student progress through a district dashboards, as well as formative assessment through a partnership with an evaluation association.

The district has implemented the Turnaround model in one of its high schools and has replaced he school principal. The reform vision is comprehensive and builds on the district's current work in the four core educational areas and the applicant clearly delineates its approach to meeting the three measurable goals and objectives that are aligned to the core assurances.

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

(A)(2) Reviewer Comments:

The applicant adequately discusses the process used to select schools to participate which meets the eligibility requirements. The district identified two methods in selecting the schools. All of the schools met the 40% or greater of students receiving free or reduced price lunch. The criteria was based on the ESEA Flexibility Waiver calculations that identifies a school in some level of school improvement. All schools were identified to particpate.

The applicant provides a detailed list of participating schools,

The applicant provides all required information for each participating school to include the total number of participating educators, of participating students, of participating high-needs students, of participating low-income students.

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

(A)(3) Reviewer Comments:

The applicant provides a logic model that summarizes the goals and objectives of the reform vision. The comprehensive high quality plan that includes inputs, goals, objectives, short term outcomes, longer-term outcomes, activities, deliverables, resources needed, and persons responsible. The scale up plan is aligned to the district's vision and each of the goals identified correlate with the goals listed in the comprehensive agenda. The applicant clearly outlines strategies and

projects to scale up the project during and beyond the grant period.

Specifically, the applicant will target 17 elementary schools consisting of approximately 10, 078 student, four Middle Schools (6-7), four Junior High Schools, One Alternative School, and 3 High Schools for a tota of 20,583 students. Additionally, the applicant will expand articulation agreements with three local colleges to scale the model.

The logicl model is comprehensive and the strategies outlined will assist the applicant in meeting its outcome goals.

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

(A)(4) Reviewer Comments:

The applicant provides a clear description of the four criteria it will use to determine proficiency and growth . The summative assessments used for baseline and growth targets are documented in the plan. Each school has been given a specific trajectory that sets new AMOs as part of the ESEA Flexibility Waiver process. The 2011 baseline year of 2011 was used to establish the number and percent of students who were proficient and above.

Each student in the school has an established growth trajectory based on scaled score proficiency formulas for each grade from 3 to 8. The growth score for the school was determined by the number and percent of students who met their individual growth trajectory in the 2011 school year. That percent was used to determine the difference between the percent of students who met their growth score and having 100 percent of students meet their growth score.

The Arkansas Department of Education defines the achievement gap for each school based on the gap between the Targeted Assistance Group Students and All Students performance. The TAGG group consists of students with disabilities, English Language Learners, and Students in Poverty. Students in these subgroups must increase their proficiency rating by 50% of their baseline scores.

The applicant provides a chart showing the graduation targets. The targets are ambitious and achievable if the applicant follows it plan to implement the personalized learning environment.

The applicant provides baseline data and targets for college enrollment and the chart is clearly presented. Each target is ambitious yet achievable.

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 sound documentation as evidence of a clear record of success and cited the following areas of growth: closing the achievement gap; increasing the diversity of instructional staff; designing a more robust data system; implementing a teacher evaluation system linked to student achievement data with professional growth goals, and implementing a more rigorous curriculum that is aligned to college and career ready standards

The applicant's Pre-K program has grown from 120 students in 2005 to 860 students in 2013. A review of Appendices demonstrate increases in student achievement The district uses the English Language Development Assessment (ELDA) to track English language acquisition for students in grades 3-8 and the data shows that 71% of students experienced ELDA Reading scale score growth from 2010-2011. Sixty-five percent of students in grades K-2 experienced ELDA writing scale growth from 2010-2011. A review of benchmark exams for Limited English Proficiency (LEP) indicate LEP students have been increasing more in proficiency in literacy since 2007. The applicant provides a graph for the Qualls Early Learning Inventory for 2012 that shows the district is better preparing students to start school. From 2010-2011 the cohort graduation increased from 78.50% to 80%. Data provided by the Arkansas Department of Higher Education reports that a total of 436 Springdale graduates enrolled in state colleges in 2012, compared to 404 students in 2010, an increase of approximately 9% in college enrollments from 2011-2012. The applicant also further demonstrates its record of success as documented in the district's most recent Annual Report to the public on student achievement which can be found in

the Appendix.

The state of Arkansas adjusts its definition of low-achieving schools based on the ESEA Flexibility Waiver. The baseline data for establishment of schools defined as Need Improvement Focus Schools and eight schools were identified. Seven of the eight schools met their first year goals. One school did not meet their first year goals in 2011. As a result, the district enacted School Turnaround principles in 2012, hired a new principal, required all faculty to be re-interviewed, revised the school's mission and vision, and implemented a new process to monitor instruction in order to provide feedback to teachers.

The district has invested over $100,000 in technology upgrades and has hired additional staff to allow for expanded elective offerings based on student interests.

The district uses an on-line district developed data dashboard, parents and students can track the real-time grades and assignments of their students. Parents and students receive grade reports every five weeks and report cards are formally published at the end of every nine weeks. The district has a Facebook page where information is communicated in English, Spanish, and Marshallese through print media, a district TV production system, and a district radio station. The overall achievement of the schools and the district is printed in presentations to the public, printed in the newspaper, and posted on the district's website.

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

(B)(2) Reviewer Comments:

The applicant assures that it engages in transparency and all school level information is made available on the district's website and includes expenditures as outlined in selection criteria (B) (2). However, the applicant does not address other avenues of transparency such as sharing information at board of education meetings, town hall meetings, etc.

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

(B)(3) Reviewer Comments:

The applicant provides detailed evidence of its ability to fully execute the personalized learning environment. Specifically, the applicant describes eleven state and district initiatives that support the proposal.

The applicant cites examples of its autonomy and ability to both inform and operate within the state context. The applicant has historically played a role in informing state level policy to expand personalized learning environments by serving as a pilot for new initiatives and offering feedback about roadblocks to effective implementation.

Other examples include, piloting new Career and Technical Education program models, piloting a competency based model of progression, implementing a new teacher/leader evaluation system, joining a regional cooperative to target math and ELA achievement, serving on curriculum development teams sponsored by PARCC, participating in focus groups linked to innovation, extending parent outreach efforts, sharing student achievement data between school districts, adopting the Common Core Stated Standards, and establishing growth trajectories for each district to close achievement gaps.

The applicant has clearly met this requirement.

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

(B)(4) Reviewer Comments:

The applicant appropriately provides details of how students, families, teachers, and principals were engaged in the development of the proposal. Because the district is not engaged in collective bargaining, each participating school faculty was asked and a confidence vote of 70% has been secured at each site.

The applicant further documents evidence of stakeholder engagement through a timeline reflecting dates of various activities/meetings that took place in order to ensure stakeholders had a voice in the development of the proposal. These meetings were used to revise the development of the project proposal.

The applicant provides 19 personal letters of support from various stakeholders to include representatives from the community, government, businesses, rotary clubs, universities, school board of education, PTA, teachers, administrators, and students.

The applicant clearly meets this criterion as the evidence is entensive.

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 appropriate documentation to demonstrate that the proposal is aligned to its three goals. The applicant will implement instructional strategies that engage and empower all students and has identified eleven projects to accelerate student achievement, close the experience gap, and deepen student learning. The applicant describes each project in detail discussing how the work will be carried out, explains the rationale, as well as the persons responsible.

The district will convene a schedule project team to examine ways in which the bell schedule interferes with the district's ability to accomplish its goals, and identify what's working and what needs to change to ensure students are involved in deep learning experiences. Advisory time will be used to conduct college and career-ready planning which demonstrates the applicant commitment to a college going culture. Personalized Learning Plans and student led conferences will be implemented to create opportunities for students to plan for their careers and college.

To ensure students have multiple pathways to graduation, the applicant will expand career academies which will be aligned to external standards and college entrance requirements. Students will use their personalized learning plans to determine placement Career Academies or alternative pathways to high school graduation. Students will pursue deep learning experiences in an academy of choice, or in an extended opportunity of their interest. The personal learning plans will afford regular opportunities for students to communicate and reflect on their progress.

The district strives to expose its students to diverse cultures, contexts, and perspectives and currently has in place two elementary and one high school International Baccalaureate programs. The applicant also offers a foreign language program in five of its elementary schools.

The applicant describes its vision providing a centralized early learning center that allows students to engage in age appropriate cohorts. Educators in the early learning centers will work in professional learning communities to vertically align the Pre-K and elementary curriculum. The center will be equipped with interactive whiteboards, teacher laptops, and computers built into workstations.

To create 21st century learning environments on all school campuses, the applicant will expand technology. Beginning school year 2013, all 9th graders are required to complete an online course. Classrooms will be equipped with netbooks, iPads, cameras, and e-readers.

The applicant proposes to expand its investment in Environmental and Spatial Technology project based-learning which affords students to master critical academic content, work in teams, think critically, and solve complex problems.

Students will continue to participate in AP courses and expanded dual enrollment opportunities to allow students to demonstrate mastery of content using a strategy or format of their choosing.

