IX. SELECTION CRITERIA

A. Vision (40 total points)

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

The extent to which the applicant has set forth a comprehensive and coherent reform vision that builds on its work in four core educational assurance areas (as defined in this notice) and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests.

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

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

(a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined in this notice) collectively meet the competition's eligibility requirements;

(b) A list of the schools that will participate in grant activities (as available); and

(c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

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

The extent to which the application includes a high-quality plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools (as defined in this notice), and will help the applicant reach its outcome goals (e.g., the applicant's logic model or theory of change of how its plan will improve student learning outcomes for all students who would be served by the applicant).

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

The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as

demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas:

    (a) Performance on summative assessments (proficiency status and growth).
    (b) Decreasing achievement gaps (as defined in this notice).
    (c) Graduation rates (as defined in this notice).
    (d) College enrollment (as defined in this notice) rates.

Optional: The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:

    (e) Postsecondary degree attainment.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are "ambitious yet achievable." In determining whether an applicant has "ambitious yet achievable" annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.

For optional goal (A)(4)(e): Applicants scores will not be adversely impacted if they choose not to address optional goal (A)(4)(e).

Recommended maximum response length: Eight pages (excluding tables)

(A)(1) ARTICULATING A COMPREHENSIVE AND COHERENT REFORM VISION

Des Moines Independent Community School District (also known as Des Moines Public Schools, DMPS) proposes to reform how students are educated across the District through the development and implementation of a personalized learning system within a Balanced Mathematics Framework. Grounded in effective teaching practices, the proposed initiative will focus on the core area of mathematics from kindergarten through 8th grade to improve **achievement**, increase **student engagement**, improve **student attitudes toward math**, and provide **students with choices** in how they learn and demonstrate what they learned. To carry out the vision for personalized learning, DMPS will focus on a comprehensive approach that builds on the four core educational assurance areas originally defined in the American Reinvestment and Recovery Act and described in the following paragraphs. This reform vision will delineate a strong implementation plan to accelerate student achievement, deepen student learning, and increase equity through a personalized learning system. The vision includes three components to ensure success:

- **Strategies to be implemented:** Personalized learning model within a Balanced Mathematics Framework, Data-based decision-making within a Balanced Assessment Framework, and Effective and highly-effective teachers and principals.
- **Tools to be developed and utilized:** Online data platform, Learner Profiles, Adaptive technology (hardware and software), and Student Response Systems.
- **Supports:** Curriculum aligned to Common Core Standards; Professional Development for educators; Training for parents, students, and community partners; and Continuous school improvement processes.

Core Educational Assurance: *Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.*

DMPS is committed to providing a high-quality educational system that prepares students for success in college and careers. DMPS has defined standards and benchmarks that are aligned with Common Core Standards in the core areas of reading, mathematics, science, and social studies. The District is in the process of aligning art, music, and Career and Technical Education with the Common Core Standards as well. DMPS recognizes the importance of data-based decision-making to improve student outcomes and achieve

successful school reform, and a variety of assessments are currently being implemented at the building level to meet the achievement goal of all students in grades K-12 performing at or above grade level in mathematics, including: **Iowa Assessments** (Grades 3-11), **Common Benchmark Assessments** (Grades 3-12), **Unit Assessments** (Grades 2-12), and **ACT math scores** (Grade 11).

To ensure that a high-quality, rigorous education grounded upon student data is provided to students, DMPS recently began the implementation of a **Balanced Assessment Framework** across the District to provide ongoing assessment and progress monitoring of student performance from a variety of measures throughout the year, as outlined in the Appendix [Appendix Item 1]. Additionally, the District recently piloted the **Scholastic Math Inventory (SMI) assessment tool** as an element within the Balanced Assessment Framework. The SMI will be universally utilized in the proposed project. Through the proposed personalized learning initiative, DMPS will provide strong, aligned, and responsive assessment for mathematics in grades kindergarten through 8th grade that supports the overall goal of preparing students to succeed in college, the workforce, and the global economy. To do so, DMPS will implement a **Balanced Mathematics Framework** across the District. Based on the work of the Leadership and Learning Center, this framework will provide a deliberate design of instruction and assessment to help students build computational skills, develop mathematical reasoning, deepen conceptual understanding, and demonstrate understanding in a variety of assessment formats. For more information on the Balanced Mathematics Framework, please see the Appendix [Appendix Item 2] and (D)(1)(b). The District will also begin to measure student attitudes toward mathematics through the utilization of the "Math and Me" survey.

Core Educational Assurance: *Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.*

DMPS recognizes that actionable, personalized learning decisions cannot be made without a robust student data system. The current system consists of two main databases, Data Director and Infinite Campus, as well as several smaller databases. **Infinite Campus** is the District's Student Information System. It is housed on local servers and provides data collection for grading, attendance, and behaviors. In addition, the state assessments (Iowa Assessments) are loaded into the system annually. Because Infinite Campus is on a

local server, updates are immediate, providing real-time information. **Data Director** is a cloud-based system that houses Iowa Assessments data, Unit Assessment data, and Common Formative Assessment data. Because Data Director is cloud-based, it does not always provide real-time data. There can be a lag of up to one day in accessing updated data.

Unfortunately, current DMPS data systems are compartmentalized and not very user-friendly. Data Director and Infinite Campus do not talk to each very easily, which makes it difficult to generate comprehensive reports on students. Teachers have cited a perceived lack of time in utilizing the databases due to the time-consuming process of navigating the systems and generating reports across multiple systems that do not interface well. These issues have created barriers for teachers in utilizing the available data for instructional decision-making. Thus, student data has not been widely used for teachers' day-to-day planning and has been limited to long-term planning for most teachers.

In addition to these two main databases, new databases (Scholastic's SAM and Promethean's ActivProgress) will be introduced through this project to collect information from the online learning tools, and the system will look like:

Variable	Administration Method	Frequency	Data System
Attendance	Teacher reported	Daily	Infinite Campus
Student Behaviors	Teacher reported	Daily	Infinite Campus
Daily Grades (e.g. homework, tests)	Teacher reported	Daily/Weekly	Infinite Campus
Formative Assessments (NEW)	Student Response System	Daily/Weekly	ActivProgress
Unit Assessments	Online or Paper/Pencil	End of Unit; generally 4-8 weeks	Data Director
Class Grades	Teacher reported	Elementary: 3 times a year; Middle: Every 6 weeks	Infinite Campus
Common Formative Assessments	Online or Paper/Pencil	Every 6 weeks	Data Director
Interim Assessment (NEW)	Online SMI	3 times a year	SAM
Student Attitudes (NEW)	Online "Math And Me"	Twice annually	Data Director
Annual State Assessment	Paper/Pencil Iowa Assessments	Annually	Data Director, Infinite Campus

To address the identified barriers and enable teachers to use student data in their day-to-day planning, the District will develop and implement a **new interoperable, open source data platform** that will connect these multiple sources of information. Data will be pulled from current databases, including <u>Data Director</u> (which houses Iowa Assessments data, Unit Assessment data, and Common Formative Assessment data and will house student attitudes data); <u>Infinite Campus</u> (which houses attendance, grading, and behavior reports); <u>Scholastic's SAM</u> (which will house SMI, Fraction Nation, and FASTT Math data); and <u>ActivProgress</u> (which will house Student Response System data). Similar to a data visualization tool, the proposed platform will allow for **real-time analysis, visualization, and sharing of information** from several different systems into comprehensive, user-friendly reports. The new platform will enable educators to provide personalized instruction based on up-to-date student data, addressing the perceived lack of time by educators. The new platform will have also the functionality to look at student data from all 21,836 participating students and to drill down into smaller cross-segments of information (e.g. a single school, a single classroom, or an individual student).

The new platform will also be used to create individual **Learner Profiles**. The Learner Profiles will pull Iowa Assessments, SAM, and Unit Assessment data, as well as student-identified math goals (see (C)(1)(a)(ii) for more information on student goals) together into a dashboard that focuses on an individual student. **Parents and students** will also have access to Learner Profiles, and links will be provided to learning resources that are aligned with the curriculum. Parents can utilize these resources to engage with their children and provide extra practice on key concepts. Through the project, DMPS will offer **training to local organizations** on the Learner Profiles so that partner organizations can assist families who seek out their computer labs specific to their children's academic achievement or homework-related activities.