The interoperable data tracking system will allow students and parents to log in to a secure platform and access performance data. This system also provides real-time data access to teachers for ongoing and regular feedback to students. All educators will have access to, and regularly review, student goals. The district designed data dashboard will allow for easier access to individual student data, district data, trend data in achievement, financial data and other data of interest by parents, faculty, and community. The system will enable the district to identify strengths and opportunities for district improvement to improve teaching and learning.

Teachers will be able to communicate directly with students and parents about individual progress and class expectations through a secure e-mail account. The system will be used to input and monitor student progress to determine progress toward mastery of college and career ready standards.

The applicant proposes to scale up the outlined strategies through the work of the grant. Specifically, it will scale up this process by including progress towards college and career ready standards and competencies as part of their intervention model. The applicant will also scale up its behavioral intervention program in coordination with a local mental health agency for its region.

The applicant ensures that time will be built into the advisory class time to familiarize students with the proposed use of all technology and parents will be trained through the Parent Academy to ensure they know how to access and determine the

relevant of student data.

The applicant clearly includes all the elements of a high quality plan that includes key goals, activities, rationale, timelines, deliverables, and priorities responsible. The critertion has clearly been met.

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

(C)(2) Reviewer Comments:

The applicant recognizes the importance of ongoing continuous professional development with the necessary support to improve learning and teaching. In each of the outlined activities for the projects the applicant has articulated the appropriate support needed for its educators to build their knowledge and skills to ensure success of the reform initiatives.

The professional development plan is complete with timelines, activities, deliverables, and responsible parties. The plan includes common planning time for teacher participation in professional learning communities, ongoing professional development, and instructional and school change coaching which affords opportunities for the rich discussion needed to change professional practice. All professional development activities are aligned to the goals of the project.

Participating schools will pilot the seat-time waiver which allows educators to personalize student learning, engage students in common and individual tasks to demonstrate mastery, and deepen the learning experience.

The district's new data system allows all educators to upload, access, and interact with student data in real-time for the purpose of informing instructional practice and advancing student achievement. Educators will work collaboratively and regularly with both advisory and classroom students to use data to measure progress towards academic goals that are aligned to college and career-ready standards, graduation requirement, and personal goals.

The district is piloting a new evaluation system for teachers and principals and this system will measure student academic progress and provide feedback on effectiveness. The new system also provides a wealth of information on teacher effectiveness across four domains and will assist in improving learning and teaching and personalizing the learning environment to ensure students are college and career ready.

All educators will utilize the data dashboards which will allow teachers to identify the best learning approaches in response to student academic needs and interest. Teachers will be able to immediately target students who are not demonstrating mastery of content. Teachers will also be able to access formative and summative assessments that will inform instructional practices.

Educators in the district are already working on aligning the curriculum to meet the Common Core Standards and aligning instructional content and assessments to college-and career-ready standards. All educators are in the process of working on developing interim formative assessments aligned to PARCC. The alignment of the common core assessments will also ensure students are college and career ready.

Educators will be trained on how to develop protocols for sorting data and determining what data is most relevant to improving content instruction and calibrating assessments to provide feedback on student achievements. Teachers in professional learning communities will examine student artifacts to determine the extent to which efforts to align the curriculum to college and career ready standards to ensure they are leading to real gains in student achievement.

To improve teaching and learning the applicant proposed high quality learning resources such as interactive white boards and project based learning labs will be incorporated that are aligned to college and career ready standards. Teachers will use dta from the new interoperable system to monitor student outcomes to ensure they are graduate and college ready,

To increase the number of students who receive instruction from effective and highly effective teachers to improve the quality of all teachers, the applicant recruits from local university systems. All teachers are highly qualified and over 505 have a master's degree or higher. The applicant also plans to add instructional support staff, certified and classified as needed in underserved schools.

The use of the Teacher Excellence and Support System (TESS) and the Leader Excellence and Development Systems (LEDS) ensures all teachers and principals build capacity through ongoing professional development which provides the basis to increase the number of highly effective teachers and principals.

The requirement is clearly met as evidenced in the applicant's thorough and comprehensive responses to the criterion and the strateges and activities listed support the applicants vision to personalize the learning environment and improve teaching and learning.

The applicant clearly includes all the elements of a high quality plan that includes key goals, activities, rationale, timelines, deliverables, and priorities responsible. The critertion has clearly been met.

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 details information related to how the district is organized to support the personalized learning environment. The applicant describes the role and responsibilities of key leadership personnel that support the proposal. The applicant assures that the Superintendent fully supports the proposal and has assigned three central office Curriculum and Instruction cabinet level staff members to be directly involved with the grant. The applicant clearly delineates the roles and responsibilities of these individuals.

The applicant has also identified a Task force consisting of representatives from each school to include administrators, parents, students, and community members to ensure the work of the grant is being supported.

The school leadership teams, under the grant proposal, will be provided flexibility and autonomy in all matters pertaining to the grant implementation to include school schedules and calendars school personnel decisions, and staffing models.

The applicant appropriately documents how students are given the opportunity to progress and earn credit based on mastery and not seat-time. One example cited was piloting of a Computer Application Career Technical course whereby students were allowed to test out of the basic course when they could demonstrate they meet certain competencies.   The State Board of Education is fully supportive of a seat-time waiver.

Students are given the opportunity to demonstrate mastery of standards at multiple times and in multiple ways as detailed by the applicant. An example cited is the use of Cognitively Guided Math which is used in the elementary schools. Rubrics are used in secondary English classes to facilitate student mastery and writing is reviewed multiple times prior to the final grade being assigned. The Algebra program is designed around a mastery-learning model that is strengthened by teacher professional development linked to "Extending Mathematical Thinking."

Career and Technical classes as well as the existing Academy classes allow for multiple opportunities for students to demonstrate their understanding of the skills and knowledge acquired in their course of study.

The applicant appropriately documents that the district institutes policies to provide learning resources and instructional practices that are fully accessible to all students, including students with disabilities and English Language Learners.   Students who require one-on-one aid in the regular classroom are supported by specially trained personnel who understand their behavioral and learning needs. Assistive technology tools are provided to students who need this support to participate in the learning process.

To provide instructional support, the applicant has assigned instructional specialists to each school to support the regular education teachers in order to meet the needs of all students. At the elementary level, instructional assistants support the needs of students directly in the classroom. Before and after school, during lunch and study periods, one-on-one tutorial support is provided as needed to students at the Secondary level.

The applicant further describes how it supports its students and families by providing health services and tutorial services. The district has a supply closet for clothing, school supplies, and food for families.

The applicant clearly includes all the elements of a high quality plan that includes key goals, activities, rationale, timelines, deliverables, and priorities responsible. The criterion has clearly been met.

(D)(2) LEA and school infrastructure (10 points)	10	9

(D)(2) Reviewer Comments:

The applicant provides sufficient evidence how it will ensure all participating students, parents, educators, and other stakeholders have access to necessary content, tools, and other learning resources both in and out of school. Specifically, the applicant delineates specific components, departments, teams, and positions that would be responsible for the various initiatives and activities described in the proposal.

Students will have access to necessary content, tools, and other learning resources such as support from career coaches which will assist students in making importance career choices and/or decisions. Students will also have access to field trips to expose them to various careers as well as assistance in navigating the college application and financial aid process. To ensure teachers have the necessary skills and knowledge to improve teaching and learning they will be provided technical support in integrating technology into instructional practices. Professional development will be provided to ensure teachers have the necessary skills and capacity to provide appropriate pacing through the content areas.

The applicant provides evidence that it will expand its information technology system to ensure greater access to the critical data educators need to do their jobs effectively and to ensure student and parents can monitor academic progress. The existing data system provides students and families with access to a secure platform for exporting student data in an open data format.

The applicant assures that its current eSchool platform provides educators with access to an interoperable data system that houses human resource data, student information data, budget data, and instructional data under a single system. With this interoperable data system educators are able to manage communication between the school and homes through secure e-mail. The new system allows for broader use of the data. Teachers will be able to personally communicate with parents via web-based tools, and grades and assignments will be available via the new system. This tool also includes a home calling system that alerts parents to school events as well as student absences.

Parent training on the new system will occur through school based and district trainings.

The applicant will expand the number of iPads and net books that are available for parent checkout, as well as the number of locations with access such as libraries and classrooms. The district is engaged in conversations with a local communications supplier for Internet access to provide reduced-cost Internet services to families. Currently, computer access is available at parent centers in each school, the public library, at the Jones Community Center, as well as through a check out system at various community locations.

While the applicant provides appropriate details related how parents and students can access tools and resources electronically, it does not address how it will reach parents that may not be technologically savvy and literate. The applicant does not address other means of providing soft copies of content tools.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant appropriately describes its high quality plan for implementing a rigorous continuous improvement process. The District Improvement team has been designated to coordinate activities around each goal area to ensure a system of evaluation and reflection designed to provide for continuous improvement. A progress monitoring system will be designed by the Director of Improvement, Research, and Evaluation and each project will have an evaluation component designed to measure the impact of the investments on student achievement as well a social and behavioral outcomes. In doing so, the applicant assures evidence is collected for program elements to determine effectiveness.