<u>**Core Educational Assurance:**</u> *Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.*

DMPS employs a variety of strategies to recruit and retain effective leaders and educators. In 2012, DMPS and the Des Moines Education Association, the local teachers' union, developed an innovative, ground-breaking **alternative teacher contract** for first

year teachers in 2012 with the purpose of attracting and retaining the brightest educational talent at both the teaching and administrative levels. This contract will facilitate the training of teachers specifically equipped to serve the needs of students in an urban, diverse district like DMPS. Those who opt into the innovative plan will earn a Master's degree in Effective Teaching after six years of service in the District and be incentivized to stay for at least an additional two years and hopefully beyond. If teachers opt for the alternative contract, they start out at Step 4 on the salary schedule and receive pre-set raises of 1.5% in each of the next three years. Teachers will work an extra two days during each of the first four years, as well as an additional 90 minutes per week to receive Professional Development. They will be evaluated annually by a team (principal and two colleagues). If successful during their first four years, their contracts will be renewed and they will be awarded one percent raises in each of the next four years with student achievement incentives that carry the potential to earn an additional half percent in each of those years. The teachers will collaborate in setting those achievement benchmarks. A copy of the Alternative Teacher Contract is in the Appendix [Appendix Item 3].

DMPS is dedicated to nurturing and growing the professional capacities of leaders and educators through a research-based **Professional Development Learning Plan** based on the Iowa Professional Development Model. The District also offers **competitive salaries**; **generous benefits**; and **recognizes effective teachers and principals** for their achievements and contributions at monthly Board meetings, on the DMPS Web site and social media pages, and through the District's public access channel, DMPS-TV. The proposed personalized learning system will incorporate extensive Professional Development opportunities as described in (C)(2). Through the this initiative, DMPS will work to ensure **all teachers and principals across the District are evaluated** no later than the 2014-2015 school year using a new evaluation model as defined in the U.S. Department of Education Race to the Top – District Application for Funding Notice.

Core Educational Assurance: *Turning around our lowest-achieving schools.*
Des Moines Public Schools has been identified as a **District in Need of Assistance** for Reading and Math. The Des Moines Comprehensive Improvement Plan (CSIP) provides the District's action plan to address improvement in student outcomes. The

complete CSIP in included in the [Appendix](#) [Appendix Item 4]. The District has monitored the achievement data of 4th and 8th grade students carefully over the past ten years. Data shows continual gains in achievement and shows that achievement gaps are slowly diminishing. Please see further explanation of the gains and data in (B)(1)(a).

Additionally, the increasing graduation rates and decreasing dropout rates show that the District is making strides toward school improvement. In 2007-08, the 4-year graduation rate was 65.1%. By 2010-11, this rate had increased by over 10 percentage points to 75.7%. (The 2011-12 rate is not available yet.) The Iowa Department of Education began calculating a 5-year graduation rate in 2009. The District's 5-year rate was 76.97% in 2009, and by 2010, the 5-year rate was 82.88% -- an increase of nearly six percentage points in only one year. A corollary to the increase of the graduation rate is the decrease in the dropout rate. From 2007-08 to 2010-11, the dropout rate decreased by .5%. A more detailed analysis of the data as well as strategies and practices implemented toward these gains are detailed in (B)(1). Through the proposed project, student outcomes will continue to improve in persistently low-achieving schools as students' educational needs are met through the personalization of learning.

Accelerating achievement, deepening student learning, and increasing equity:
To accelerate achievement and deepen learning in math, students gain will access to **multi-modal learning**, meeting the needs of the students' diverse learning styles and improving engagement. The proposed initiative will personalize learning through a combination of large group instruction, small group instruction, and technology-based learning.

Through electronic learning resources, students will be able to set the pace for their own learning, and they will have the **ability to make choices related to how they learn**, as described in (D)(1)(d). A District-wide framework for personalized instruction in mathematics based on the developmental needs of students at specified grade spans will **increase and ensure equity** for all students. Core instruction will include large group direct instruction from the teacher, small group instruction in targeted skill areas, and differentiated support including technology-based learning and practice. Real-time data analysis of student progress will enable instruction and learning to be tailored to students' levels of understanding to provide equity of curriculum, technology, and learning

tools. Students will have choices as to how they access curriculum, as well as how they demonstrate learning, as described in (D)(1)(e). Outside of school, families in Des Moines have varying levels of access to technology in the home. Consequently, the District will work with community organizations where students and parents can access computers and online learning tools, as described in (D)(2)(a).

(A)(2) APPLICANT'S APPROACH TO IMPLEMENTATION

(A)(2)(a) Selection Process

For the program to be truly effective, all grades in all DMPS elementary and middle schools will participate in this Race to the Top-District initiative. There are 11 middle schools in Des Moines serving 6,345 students.* Each DMPS middle school independently meets the 40% Free and Reduced-Price Lunch (FRPL) eligibility requirement. Collectively, 72.5% of the middle school students to be served by the project are enrolled in FRPL. There are 39 DMPS elementary schools, serving 15,491 students. Thirty-four of the 38 elementary schools independently meet the 40% FRPL eligibility requirement. Collectively, 73.0% of the elementary school students to be served by this project are enrolled in FRPL. Of the 21,836 students to be served, 72.8% are enrolled in FRPL.

Enrollment and FRPL figures are calculated using the official enrollment data from the 2011-2012 school year, which is the most recent official data.

(A)(2)(b) Participating Schools

Elementary Schools: Brubaker, Capitol View, Carver, Cattell, Cowles, Downtown, Edmunds, Findley, Garton, Greenwood, Hanawalt, Hillis, Howe, Hubbell, Jackson, Jefferson, King, Lovejoy, Madison, McKinley, Monroe, Morris, Moulton, Oak Park, Park Avenue, Perkins, Phillips, Pleasant Hill, Riverwoods, Samuelson, Smouse, South Union, Stowe, Studebaker, Walnut Street, Willard, Windsor, and Wright. **Middle Schools:** Brody, Callanan, Gateway, Goodrell, Harding, Hiatt, Hoyt, McCombs, Meredith, Merrill, and Weeks.

(A)(2)(c) Participating Students

Data is from the 2011-12 Official Count. The 2012-13 Official Count will not be certified until after the program deadline.
See the (A)(2) Applicant's Approach to Implementation chart.

(A)(3) LEA-WIDE REFORM & CHANGE

DMPS has the **support of stakeholders** (e.g. School Board, administration, educators, students, families, community partners) to implement the proposed personalized learning system, a necessary component of scaling up school reform efforts. Included in the Appendix [Appendix Item 5] is the program Logic Model that details the District's plan to improve student learning outcomes and close achievement gaps. Specifically, the personalized learning initiative will increase math academic achievement in grades K-8; increase the percentage of students making at least one year's growth in math; increase Algebra readiness; increase the percentage of students mastering Algebra I in 8th and in 9th grade; increase the number of effective and high effective teachers and principals; increase students' math readiness for college and careers; increase the graduation rate; and increase the percentage of students pursuing post-secondary education.

Additionally, most DMPS **policies and procedures already support the shift to personalized learning,** eliminating potential barriers to scaling up the project. As discussed in (A)(1), DMPS is implementing a **Balanced Assessment Framework** across the District, setting a foundational component for scaling up the personalized learning system. DMPS will have evaluation systems in place to **ensure highly effective teachers and principals** are in place through the implementation of the proposed project (as discussed in (C)(2) and (D)(1)(a)), providing another cornerstone to support effective expansion efforts. Enhancing the existing **data system** by employing a **new data platform** (as described in (A)(1)) in order to efficiently and comprehensively collect and analyze student data is a significant step toward scaling up the existing project to expand to other core subjects and grade levels. Given that all elementary schools will have the technology infrastructure to support a personalized learning model in math through this proposal, **scaling the project to include literacy will be a natural next step in the progression of expansion**. Elementary teachers will have

developed the skills necessary to incorporate the personalized learning model into their classrooms, reducing the amount of Professional Development needed during the transition. Additionally, students will be familiar with the personalized learning approach, as will their families, creating a seamless transition to the addition of literacy. DMPS also aims to **expand the personalized learning approach to include all core subjects at all grade levels.** Because middle schools and high schools have different teachers for each core subject, the cost to scale up at these levels will be considerably greater than scaling up at the elementary levels, where students in a particular grade have one teacher for core subjects. The exception to this is North High School. North already utilizes a 1:1 laptop initiative, allowing for a cost-effective transition to future personalized learning efforts. **Building the technology infrastructure** to support the scale-up will pose the greatest expense. DMPS technology funds will be allocated toward this initiative and other grant opportunities will be sought for technology integration as well. **Professional Development funds** will be allocated toward the expansion efforts and incorporated as an ongoing component within the Professional Development plan.

(A)(4) LEA-WIDE GOALS FOR IMPROVED STUDENT OUTCOMES

See the (A)(4)(a) Performance on summative assessments chart.

See the (A)(4)(b) Decreasing achievement gaps chart.

See the (A)(4)(c) Graduation rates chart.

See the (A)(4)(d) College enrollment chart.