The District Improvement team will coordinate the activities of the school and monthly meetings will be held with the school teams to evaluate progress toward grant goals. The applicant describes how the school improvement teams will collect and review data to inform instruction such as samples of student, work, lesson plan design, and formative assessments. Thus, giving participating schools autonomy to continuously improve at the individual school level as well as ensure the grant is implemented with fidelity.

The applicant will work with experts in evaluation and measurement from the University of Arkansas along with other national experts to ensure the project is properly evaluated and measured. The Project Manager will collect and maintain the data that support the work of each goal and will publish reports to share information on the grant. The Administrative Assistant will assist the Project Manager with the data. This evaluation process allows for continous improvements and helps the applicant to detetrmine where and how to redirect or refocus their efforts.

The applicant's comprehensive responses to this criterion resulted in a score in the higher range.

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

(E)(2) Reviewer Comments:

The applicant documents ongoing communication and engagement and ensures multiple measures of communication are in place with internal stakeholders. Information would be shared on the district's website and Facebook page, would be shared monthly at the school board meetings and minutes posted on the website; principal meetings will have a standing item for RTTD, the Joint Council (representative teacher committee) will receive quarterly updates.

The district will establish a Community Partner committee which will conduct meetings three times annually to share information related to communication channels, timelines, data, and reporting responsibilities to ensure ongoing communication and engagement. Grant information will be shared through the City Council PTA meetings and at the monthly Patron Shelf meetings which are comprised of community leaders, city council members, representatives from community organizations; and parents from all of the schools. The applicant will also host an Improvement Showcase each spring to share knowledge and outcomes developed over the year.

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

(E)(3) Reviewer Comments:

The applicant has identified 15 ambitious yet achievable performance measures, the rationale, and methodology, and the continuous improvement need to support each goal. The applicant assures the data will be available once the new evaluation system is in place.

The applicant provides baseline data and annual targets for each performance measures for the grand period and beyond for all students as well as identified subgroups. The applicant's plan clearly documents the rate of growth over time.

the new teacher evaluation system will provide more discriminating evidence regarding effective and highly effective teachers and principals. the district will immediately adjust the data collection model, once implemented that determines highly effective teachers and principals as generated by the two new rubrics. Additionally, the new assessments will be piloted in SY 2014-2015. To ensure continuous improvement, the data will be recalibrated once the new Common Core assessments are put into place.

The benchmark data from the participating schools will be used to determine the number of percentage of students who met the proficiency standards at the 5th grade in mathematics based on the AMOS established at each school. The district will adjust the assessment model and the trajectories for performance, growth, and closing the achievement gap based on the expected shift in SY 2014-2015 to the PARCC assessment model that has been adopted.

(E)(4) Evaluating effectiveness of investments (5 points)	5	3

(E)(4) Reviewer Comments:

The applicant has appropriately identified ways it will determine the effectiveness of grant activities. The

Director of Research and Evaluation will supervise the process. Instruments such as Concerns Based Adoption Model will be used to determine the impact of investments. The applicant will use a rubric to inform the progress teachers are making in the implementation of a new system for teaching and learning.

Results will be presented as cost-effectiveness ratios, expressing cost per outcomes (e.g. cost per increase in the number of highly qualified teachers or for increased graduation rates. The applicant ties this analysis directly its logic model which enables the district to determine which programs are effective as well as the efficiencies and costs associated with alternative approaches.

Investments in professional development will be monitored using research partnerships with the University of Arkansas Research and Measurement Office.

Investments in technology will be evaluated on an ongoing bases and the effectiveness will be monitored by reviewing how technology is integrated into daily lesson plans, student project work using technology, and by reviewing the records of students checking out equipment. The impact of technology will on student achievement will be measured through rubrics associated with learning outcomes.

While the applicant has adequately outlined a plan of action to evaluate the effectiveness of its investments, the plan does not include key goals, activities, timelines, and deliverables.

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 provides a comprehensive budget that is reasonable and adequate to support the goals of the project. The applicant will focus on 11 projects that need to be put into place to achieve the goals as described in its logical model. The goals are aligned to the applicant's vision of personalized learning.

The budget narrative is detailed and includes the budget, rationale, timelines as well as funding sources from state and other funding streams. The budget is well documented with charts and includes appropriate line items from funding sources. The descriptions are clear with a narrative for each activity.

The budget is clealy aligned to support the overaching goals and objectives of the project. The applicant clearly identifies funds for one-time investments as well as ongoing operational costs that are aligned to the strategies of the project to personalize the learning environment.

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

(F)(2) Reviewer Comments:

The applicant provides a sustainability plan for each project that includes strategies to ensure the project will be sustained beyond the life of the grant. The applicant assures it will absorb the cost of teachers provided by the grant during the second year of implementation.

The Literacy program will be maintained through Title III funds on a rotating basis with parents, teachers, and administrators from the various programs.

Additional funds for teachers to travel to national conference will be supported by the Carl Perkins grants

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The applicant adequately details the coherent and sustainable partnership that was established in 2003 among a group of community leaders who came together to create the Springdale Public Schools Education Foundation (SPSEF). The Foundation's charge was to raise funds to support the district's expectations for academic achievement.

In 2008, the foundation partnered with Partners in Education (PIE), an organization focused on pairing area businesses with local schools to provide guidance and leadership to students through participation in community engagement with real world fields of work.

The applicant will offer expanded professional development to teachers to maximize the services provided through the Jones Center for Families. Specifically, the teachers will be trained on how to look for risk-factors and how to access resources to evaluate student strengths and needs. Professional learning community time will be spent to further identify and inventory the needs and assets of the school and community, and ensure the district offers a comprehensive system of support to improve student outcomes.

Expansion of the model will also involve more meaningful participation of parents and families in both decision making to improve results over time, and in addressing family needs. Through the Parent Academy, families will gain more awareness about the many resources available to them.

The Springdale Alumni Foundation provides the opportunity for alumni and patrons to maintain ties to the school district and the community. It has completed several memorial projects across the district and has awarded more than 30 scholarships to Springdale graduates.

The applicant describes its long standing relationship with a myriad of network partners who provide services through financial and human resources tied to the needs of the school. The applicant currently has eleven partnerships in place to meet the social, emotional, and academic needs of families.

The applicant identifies eight desired results targeting English Language Learners and students classified as low-income. The desired results focus on increasing parent involvement, increasing college enrollment rates for English Language Learners, decreasing absenteeism and discipline referrals, decreasing childhood obesity, increasing the reading levels of K-5 impoverished students, and increasing first-time college enrollees among poverty students.

Each school principal works directly with the Director of the SPSEF to monitor and evaluate program effectiveness. The building principals and the Director of Improvement Research and Evaluation will carry out regular progress monitoring to track outcomes on quarterly basis to evaluate the effectiveness of partnership in achieving student goals.

Most of the components are well addressed, however, the applicant did not identify the person(s) responsible for the coordination of the services between the schools and the agencies to ensure the services are personalized for each student and meet their individual needs.

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Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		**Met**

Absolute Priority 1 Reviewer Comments:

The applicant has created a comprehensive plan that meets the requirements for Absolute Priority 1. Throughout the narrative the applicant has presented a coherent plan that addresses how it will create learning environments that are designed to significantly inrease learning through the personalization of a broad range of strategies, tools, and suports for students and educators that are aligned with college and career standards and career ready graduation requirements. The initiatives proposed will accelerate student achievement and deepen student learning and increase educator effectivness as well as expand student access to the most effective educators. The applicant has identified targets to decrease achievement gaps across student groups and has outlined strategies to increase the rates at which students graduate from

high school prepared for college and careers.

The Absolute Priority is clearly met.

Total	210	204

Race to the Top - District

Technical Review Form

Application #0042AR-2 for Springdale School District

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 scored the highest number of points (10) for this section.

- Goals are clearly defined and aligned to academic standards and Common Core Standards. There is clearly documented evidence that the applicant has adapted the Common Core Standards and have escalated curriculum and program changes in order to prepare students for college and the workplace.
- The applicant provided extensive documentation relative to collecting data for teacher and principal performance, student achievement, decreasing gaps in all content areas. There is evidence of comprehensive data collection systems and processes that allow the district to track successes for monitoring goals. There is documentation to support the district use of assessments to measure the growth and success of all students with a stated goal of improving instruction.
- The applicant emphasizes the importance of teacher and principal evaluation. The proposal contains documentation of in-depth data collection tools that provide evaluation methods and methods for building capacity to provide quality professional development to help maintain effective teachers and principals.
- The proposal lists activities that the district has undertaken to turn around its lowest performing school. The district documented data that increased student achievement scores 53 percentage points in Algebra and by 17% based upon the English Literacy Assessment. These increases resulted from a a high poverty/high needs environment.
- Goals are credible with supporting objectives. The applicant names a variety of programs and partnerships that the district utilizes to provide personalized student learning activities. The applicant provides comprehensive data demonstrating commitment for a vast array of business and community partnerships that the applicant taps to provide internship and hands-on learning opportunities to meet the individual needs and academic interests of students.
- The proposal describes learning environments that promote active real world learning for students based upon analyzed data from assessments and student interest surveys. The applicant provides examples of student learning which demonstrate the vision that the district has for providing varied personalized learning experiences. The proposal explains how the applicant used the ELDA assessment to show how high needs Second Language Learners in several of their elementary schools moved up 3 points on the ELDA assessment and passed the state benchmark exam. This data is aligned with the goal set for increasing learning for students in the ELL program.
- The applicant conducts equity reviews of staff in schools to ensure that there is parity for effective teachers, administrators and support personnel in all participating schools.