(A)(2) Applicant's Approach to Implementation (Note to applicant: Add more rows as needed)

Participating School	Grades/Subjects included in Race to the Top - District Plan	School Demographics								
		Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
		A	B	C	D	E	F	G	H	I
		# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
Brubaker	K-5 Math	69.3	694	694	527	22,144	694	100%	75.9%	2.4%
Capitol View	K-5 Math	61.5	489	489	488	22,144	489	100%	99.8%	2.2%
Carver	K-5 Math	55.6	599	599	598	22,144	599	100%	99.8%	2.7%
Cattell	K-5 Math	37.5	393	393	333	22,144	393	100%	84.7%	1.5%
Cowles	K-5 Math	21	335	74	62	22,144	335	100%	18.5%	0.3%
Downtown	K-5 Math	21.5	278	68	44	22,144	278	100%	15.8%	0.2%
Edmunds	K-5 Math	34.9	314	314	312	22,144	314	100%	99.4%	1.4%
Findley	K-5 Math	39.5	312	312	311	22,144	312	100%	99.7%	1.4%
Garton	K-5 Math	54	522	522	443	22,144	522	100%	84.9%	2.0%
Greenwood	K-5 Math	31.5	413	413	228	22,144	413	100%	55.2%	1.0%
Hanawalt	K-5 Math	32.4	345	135	124	22,144	345	100%	35.9%	0.6%
Hillis	K-5 Math	36.8	465	465	278	22,144	465	100%	59.8%	1.3%
Howe	K-5 Math	25	276	276	236	22,144	276	100%	85.5%	1.1%
Hubbell	K-5 Math	31	435	435	185	22,144	435	100%	42.5%	0.8%
Jackson	K-5 Math	36	395	395	306	22,144	395	100%	77.5%	1.4%
Jefferson	K-5 Math	26.5	433	99	76	22,144	433	100%	17.6%	0.3%
King	K-5 Math	32.9	335	335	333	22,144	335	100%	99.4%	1.5%
Lovejoy	K-5 Math	30.9	333	333	292	22,144	333	100%	87.7%	1.3%
Madison	K-5 Math	32.9	373	373	295	22,144	373	100%	79.1%	1.3%
McKinley	K-5 Math	37.4	342	342	341	22,144	342	100%	99.7%	1.5%

Monroe	K-5 Math	55.5	495	495	419	22,144	495	100%	84.6%	1.9%
Morris	K-5 Math	59.3	616	616	500	22,144	616	100%	81.2%	2.3%
Moulton	K-5 Math	46	377	377	367	22,144	377	100%	97.3%	1.7%
Oak Park	K-5 Math	36.5	407	407	314	22,144	407	100%	77.1%	1.4%
Park Avenue	K-5 Math	39.4	465	465	342	22,144	465	100%	73.5%	1.5%
Perkins	K-5 Math	35.5	436	436	248	22,144	436	100%	56.9%	1.1%
Phillips	K-5 Math	25.7	402	402	222	22,144	402	100%	55.2%	1.0%
Pleasant Hill	K-5 Math	21.3	323	323	150	22,144	323	100%	46.4%	0.7%
Riverwoods	K-5 Math	42.3	509	509	415	22,144	509	100%	81.5%	1.9%
Samuelson	K-5 Math	41.5	514	514	324	22,144	514	100%	63.0%	1.5%
Smouse	K-5 Math	68.8	127	127	92	22,144	127	100%	72.4%	0.4%
South Union	K-5 Math	47	545	545	440	22,144	545	100%	80.7%	2.0%
Stowe	K-5 Math	39	389	389	321	22,144	389	100%	82.5%	1.4%
Studebaker	K-5 Math	33.7	401	401	288	22,144	401	100%	71.8%	1.3%
Walnut Street	K-5 Math	32	301	301	149	22,144	301	100%	49.5%	0.7%
Willard	K-5 Math	41	439	439	439	22,144	439	100%	100.0%	2.0%
Windsor	K-5 Math	36	416	416	297	22,144	416	100%	71.4%	1.3%
Wright	K-5 Math	22	248	248	167	22,144	248	100%	67.3%	0.8%
Brody	6-8 Math	50.3	680	680	377	22,144	680	100%	55.4%	1.7%
Callanan	6-8 Math	49.7	643	643	468	22,144	643	100%	72.8%	2.1%
Gateway	6-8 Math	8.35	128	128	53	22,144	128	100%	41.4%	0.2%
Goodrell	6-8 Math	44.5	594	594	401	22,144	594	100%	67.5%	1.8%
Harding	6-8 Math	57.9	534	534	473	22,144	534	100%	88.6%	2.1%
Hiatt	6-8 Math	57.1	609	609	604	22,144	609	100%	99.2%	2.7%
Hoyt	6-8 Math	59.3	533	533	458	22,144	533	100%	85.9%	2.1%
McCombs	6-8 Math	48.5	591	591	427	22,144	591	100%	72.3%	1.9%
Meredith	6-8 Math	52.5	687	687	506	22,144	687	100%	73.7%	2.3%
Merrill	6-8 Math	44.8	671	671	272	22,144	671	100%	40.5%	1.2%
Weeks	6-8 Math	63	675	675	554	22,144	675	100%	82.1%	2.5%
TOTAL	**K-8 Math**	**2006.5**	**21,836**	**20,821**	**15,899**	**22,144**	**21,836**	**100%**	**72.8%**	**71.8%**