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

(A)(2) Reviewer Comments:

The applicant scored the highest number of points (10) allowed for this section.

The applicant demonstrates a clear process for how the district selected schools to participate in the Race to the Top proposal. The district chose districts based upon high need and high poverty data. The proposal contains listings accompanied by comprehensive charted data that provide visual documentation of the schools, staff and students designated as participants. The charts verify the number of students who meet low-income high need requirements as set forth by the district and educators assigned to the represented schools. The goals are aligned to activities designed to personalize learning environments. Credible achievable timelines accompany the listed activities. The documentation provides evidence promoting an achievable credible blueprint for success. Relative to a rationale for selection of all schools as participants in the Race to The Top, the narrative explains that there are high needs students spread across all participating schools in the district.

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

(A)(3) Reviewer Comments:

The applicant scored the highest possible number of points(10) in this area.

The applicant demonstrates a clear understanding of goals that are needed to bring about meaningful change in transforming student learning. Goals are simple yet to the point. The applicant provides a visual representation of the goals along with defined objectives for listed activities and deliverables that are aligned to the goals. The documentation also includes a detailed timeline for implementing the reform measures. The proposal clearly delineates the detailed resources and deliverables that are required to move towards successful reform and increases in student achievement.The comprehensive documentation supports a credible plan for implementing the Race to the Top proposal. The applicant proposes to scale up meaningful reform by tracking records of success for the purpose of informing state level policy that could result in the betterment of achievement for all students throughout the state.

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

(A)(4) Reviewer Comments:

The applicant received a score of 9.

The proposal contains baseline data and percentage goals for all participating subgroups. The applicant accounts for a working with the Partnership for Assessment of Readiness for Colleges and Careers. The applicant provides a listing of summative assessments that the applicant used to set baseline data and goals for increasing student achievement. Charted data is provided which demonstrates baseline data extracted from the summative assessments and projected goals were identified for the sub groups of students. The chart demonstrates that the applicant is setting goals to decrease the achievement gap. Some of the subgroup areas have goal projections less than 5% each year over a four year period of time. ESEA did provide flex waivers providing the district the opportunity to goals which are lower than the actual state goals. The same concept applies to graduation rate and college enrollment goals. The applicant shows how improvement has resulted with increasing student achievement as a result of successful implementation of programs such as *Turnaround School Principles* and *Gradual Release of Responsibility*. It is not clear as to the basis for why the district claims success in the area of showing student learning gains using these interventions and yet the district chooses to use the ESEA flex waiver to set minimally required percentage gains for their high needs students.

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 received a score of 15 which is at the high end of the scoring scale.

- The applicant provides data that shows growth in priority areas.
- In the Appendix there is demograpnic data with listed performance gains showing increases in student achievement over the past four years and graduation rates for the past 3 years.
- The district identified 9 schools that met the criteria for low-achieving schools. The applicant identified a school that made gains in Algebra along with engaging families.
- The proposal demonstrates evidence of documented increases especially in the English Language Learners area as well as increases in graduation rates. Based upon documentation in the proposal the district has seen significant gains in one of its low performing high schools. Ambitious planning, time, effort, and extensive data monitoring and analyzing are accounted for in the proposal,
- The applicant shared activities related to sharing perforamce data available to the public: Facebook, data dashboard, annual parent conferences, and distribution of report cards.
- The applicant provides concentrated evidence to improve teacher and principal effectiveness which the applicant attributes to documented increases in student achievement.
- The applicant proposes to develop a Parent Academy in order to inform and provide parents with learning activities designed to improve student learning and engage them in their student's educational progress. It is the goal of the applicant that the outcome of the implementation of Parent Academies will result in increased student learning; thereby closing achievement gaps while increasing high school graduation rates and college enrollment.
- The proposal contains a chart that demonstrates increased college enrollment starting with the 2011-2012 school year. Each subgroup listed on the chart shows an increase in college enrollment from the 2011-2012 school year to the 2013-2014 school year. The chart shows annual increases based upon percentages for subgroups listed in the chart. The African American subgroup showed an annual increase for college enrollment of approximately 9%. English Language Learners showed an annual increase of 4 % for college enrollment data. Caucasian students showed a 3% increase. Students with Disabilities showed a 7% increase for college enrollment. Overall the applicant's annual college enrollment rate from 2011-2012 school year to the 2013-2014 school year showed a 5% increase. The applicant's overall college enrollment rate during the aforementioned time period is approximately 43%.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	4

(B)(2) Reviewer Comments:

The applicant received a score of 4 points.

The applicant demonstrates that information for actual personnel salaries for all staff and actual non-personnel expenditures at the school are available to the public on their website. The district submits an annual budget for public review. The district is audited annually. The district has public meetings and committees designed to inform the public about expenditures for student instruction related to pupil support. It is not clear from the documentation how often the district updates this information in order to keep the public informed on updated budget changes.There is not clear documentation to substantiate if the information on the website is updated on a daily, weekly, monthly or annual basis for purposes of providing the most current and highest levels of transparency practices on a current basis.

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

(B)(3) Reviewer Comments:

The applicant receives 10 points in this category.

The applicant provided eleven activities which demonstrate how they expanded personal learning environments. The applicant substantiates the implementation of innovative programs that were recognized by the state such as a Career and Technical program and becoming a state pilot site for the Common Core Standards initiative, enacting the state Teacher Effectiveness Support System, and organizing development teams for the Partnership for Assessment of Readiness for College and Careers Consortium. This evidence supports the basis for demonstrating that the district utilizes autonomy for implementing successful conditions for programs conducive to personalized learning environments.

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

(B)(4) Reviewer Comments:

The applicant received 15 points - the highest number of points available.

- The applicant provides clear evidence of stakeholder involvement and active participation for developing the RTTT-D grant proposal. A chart with meeting dates and agenda summaries is provided as part of the documentation.
- Since the district does not participate in collective bargaining, evidence is provided to confirm that a confidence vote

- of 70% of the teachers was secured to support the proposal.
  - Letters were not canned letters, but written with genuine specific areas of praise and support across a broad range of key stakeholders are provided as evidence of buy-in for the proposal.
  - The proposal provided a timeline with actual scheduled dates to provice substantial evidence that meetings were held for involving stakeholders.
  - The proposal contains a detailed chart that provided documentation as to when meetings were held, meeting attendees (parents, business leaders, teachers, students), agenda items discussed and subsequent follow-up meetings which were based upon improving student learning as a result of the feedback that was given.

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 earned the highest amount of points as a result of providing a comprehensive plan for preparing students for college and careers.

The applicant clearly presents the goals required for college and career readiness required for the Race to The Top. Rationales are research based for each objective. Timelines are provided. Comprehensive lists of deliverables are documented. Individuals are assigned to oversee stated responsibilities. The narrative follows a sequence of events that attach each activity to core areas related to providing activities that are needed to present a comprehensive plan for creating personalized learning environments.

The Learning and Academic Improvement Plans provide individualized learning opportunities for all students. The Family Literacy plan will be replicated in 5 additional Title I schools. The district is decreasing the amount of traditional seat time that students were accustomed to, and replacing this time with performance based courses that are aligned to mastery of core competencies. District personnel are developing a standards-based curriculum to design competencies that demonstrate real world personalized learning activities. Mastery is being determined by district-prepared formative common assessments. English Language Learners will benefit from immediate tracking and personalized feedback that will be provided as a result of ELDA scores. The district is increasing student engagement and supporting personalized learning environments through the use of interactive white boards, iPads, digital cameras, and networked carts for each classroom. Teachers are required to take courses to stay current with integrating technology for purposes of creating personalized learning environments for students and increasing student learning. A computer lab will be the norm in each participating school building as part of a plan to assure learning will lead to students being prepared for college and career. A technology specialist and three additional staff members are being utilized to implement a one-to-one technologically designed program of learning and support for staff and student learning. The plan provides a timeline in order to account for a planned replacement cycle. The plan addresses the need to provide high need students with individualize instructional tools that will assure that each of these students will master the college-and career-ready standards. The plan for digital personalized learning is credibly supported by clearly identified timelines, activities, deliverables and assigned responsibilities. The applicant arranges the activities thematically as pilot programs such as: seat time waiver activities, personalized advisory time to develop college- and career-ready skills, personalized student learning plans, multiple pathways to graduation, centralized centers for early learning, technology acquisition and integration, teacher, principal and staff professional development, and parent involvement.

The applicant lists examples of activities for providing student opportunities related to cultural diversity. International Baccalaureate programs offering foreign language courses are in place at the elementary and high school levels. A narrative focuses on closing the experience gap through providing opportunities for all students to gain access and exposure to contexts and perspectives necessary for postsecondary success. There is a commitment to a "college going" culture facilitated through an advisory program that is supported by parents and teachers. In addition, the applicant describes a project that is focused on multiple pathways to graduation which is designed to strengthen involvement with the community while enhancing exposure to a wider array of cultural opportunities. The applicant provides detailed information which explains how these experiences will help students to gain entry-level work skills, build confidence in interacting with adults, and experience the value of being an engaged community citizen. The proposal details a project aimed at integrating greater access to technology which will allow students to interact with a global community of learners who can provide context and perspectives that deepen student learning.

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

(C)(2) Reviewer Comments:

The district received 20 points in this area.

The applicant provides a comprehensive plan that includes documented goals, timelines, carefully planned educator professional development, efficiently designed technology systems, and demonstrated increases in student achievement. The district designed a comprehensive plan that is aligned to clear goals and objectives. Professional Development cohorts will be enhanced to allow staff to develop teaching and learning strategies designed to focus on implementing effective personalized learning plans. Instructional coaches will be employed to provide additional resources for participating teachers. The comprehensive plan focuses on developing a standards based curriculum that promotes college and career action planning while creating individualized learning environments. The plan for integrating technology enhances the credibility for successfully implementing personalized learning activities for students and educators. Training will be accessible to all teachers and administrators as the district adopts a new evaluation system. The proposal accounts for using 1:1 technology ratios to allow educators to use realtime data for classroom discussion. Educators will use high quality professional development combined with data and personal learning plans to monitor student outcomes. Educators will be able to produce actionable data about student progress and match student needs with resources designed to meet student needs as a result of improved technology.

The plan proposes to use a Gradual Release of Responsibilities model for English Language Learner students in order to provide real time authentic learning for meaningful student engagement . The proposed activities provide opportunities for students to spend time on mastering skills rather than focusing on seat time. In order to increase learning for English Language Learners the district will focus on providing professional development activities for the teachers through the use of English language academies, offering paid graduate credit ELL courses, and English language acquisition workshops. Demonstration exemplar models will be developed. The district plans for these exemplar models to be shared during proposed common planning times.

The proposal includes a plan to allow teachers to access data through the use of a restructured data system. The teachers will be able to retrieve and analyze data immediately in order to design well-crafted lessons and ultimately accelerate student learning.

The proposal contains well charted timelines that account for implementation dates and designated leaders for each proposed activity.

The applicant proposes that the district will use a new teacher, principal and superintendent evaluation system that measures progress based on student achievement and includes frequent feedback on individual and collective effectiveness. The data obtained from this evaluation tool will be made available through ongoing evaluation and conversations that will take place in the form of Professional Learning Communities, dedicated daily common planning time academies and Common Friends Group protocols. Each of these professional development activities will provide opportunities for teachers and administrators to use the feedback and data from the evaluation tool to craft plans to improve the academic engagement and achievement of the students they serve. In addition the proposed professional development activities, combined with feedback from the evaluation tool will facilitate peer learning and continuous improvement for the entire school staff. The applicant describes a program that will involve partnering with a national experts and hiring instructional coaches who will provide critical coaching as part of a third party evaluation that supports the district's evaluation tool. The partnership will include the capacity for the organization to provide instructional experts and coaches who can provide continuous school improvement interventions, technical assistance, and an ongoing support system designed to maintain healthy learning and teaching environments. Leaders will have ongoing opportunities to train teachers and other leaders on how to use educator effectiveness resources to improve school progress. The applicant explains that data and feedback from the district's teacher, principal and superintendent's evaluation tool, ongoing observation, and teacher/leader conferencing will be used to structure effective personalized learning environments. The district's leaders will also be supported through state-led professional development activities.

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 received a score of 15, the highest possible number of points.

The applicant provides evidence that the central office is committed to providing an organizational structure that will support the participating schools. Central office personnel have been assigned roles specific to guaranteeing adequate

monitoring and implementation of the Race to the Top proposal. Building level principals will lead school leadership teams for generating school schedules and calendars, making personnel decisions, and managing school budgets. The proposal grants autonomy to the leadership team to do what is needed to successfully implement activities and deliverables as they relate to the identified goals stated throughout the RTTT-D proposal.

The proposal contains repeated evidence that the applicant has provided interventions that allow students to earn competency based credit built upon content of skills learned versus traditional Carnegie credit attainment. In addition, the applicant clearly outlined an extensive listing of learning resources that meet the personalized needs of all sub group participants. The applicant piloted a mastery learning Career and Technical Course in which the students were allowed to test out of the basic course when they could demonstrate they met certain competencies.

The proposal has clear goals that are consistently aligned with Common Core Standards. The documentation for the activities and deliverables are intricately aligned with the key goals. The proposal contains narratives and detailed charts that provide timelines for implementation and delivery of actions. In addition the proposed action plans clearly assign responsibilities to individuals.

The applicant provides examples of how tailored activities and supports are in place for all students including students with disabilities and English Language Learners. For example, students who require a one-to-one aide in order to stay in regular education classrooms are supported by personnel who have been specifically training to understand behavioral and learning needs. Students who need assistive technology are provided resources such as specially designed computers, and communication devices. Each school has instructional specialists who provide instructional support and resources to regular education teachers in order to meet the needs of all students. Specialists are hired to be in classrooms to assist regular education students and teachers in order to provide resources for English Language Learners.

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

(D)(2) Reviewer Comments:

The applicant scored 10 points, the highest number of possible points

The proposal provides evidence that personalized learning is scaled across the district. Goals and objectives provide assurances that every student will have access to all learning resources. College and career readiness is embedded within supporting activities. Supporting activities at all levels are available both within the school environment along with extended activities at universities and documented field trips. The proposal has instituted rationales that substantiate and account for the foundation with which to build upon best practice instructional activities. A comprehensive explanation of how the information technology will be available to parents, teachers and students provides the credibility for ensuring that the plan encompasses success at all levels related to training, timelines, implementation of the programs, and assignment of responsibilities to designated individuals. The teacher, principal and superintendent evaluation system will build capacity to address teacher and administrator needs and involvement. Educators will have access to professional development for integrating technology into instructional practices. All educators will have access to the interoperable data system in order to monitor student progress and implement instructional practices. The Instructional Leadership Teams will organized curriculum development and writing of formative assessments. The proposal plans for expanding the partnership with the Jones Center for Families for service learning projects. The Parent Academy will provide resources for parents to advance their academic skills which will have a direct impact on improved student learning. The Community Liaison program will assist non-English speaking parents with accessing student achievement data and information on how to support and monitor their child's academic progress. The applicant is planning to expand use of its interoperable data system by increasing the hot spots of Internet service and bandwidth within the district and at parent centers. As a result, teachers, administrators and parents will have increased access to data for the current technology system and software programs that require data to be transferred among systems.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant scored the highest score of 15 points.

The applicant proposes a continuous improvement process that demonstrates that the district will use constant open articulation and feedback processes that will keep the key goals at the forefront during the monitoring and evaluation activities. The applicant describes with detail and specificity how the roles of oversite teams, such as School Improvement Teams and District Improvement teams will be used to assure that the plan is implemented wisely and successfully. Timelines and leaders have been assigned to each of the oversight committees. There is a plan to include all levels of stakeholders as part of continual reviewing of ongoing intervening actions. Based upon information that is supplied in the proposal the plan bears credibility for successful implementation and execution. The applicant spreads the wealth for assigning leadership roles to the various committees rather than overwhelming one or two leaders with the responsibilities for all the committees. For example, the Superintendent, Associate Superintendent, Director of Improvement, Project Manager, Project Manager's assistant, and Principals are all assigned to assist leading designated activities under the umbrella of the committees which will be part of the School Improvement Teams and District Improvement Team.

The applicant explains how a progress monitoring system will be designed by the Director of Improvement, Research and Evaluation. Each project will have an evaluation component designed to specifically measure the impact of each investment on student achievement as well as social and behavioral outcomes. The District Improvement Team will coordinate activities using evaluation and reflection for each goal area. Experts in evaluation and measurement from the local university, along with other national experts, will work in partnership with the district on monitoring and measuring the effectiveness of each proposed goal area. The Project Manager and an administrative assistant will collect and maintain data that supports the work of each goal. They will also articulate this information through meetings with the School Improvement and District Improvement team and by publishing reports related to the quality of the Race to The Top.

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

(E)(2) Reviewer Comments:

The applicant scored 5 points, the highest number of point allowable for this area.