(A)(4) LEA-wide goals for improved student outcomes
(Note to applicant: Add more rows or subgroups as needed, e.g. to provide information on both proficiency status and growth, to address additional grade levels, subjects, etc.)

(A)(4)(a) Performance on summative assessments (proficiency status and growth)							
Summative assessments being used (e.g., name of ESEA assessment or end-of-course test): Iowa Assessments							
Methodology for determining status (e.g., percent proficient and above): Percent proficient and above.							
Methodology for determining growth (e.g., value-added, mean growth percentile, **change in achievement levels**): Made expected gain in scale score. Expected score is conditional on previous year's performance. Note: Growth cannot be determined for 3rd grade as there is no previous year's data (i.e. 3rd grade is the first year students take the Iowa Assessments) For this application, growth is defined as the percent of students who made expected growth.							

Goal area	Subgroup	Baseline	Goals				
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3 *Mathematics* *Proficiency Status*	**OVERALL**	**64%**	**64%**	**67%**	**71%**	**75%**	**80%**
	African American	42%	42%	45%	52%	60%	65%
	Asian	70%	70%	73%	76%	80%	85%
	Latino	58%	58%	61%	65%	70%	75%
	Multi-racial	63%	63%	66%	70%	75%	80%
	White	73%	73%	75%	78%	80%	85%
	FRPL	57%	57%	61%	65%	70%	75%
	SPED	32%	32%	35%	42%	50%	55%
	ELL	52%	52%	55%	60%	65%	70%
Grade 4 *Mathematics* *Proficiency Status*	**OVERALL**	**59%**	**59%**	**63%**	**69%**	**75%**	**80%**
	African American	36%	36%	40%	45%	50%	55%
	Asian	66%	66%	69%	72%	75%	80%
	Latino	53%	53%	56%	60%	65%	70%

	Multi-racial	56%	56%	60%	65%	70%	75%
	White	70%	70%	73%	76%	80%	85%
	FRPL	51%	51%	55%	60%	65%	70%
	SPED	25%	25%	30%	35%	40%	45%
	ELL	49%	49%	54%	59%	65%	70%
Grade 5 *Mathematics Proficiency Status*	**OVERALL**	**61%**	**61%**	**64%**	**69%**	**75%**	**80%**
	African American	41%	41%	46%	52%	60%	65%
	Asian	63%	63%	66%	70%	75%	80%
	Latino	56%	56%	60%	65%	70%	75%
	Multi-racial	58%	58%	61%	65%	70%	75%
	White	70%	70%	73%	76%	80%	85%
	FRPL	52%	52%	55%	60%	65%	70%
	SPED	25%	25%	30%	35%	40%	45%
	ELL	51%	51%	55%	60%	65%	70%
Grade 6 *Mathematics Proficiency Status*	**OVERALL**	**54%**	**54%**	**58%**	**63%**	**70%**	**75%**
	African American	33%	33%	37%	43%	50%	55%
	Asian	60%	60%	64%	69%	75%	80%
	Latino	47%	47%	51%	57%	65%	70%
	Multi-racial	54%	54%	58%	63%	70%	75%
	White	64%	64%	67%	71%	75%	80%
	FRPL	45%	45%	49%	54%	60%	65%
	SPED	15%	15%	20%	25%	30%	35%
	ELL	26%	26%	30%	35%	40%	45%
Grade 7 *Mathematics Proficiency Status*	**OVERALL**	**62%**	**62%**	**65%**	**70%**	**75%**	**80%**
	African American	42%	42%	47%	53%	60%	65%
	Asian	69%	69%	72%	76%	80%	85%
	Latino	53%	53%	57%	63%	70%	75%
	Multi-racial	55%	55%	59%	64%	70%	75%