The proposal details a comprehensive listing of activities to ensure ongoing communication and engagement of successful execution aligned with all stated goals to teachers and staff. The district identified varied means of sharing information with internal and external stakeholders, namely: postings on the district website, postings on Facebook, posting and publicizing School Board reports related to Race to The Top, and quarterly summaries from various education committees. The proposal specifies that a Community Partners commitee will meet annually to share information publicly. The plan proposes using Patron Shelf Meetings (comprised of community and businessleaders, city council members, community organization representatives, and parents) as a vehicle for communicating information publicly.

Seasonal timelines for reporting within the schools and to the public are provided along with assigned leadership responsibilities for reporting interally and externally.

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

(E)(3) Reviewer Comments:

The applicant scored 5 points, the highest scoring level for this area.

The applicant provides detailed action plan charts outlining explicit timelines, activities, persons responsible and results related to each individual activity. In addition, each performance measure is presented in table format with identifiable rationales, methodology and plans for the delivery of continuous improvement. Each of the components is presented realistically which promotes the credibility of the overall plan of action for each performance outcome. The applicant included the required number of performance measures. The applicant was part of the New Teacher Project, *The Widget Effect* to determine skill levels of teachers and principals. The proposal outlines a plan to utilize a new teacher and principal evaluation tool. A program will be implemented to assist ninth grade students with selecting a course of study in order to prepare them for careers and college. Each activity is arranged by subgroups with participating students and tracking information.

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

(E)(4) Reviewer Comments:

The applicant scored 5 points, the highest allowable points for this area.

The applicant has provided credible documentation for implementing a plan for evaluating the effectiveness of investments. The district has assigned the Director of Improvement, Research and Evaluation as the overseer of the evaluation process.

The applicant provided documentation ensuring that data will be monitored and analyzed to assure that the overall impact on learning brings about satisfactory results. Based upon information provided in the proposal, professional development activities (using Concerns-Based Adoption Model, experts for evaluating teacher performance, and utilization of rubrics) will be stringently monitored using a digital system as part of the ongoing monitoring process. This process is aligned with the original goals set forth throughout the proposal.

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 scored 10 points, the highest possible points for this area.

The applicant provided a credible comprehensive budget designed to meet the needs as outlined in the goals presented in the budget.

The proposed revenue and expenditures support the activities and programs delineated within the entire proposal. Careful accurate calculations are documented for the purpose of determining funding needed for the lifetime of the grant and for one-time investments. The application also provided for funding from partners and outside sources. Detailed rationales were provided for each activity and deliverable. Reasonable timelines were documented to assure delivery of activities and funding availability.

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

(F)(2) Reviewer Comments:

The applicant scored 10 points the highest possible number of points allowed.

The applicant provided credible evidence of a plan for sustaining the project goals beyond the term after expiration of the grant funding. Future financial support from the district and other revenue sources, along with a documented plan to account for future investments.The applicant proposes that matching funds will be used for years beyond the grant funding from named sources: Arkansas Department of Education, local district revenue, Federal Funds from Title I, II, and III programs, and local technology funds. Rationales for each activity support the proposed goals for sustainability. The proposal included a chart with a detailed budget summary accounting for grant revenue and expenditures related to activities and deliverables.The plan allows for narratives that commit to all goals beyond the duration of grant funding, especially in the area of college career and workforce readiness.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	**10**	**8**

Competitive Preference Priority Reviewer Comments:

The applicant received a score of 8 in this area.

The applicant uses a chart to outline annual ambitious achievable performance measures and outcomes for identified populations of students.

The applicant listed partnerships that have operated within the district since 2003.

Documentation demonstrates that parents and families will be engaged in the listed activities. Each of the partnerships address student, family and school needs within one capacity or another.

The applicant clearly outlines how the Springfield Public School Education Foundation (SPSEF) uses a secure data management system to manage, monitor and evaluate outcomes for participating students .Educators use data for a data system designed to target resources for students. The district maintains a database of resources that are available to

support students. The Director of Springfield Public School Education Foundation analyzes data to determine the number of students and families served.

A variety of public and private agencies are identified in the proposal. It is unclear how the agencies other than the SPSEF will integrate education related to services that each of them offers.

The applicant provides information that the principals in each of the schools works with the agencies. There is not a clear description of the principal's duties for coordinating resources and activities with each of these districts. There is also no documentation listed or persons named responsible from each of the organizations designated to be responsible for making connections with the building principals. There is not a clear delineation for how each agency will evaluate or assess student growth, what criteria will be used to measure successes and monitor improvements. There is also no information to explain how all the agencies will integrate services to track how students will be served efficiently by multiple agencies at the same time.

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		**Met**

Absolute Priority 1 Reviewer Comments:

Absolute Priority 1

The proposal meets the Absolute Priority 1. The applicant clearly and consistently identifies goals and activities that demonstrate best practice instructional learning to meet student needs through personalized delivery systems. College- and career-ready standards provide a common thread for meeting goals throughout the entire proposal. The applicant proposes goals and objectives that are rigorous, achievable and credible. In addition to providing a comprehensive plan to personalize student learning, the applicant has planned for parent involvement, access to technology, and an abundance of opportunities for teacher and principal professional development. The applicant describes a detailed process for evaluating, rewarding and recruiting effective teachers and principals. The proposal provides data and listed interventions, such as:Parent Academy, New Teacher/Principal Evaluation Tool, Student Advisory Program, Early Learning programs. The implementation of research based, evidence-based interventions such as: curriculum supports and use of experts for assisting teachers of high needs students also accounts for how the district has turned around their lowest achieving schools.

Total	210	206

Race to the Top - District

Technical Review Form

Application #0042AR-3 for Springdale School District

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

Springdale School District is a non-rural LEA in a non-Race to the Top State.
Springdale is already working to personalize learning for its students and the RTTT-D grant will give the district resources

to move forward with their existing educational reform agenda at an accelerated pace. Included in the Appendices was evidence showing that this proposal is a follow up to their highly rated proposal submitted during the first grant cycle. Their reform vision embraces the Whole Child Approach and creates conditions that support the four core educational assurance areas set forth in RTTT-D: The district has aligned its K-12 curriculum to the Common Core State Standards; tracks student data via the district-designed data dashboard system; recruits top tier teachers, has increased minority teachers and administrators by 10%, and strives to retain teachers with the highest salary schedule in the state. It implemented the Turnaround School model in one district high school which resulted in increased proficiency on the English Language Assessment and Algebra End of Course exams. The applicant identified three major goals that are articulated with objectives aligned to the core assurances. Supporting research is provided for each objective and evidence of many successes is included. The three goals: 1) accelerating student achievement, 2) closing the experience gap, and 3) deepening student learning through personalized learning strategies supported by a culture of collaboration, were thoroughly presented.

The seat time waiver will serve as the catalyst to creating a more personalized student experience to better serve all students. Springdale Schools is shifting K-12 pedagogy and curriculum to prepare students with the necessary process skills to do college and career level work. Programs that support personalized education include expanded graduation pathways, a variety of academy options and both elementary and secondary International Baccalaureate programs. The classroom experience will be influenced by teachers working in teams guided by academicc coaches trained in the student-centered coaching model, tracking student progress to improve instruction using formative assessment data, and integrating the use of technology into the classroom instruction.

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

(A)(2) Reviewer Comments:

Springdale School District provided the criteria that they used to determine which schools qualify to be a part of the reform proposal. All schools in the district meet the RTT-D eligibility requirements in one of two ways. Twenty-two of Springdale School District's twenty-nine schools meet the definition of poverty based on the 40% Free and Reduced Lunch threshold and seventeen schools are in some form of school improvement based upon the ESEA Flexibility Waiver calculations. A list of all the schools, along with all required information is included: the total number of participating students, of participating students from low-income families, of participating students who are high-need, and of participating educators. The estimated number of participating students is 21,424 with 71% from low-income families.

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

(A)(3) Reviewer Comments:

Springdale presents a high quality plan for how the proposal will be for translating the proposal into meaningful district-wide reform. A logic model, along with a timeline (noting which year and semester) shows how the goals and objectives described in the District's Vision will be translated into meaningful reform to support district-wide change and partner with local universities to share an disseminate successful practices. The timeline aligns the goals and objectives to the deliverables (along with the responsible party for each) to reach both intermediate and long-term outcomes. Data is presented to verify the number of high needs students and the number of low-income sudents at each school.

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

(A)(4) Reviewer Comments:

Baseline data and targets for student performance by grade and content area, graduation rates, and college enrollments for all students and by the required subgroups are clearly presented. Methodology for the targets is included, and targets for subgroups enable narrowing of gaps between subgroup performances. Baseline data and targets for the optional category, Postsecondary Degree Attainment, are also included.

The summative assessments used for baseline and growth targets are identified. Their new assessment system results from their partnership with the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium. To determine percent of students proficient and above, each school was given a specific trajectory that sets new Annual Measurable Objectives (AMOs) as part of the ESEA Flexibility Waiver process. The baseline year of 2011 was used to establish a trajectory of AMOs that will move a school toward100% proficient and advanced over the next twelve years. It is anticipated that new baseline data will be established once the PARCC assessments are put into place in 2013. Each growth target is ambitious yet achievable and equals or exceeds the State's target.

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:

Springdale School District provides considerable evidence for being on a trajectory of successful reform over the last five years in improving student achievement and closing achievement gaps, despite shifting demographics and increased poverty. Evidence of reform activities that are making a difference include implementation of a new Teacher Excellence Support System, a new Principal evaluation system, expansion of their Pre-K program to more broadly serve high need children, implementing successful school turnaround at their alternative high school, use of district developed data dashboards, structured parent conferences twice a year with students leading them in many cases, and an increased number of community liaisons who also receive training in how to bring data into their conversations with parents using ipads. To illustrate improved student achievement, a table was included showing improved mathematics and English Language arts scores on the Benchmark exams for All, Hispanic, Poor, and English Language Learners. Springdale School District's trend data for high school graduation is strong with 98% of the 2012 senior class graduating and the rate rising from 78.5% in 2010 to 80% of the senior class graduating the following year. College enrollment rates at state colleges were provided and show an increase of 9% from 2011-2012 which also supports a track record of success.

Student performance data is being made available to students, educators, and parents to inform and improve instruction and services. Principals led district- provided professional development for all staff in using their their data dashboard throughout SY 2012-2013. Professional development was provided to educators on how to use this data to inform and personalize instruction. For example, ELDA data on English Language Acquisition was provided to teachers in order to align customized instructional strategies to English Language Learners. Five-week progress reports allow students and parents to work with the school to improve student achievement. Educators received training on how to communicate to parents their role in understanding this data, and how parents are part of the goal setting process.

	Available	Score
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	**5**	**3**

(B)(2) Reviewer Comments:

The applicant includes evidence from the district's website where it provides all necessary information, including school expenditures and personnel salaries for all staff. The only evidence of other district-initiated communication was through newsletters and no documentation showing actual school level expenditure communication was provided. Other evidence of communication to ensure a high level of transparency, such as an itemized board meeting agenda was not provided.

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

(B)(3) Reviewer Comments:

The applicant provides evidence of eleven state and district initiatives that clearly illustrate successful conditions and sufficient autonomy to implement the personalized learning environments described in its proposal within the State context. These include the State's adoption of the Common Core standards, plans to serve as a pilot site to pilot a seat-time waiver and move to competency based progress, joining with other adjacent districts to form a regional cooperative, the NWASC, to target Math and ELA achievement, and involvement in the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium.

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

(B)(4) Reviewer Comments:

The district does not have collective bargaining representation. The applicant did an excellent job of involving a variety of stakeholders in the process and providing evidence to verify this. At least 70% of the teachers in every school voted to participate RTT-D. A detailed schedule of events to acquire feedback and sustain support from different stakeholders is included. The dates of many events and meetings that took place to involve stakeholders and the purpose of those meeings was provided. A survey was posted with parent, teacher and principal access to receive input regarding gaps and needs for implementing enriched personalized learning environments and results were provided. The proposal contains 19

personal letters of support for the plan from representatives of government, community, parent, special interest, institutions of higher learning, teacher and student groups.

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 clearly aligned their plan for improving learning and teaching to their three major goals. Eleven projects are described that will use RTT-D funds to personalize the learning environment for all students. Utilizing narrative and tables, the applicant provides a comprehensive picture how Springdale will move from their current status of having a high quality plan which is just beginning to be implemented to full implementation of the envisioned rigorous, personalized learning environment for all students.

The proposal details every aspect of what it will take to implement instructional strategies that support the needs of every student. Some examples of planned activities and allocation of resources to support learning include implementing competency-based instruction at every school, developing a new bell schedule that prioritizes flexibility for personalizing learning, dedicated daily advisory time so that every student is known well by at least one adult in the building, establishing personalized learning plans and student led conferencing, providing students greater access and opportunity to multiple pathways to graduation that include more field-based and project-based learning opportunities, and ensuring that every classroom is technology enabled with a 1:1 ratio of technology devise to student. Springdale School District will utilize teachers on Special Assignment to provide job-embedded professional development to their peers and advance the implementation of research-best practices like Balanced Literacy and the Gradual Release of Responsibility model and Cognitively Guided instruction in Math. A Parent Academy will work to build advocacy skills in parents.

The applicant plans to ensure improved outcomes for high need students with a variety of goals (e.g., every student will move up two proficiency levels on the ELDA exam after three years in the ELL program), and high quality instructional practices to support ELL students, (e.g., Pre-K program expansion, student PLPs, the use of ELL in-house experts to support ELL classroom teachers, and greater use of the Gradual Release Model of Responsibility. A variety of strategies provide early interventions for struggling students and will be scaled up with RTT-D funds. Academic improvement plans are currently developed for students not achieving grade level standards. The District hopes to shift the focus away from absolute scores on state and district assessments and encouarge students to take more ownership for their own progress by including progress towards college and career ready standards and competencies.

Several of the programs and processes, particularly the daily advisory time and parent academies will ensure that mechanisms are in place to provide training and support to all students and their families to understand how to use the tools and resources available to them to track and manage their learning.

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

(C)(2) Reviewer Comments:

In this section, an extension of C1 in which Springdale School District clearly aligned their plan to their three goals and then aligned projects to achieve each goal, this section also uses both narrative and tables, to provide a comprehensive picture how Springdale will move from their current status of having a high quality plan which is just beginning to be implemented to full implementation of the envisioned rigorous, personalized learning environment for all students.

Springdale School District recognizes the importance of high quality professional development and coaching to support school reform. A number of the projects described in C1 will ensure that all educators are supported in the work of RTT-D. For example, collaborative planning time will be expanded to allow participating teachers to engage in student-centered conversations in professional learning communities focused on effective implementation of personalized learning environments. The use of the existing data dashboard and the student-centered model will foster increased opportunities for staff to use data to inform their instructional approaches and consider individual student needs.

All school leaders and leadership teams will receive training on the new systems put in place designed to support career and college readiness.

As noted in C1, the teacher will use the Gradual Release of Responsibilities model for ELL students in order to promote student engagement in their own learning. Teachers will receive training on this model along with additional training on Cognitive Guided Math, Thinking Mathematically, Balanced Literacy, and how to incorporate the CCSS frame to create personalized learning units.

The interoperable data system will allow all educators to access student data in real time to inform instructional practice. Instructional coaching will help educators learn to determine what data is most relevant to improving content instruction.

The district is aligned with the national movement to adopt new more meaningful evaluation systems for teachers, principals and the superintendent that measure progress and provide recommendations for improvement. The use of the Teacher Excellence and Support System and the Leader Excellence and Development System supports all teachers and principals to build capacity through continued professional development.

To address the need to ensure that all students receive instruction from effective and highly effective teachers, Springdale included a performance measure in (E)(3) that addresses this issue. In a national research study by the New Teacher project, it was determined that Springdale's teacher evaluation system did not discriminate skill levels of teachers and principals. The district is currently rolling out a new teacher evaluation and new principal evaluation system that will address the need to ensure that all students receive instruction from effective and highly effective teacher. Using a rubric framework adapted from Charlotte Danielson's work that clearly discriminiates between the categories of Effective and Highly Effective proficiency, the District will be able to collect data to support continuous improvement with high standards for both teachers and principals. The use of the new teacher and principal support systems, along with walk throughs, observations and conferences, will continue to be used to build the capacity of all educators, with the goal to increase the number of students receiving instruction from highly effective teachers and be in schools with highly effective principals.

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 LEA central office is organized to provide support and services to RTT-D participating schools to support decentralized flexibility in all matters pertaining to grant implementation. The Superintendent is fully supportive of the proposal and has assigned highly trained experts to this project. The central office has assigned three Curriculum and Instruction experts to be directly involved in the implementation of the grant. The Associate Superintendent for Instruction, Assessment, Accountability and Innovation will be the direct supervisor of the grant and chair the Implementation Task Force. The three Assistant Superintendents will work onsite at the building level to ensure fidelity of implementation. Up to six additional teachers on Special Assignment will be hired to expedite the writing of the curriculum units and lesson plans.

Participating schools with have flexibility and autonomy in local school management procedures. The building level principals, in concert with the school leadership teams, will have autonomy to generate school schedules and calendars; make school personnel decisions; and manage school level budgets.

Springdale District is taking the lead in the State to move away from the Carnegie Unit system of granting credit, and has initiated work at the local level to reimagine a new system which "moves the needle" away from the credit-bearing Carnegie Unit. With no additional outside funding, members of the central office, school leadership teams, teachers, students, and community members are meeting to develop a secondary model for implementation. Several examples of opportunities already underway were described. For example, students in the elementary grades are being given multiple opportunities to demonstrate mastery of content skills. The Algebra program is designed around a master-learning model. In a number of classes students are already demonstrating mastery through exhibition.