	White	74%	74%	77%	81%	85%	88%
	FRPL	54%	54%	58%	63%	70%	75%
	SPED	20%	20%	24%	29%	35%	40%
	ELL	32%	32%	35%	42%	50%	55%
Grade 8 *Mathematics* *Proficiency Status*	**OVERALL**	**56%**	**56%**	**60%**	**65%**	**70%**	**75%**
	African American	31%	31%	35%	42%	50%	55%
	Asian	69%	69%	72%	76%	80%	85%
	Latino	53%	53%	57%	63%	70%	75%
	Multi-racial	58%	58%	61%	65%	70%	75%
	White	65%	65%	69%	74%	80%	85%
	FRPL	46%	46%	51%	57%	65%	70%
	SPED	16%	16%	20%	25%	30%	35%
	ELL	20%	20%	24%	29%	35%	40%

<table>
<tr><td colspan="8" align="center">Student Growth
From Beginning Grade in 2011/12 through Grade 9
Per Grade Level Cohort
Note: Growth cannot be determined for Grade 3 as there is no previous year's data
(i.e. 3rd grade is the first year students take the Iowa Assessments)</td></tr>
</table>

Goal area	Subgroup	Baseline	Goals				
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 4 Cohort *Mathematics* *Growth* (Grade 8: 2015-16) (Grade 9: 2016-17)	**OVERALL**	**44**	**47**	**50**	**52**	**55**	**58**
	African American	47	51	54	58	61	65
	Asian	57	61	64	68	71	75
	Latino	42	46	51	55	59	63
	Multi-racial	34	38	41	45	48	52
	White	44	47	49	52	54	57
	FRPL	44	48	51	55	58	62

		3	4	6	7	8	9
	SPED	3	4	6	7	8	9
	ELL	49	52	56	59	62	66
Grade 5 Cohort *Mathematics Growth* *(Grade 8: 2014-15)* *(Grade 9: 2015-16)*	**OVERALL**	**36.4**	**37**	**39**	**40**	**41**	
	African American	36.4	39	43	47	51	
	Asian	51.8	56	61	65	69	
	Latino	36	39	42	45	48	
	Multi-racial	35.1	37	40	42	44	
	White	34.5	37	39	41	43	
	FRPL	35.8	39	41	44	47	
	SPED	39.3	41	42	44	46	
	ELL	46.1	49	52	55	58	
Grade 6 Cohort *Mathematics Growth* *(Grade 8: 2013-14)* *(Grade 9: 2014-15)*	**OVERALL**	**28**	**31**	**34**	**37**		
	African American	29	30	31	32		
	Asian	37.3	43	49	55		
	Latino	27.2	32	37	42		
	Multi-racial	24	26	27	29		
	White	27.4	29	32	35		
	FRPL	27.9	31	34	37		
	SPED	26.6	30	32	35		
	ELL	32.9	35	37	39		

(A)(4)(b) Decreasing achievement gaps (as defined in this notice)

Specific methodology for determining achievement gap (as defined in this notice): Difference in percent proficient in Mathematics. Race gap with white, FRPL gap with non-FRPL, IEP gap with non-IEP, ELL gap with non-ELL

Goal area	Subgroup	Baseline	Goals				
		SY 2011-12	SY 2012-13 (no expected change)	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Mathematics Grade 3 *Achievement Gap:* • *Race group v. White* • *FRPL v. non-FRPL* • *IEP v. non-IEP* • *ELL v. non-ELL*	African American	(31.28)	(31.28)	(30)	(25)	(20)	(15)
	Asian	(3.25)	(3.25)	(2)	(1)	No Gap	No Gap
	Latino	(15.47)	(15.47)	(14)	(13)	(10)	(7)
	Multi-racial	(9.61)	(9.61)	(9)	(8)	(5)	(2)
	FRPL	(21.21)	(21.21)	(20)	(19)	(15)	(11)
	SPED	(39.83)	(39.83)	(39)	(38)	(34)	(30)
	ELL	(14.81)	(14.81)	(14)	(13)	(10)	(7)
Mathematics Grade 4 *Achievement Gap:* • *Race group v. White* • *FRPL v. non-FRPL* • *IEP v. non-IEP* • *ELL v. non-ELL*	African American	(33.87)	(33.87)	(33)	(31)	(30)	(27)
	Asian	(3.72)	(3.72)	(3)	(2)	No Gap	No Gap
	Latino	(17.07)	(17.07)	(16)	(15)	(14)	(13)
	Multi-racial	(13.63)	(13.63)	(13)	(11)	(10)	(9)
	FRPL	(24.56)	(24.56)	(23)	(21)	(20)	(19)
	SPED	(41.78)	(41.78)	(39)	(37)	(35)	(33)
	ELL	(13.16)	(13.16)	(12)	(11)	(10)	(9)
Mathematics Grade 5 *Achievement Gap:* • *Race group v. White* • *FRPL v. non-FRPL* • *IEP v. non-IEP*	African American	(28.95)	(28.95)	(27)	(24)	(20)	(17)
	Asian	(7.80)	(7.80)	(7)	(6)	(4)	(3)
	Latino	(14.34)	(14.34)	(13)	(11)	(10)	(9)
	Multi-racial	(12.61)	(12.61)	(12)	(11)	(10)	(9)
	FRPL	(25.96)	(25.96)	(25)	(23)	(20)	(17)
	SPED	(42.86)	(42.86)	(41)	(40)	(38)	(36)