The applicant provides considerable evidence that multiple learning resources and instructional practices are being implemented that are accessible and adaptable to all students, including students with disabilities and English language learners. Many families have stated that they moved into the Springdale School District because of the support the school and community provides to children and families and this sentiment was supported with a letter from a Springdale parent.

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

(D)(2) Reviewer Comments:

Springdale's school infrastructure supports scaling up personalized learning across the district by ensuring that all stakeholders, regardless of income have access to learning resources both inside and outside of school. The LEA will provide a wide range of technical support to ensure access and use of these resources by students that include enabling students to have an individualized pace of learning not dependent upon seat time, supporting students to complete a personalized learning plan, and providing all students with access to necessary content tools, and other learning resources with technical support.

Several examples were provided to demonstrate how educators would have access to necessary content, tools and other learning resources and corresponding technical support to carry out RTT:

New teacher principal, and superintendent evaluation systems to help build capacity of all staff; ongoing access to professional development on integrating technology into instructional practices that are not dependent upon seat time for student success, access to a customized, interoperable data system, and formative assessments to support individualized instruction.

Infrastructure to support parents included the expanded Family Literacy Model, the newly created Parent Academy, and the community liaison program that will offer assistance to parents on how to support and monitor academic progress.

Information technology system acquisition and expansion is a major focus of the grant proposal. Their existing data system provides students and families with access to a secure platform for exporting student data in an open data format. The platform provides educators with access to an interoperable data system that houses human resource data, student information data, budget data and instructional data under a single system. The grant will enable all educators to have access to a customized, interoperable data system through which they can monitor student progress and use data to inform their instructional practices.The system will allow teachers to communicate personally with parents and will enhance parent access to reliable student progress data. RTT funds will provide additional resources to train students and parents on how to use this system, including the expansion of their community liaison program which supports their Marshallese and Hispanic families in accessing and interpreting available data.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant includes a rigorous continuous improvement process that will provide timely and regular feedback on progress toward meeting goals and opportunities for ongoing corrections and improvement. The improvement process builds off of the logic model presented in section A3 of the proposal. An evaluation component is provided for each project that was described. The District Improvement Team, overseen by the Associate Superintendent, will coordinate activities around each goal area and oversee a system of evaluation and reflection designed for continuous improvement.Their strategy addresses progress monitoring of all grant activities including the impact on classroom practice.

Each project will have an evaluation component designed specifically to measure its impact on student achievement and social and behavioral outcomes. At the school level, monthly meetings will be held with school improvement teams to evaluate progress toward grant goals. Professional development, coaching and mentoring, and professional learning communities are likely to support progress toward meeting grant goals.

Experts in evaluation and measurement from the University of Arkansas, along with other national experts, will inform the work. A Project Manager and administrative assistant will collect and maintain the data that supports the work of each goal and publish reports to share information on the quality of RTT-D investments. This process evaluation should support accurate monitoring and descriptions of the work in order to provide a picture of the myriad elements that must function together to personalize education and improve achievement for all students.

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

(E)(2) Reviewer Comments:

The applicant's plan provides for ongoing communication and engagement. The ongoing monitoring will be shared publicly in meetings, conversations, and through printed and electronic media. RTT-D information will be shared monthly with the Springdale School Board and principals' meetings will have a standing item for a RTT-D update. The district will build off existing practices to ensure multiple measures of communication and engagement are in place with external stakeholders, including working with a community partner committee to share information three times annually. An Improvement Showcase will be scheduled each spring, led by the District Improvement Team. A table providing a timeline of ongoing communication and engagement activities and the person responsible for each was provided.

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

(E)(3) Reviewer Comments:

The applicant has set fifteen ambitious and achievable performance measures with annual targets and has formulated gradual trajectories for improvement. The applicant describes in detail each performance measure, rationale, methodology, and targets for continuous improvement that extend beyond the grant. For several performance measures, research is cited to support the rationale and/or methodology. Each performance measure is addressed by whole group participation and by subgroups, setting baselines and yearly targets. The applicant has a clearly articulated an understandable approach to improving its plan during the course of the grant.

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

(E)(4) Reviewer Comments:

The Director of Improvement, Research, and Evaluation will supervise the evaluation process. Investments in professional development will be monitored using research partnerships with the University of Arkansas's National Office of Research and Measurement of Educational Statistics. Instruments such as CBAM, referenced by Thomas Guskey, will be used to determine the impact of investments. Evaluation activities will incorporate cost effective analyses to outcomes of interventions and improvement strategies. The analysis is tied directly to the logic model and will enable the district to determine successful programs that are cost-effective. Investments in technology will be evaluated on an ongoing basis and their effectiveness will be monitored in various ways including reviewing integration of technology into daily lesson plans and using rubrics associated with learning outcomes facilitated by technology resources to understand the impact of technology on student achievement. An evaluation partner will be contracted to develop and conduct a validation study that measures the effects and impacts of all RTT-D initiatives.

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 comprehensive project budget narrative and tables clearly meet the requirements of this grant. The applicant clearly identifies all funds that support each of the projects laid out in the proposal and identifies the source of funding, timelines and deliverables, along with cost and responsibility. The budget narrative briefly defines each of eleven projects and summarizes the work and deliverables. The applicant provides a thorough and thoughtful rationale for its investments. The amounts appear reasonable and sufficient to support the development and implementation of the proposal. Funds for one-time investments and those that would be used for ongoing operational costs incurred during and after the grant are clearly delineated.

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

(F)(2) Reviewer Comments:

For each of the eleven projects included in its proposal, the applicant summarized their thinking about sustaining the work and provided a three year budget plan to sustain the work. Federal Funds from Title I,II, and III will be used to support the projects when possible, Each project will also be supported with local funds to the extent necessary. Planned absorption of positions described earlier will help avoid "funding cliffs." Primary funding sources included Arkansas Better Choice funds (ABC) and District PD funds. City leaders as part of the District Leadership team and will be kept informed to help guide and sustain the work.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	**10**	**8**

Competitive Preference Priority Reviewer Comments:

In alignment with their Whole Child approach to education, Springdale District will build upon partnerships that have been in

place since 2003 when the Springdale Public Schools Education Foundation (SPSEF) was formed by community leaders to serve the social, emotional and behavioral needs of students in partnership with the existing Springdale Partners in Education (PIE) and the Springdale Schools Alumni Foundation. PIE pairs area businesses with local schools to provide students with opportunities to experience real world fields of work and build community pride. SPSEF integrates the myriad of partners (12 of which are briefly described) who provide financial support and human resources needs to students and their families. It's partnership with PIE helps to streamline partnerships between businesses and schools.

The Director of the SPSEF will work with each school principal to monitor, evaluate, and improve the effectiveness of the partnerships to support student goals. Relevant performance measures (e.g., literacy and growth, absenteeism, and discipline) for student subgroups were included.Online reports regarding student participation can be merged with academic outcome data in the district's interoperable data system to track the correlation between support services and academic performance measures. With money from RTT-D, expanded professional development will be offered to build the capacity of educators to maximize the partnership with the SPSEF and be better equipped to utilize the comprehensive system of supports to support students and improve student outcomes. Educators will use available data from their interoperable data system to better target resources for participating students—in particular high-need students. This data includes attendance records, discipline records, health records, poverty status, and homelessness status. Students can thus be matched with specific resources to address their need, and seamlessly receive services from the SPSEF.

Through the more highly calibrated interoperable data system proposed, they plan to more effectively determine those supports that most meaningfully impact student achievement. Using a data-driven approach will aid the district in identifying which supports to scale up.

The expansion of the work with the SPSEF is intended to encourage more meaningful participation of parents and families in both decision making to improve student results and addressing family needs. Through their Parent Academy, families will be encouraged to gain more awareness about the wealth of resources provided through the SPSEF. Community liaisons working primarily with the Marshallese and Hispanic communities will also be asked to make a special effort to link families with the supports of the SPSEF.

Most elements of Competitive Preference Priority were well addressed. More detail could have been provided about the decision-making process that will be used to select supports for students and solutions to improve results over time. A strategy to scale the model beyond high needs participating students if it is successful was not provided.

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		**Met**

Absolute Priority 1 Reviewer Comments:

The proposal clearly meets the requirements of Absolute Priority 1. The Springdale School District did an excellent job creating a comprehensive and well thought-out plan. The vision and the beliefs of the school district were woven throughout the application. The applicant clearly identified the three goals that were collaboratively identified to support educational reform and aligned the work to meet these goals throughout the proposal. The applicant clearly identified the importance of ongoing professional development, collaborative planning, and ongoing feedback to create a personalized learning environment for all students and in turn increase student achievement. The applicant conveyed the importance of working collaboratively with stakeholders to establish a network of support to meet the needs of students and families. The applicant is committed to accelerated instruction and deepening the learning experiences for students in order to prepare students for career and college readiness. The use of their new evaluation system for teachers and principals coupled with the seat-time waiver pilot program from the state, is anticipated to enable students to have increased access to effective educators, quality instruction, and increased opportunities to demonstrate competency in an individualized learning environment.

Total	210	206

Technical Review Form