• *ELL v. non-ELL*	ELL	(13.12)	(13.12)	(12)	(11)	(10)	(9)
Mathematics Grade 6	African American	(31.02)	(31.02)	(30)	(28)	(25)	(23)
	Asian	(4.27)	(4.27)	(3)	(2)	No Gap	No Gap
Achievement Gap:	Latino	(17.55)	(17.55)	(16)	(14)	(10)	(8)
• *Race group v. White*	Multi-racial	(10.84)	(10.84)	(9)	(8)	(5)	(3)
• *FRPL v. non-FRPL*	FRPL	(26.68)	(26.68)	(26)	(24)	(20)	(18)
• *IEP v. non-IEP*	SPED	(47.43)	(47.43)	(46)	(45)	(40)	(38)
• *ELL v. non-ELL*	ELL	(32.48)	(32.48)	(32)	(31)	(30)	(29)
Mathematics Grade 7	African American	(31.02)	(31.02)	(30)	(28)	(25)	(23)
	Asian	(4.27)	(4.27)	(3)	(2)	No Gap	No Gap
Achievement Gap:	Latino	(17.55)	(17.55)	(16)	(14)	(10)	(8)
• *Race group v. White*	Multi-racial	(10.84)	(10.84)	(9)	(8)	(5)	(3)
• *FRPL v. non-FRPL*	FRPL	(26.68)	(26.68)	(26)	(24)	(20)	(18)
• *IEP v. non-IEP*	SPED	(47.43)	(47.43)	(46)	(45)	(40)	(38)
• *ELL v. non-ELL*	ELL	(32.48)	(32.48)	(32)	(31)	(30)	(29)
Mathematics Grade 8	African American	(33.42)	(33.42)	(33)	(32)	(30)	(28)
	Asian	4.43	4.43	No Gap	No Gap	No Gap	No Gap
Achievement Gap:	Latino	(11.34)	(11.34)	(10)	(9)	(8)	(7)
• *Race group v. White*	Multi-racial	(6.85)	(6.85)	(6)	(5)	(4)	(3)
• *FRPL v. non-FRPL*	FRPL	(28.73)	(28.73)	(28)	(25)	(20)	(18)
• *IEP v. non-IEP*	SPED	(47.33)	(47.33)	(47)	(46)	(45)	(44)
• *ELL v. non-ELL*	ELL	(38.97)	(38.97)	(38)	(37)	(35)	(34)

(A)(4)(c) Graduation rates (as defined in this notice): SY 2010-11 Four-year cohort graduation rate. *Target Rate for 2015-16 is based on the Iowa Plan NCLB goal of an annual 2% increase.*

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
High school graduation rate (*Target Rate for 2015-16 is based on the Iowa Plan NCLB goal of an annual 2% increase.*)	**OVERALL**	**75.68%**	2011-12 data is not yet available from the Iowa Department of Education. 2011-12 rates will not be calculated until Winter 2013, after certified count is complete in early November.	**78%**	**80%**	**82%**	**84%**	**86%**
	African American	71.39%		73%	75%	77%	79%	81%
	Asian	79.00%		82%	84%	86%	88%	90%
	Latino	65.77%		68%	70%	72%	74%	76%
	Multi-racial	83.53%		86%	88%	90%	92%	94%
	White	79.14%		81%	83%	84%	86%	88%
	FRPL	68.45%		70%	72%	74%	76%	78%
	SPED	62.33%		64%	66%	68%	70%	72%
	ELL	70.59%		73%	75%	77%	79%	81%

(A)(4)(d) College enrollment (as defined in this notice) rates: *Keep college rate in proportion to graduation rate, 2% annual increase.*

NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010-11, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:

o (College enrollment SY 2010-11) = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation

o (College enrollment rate) = (College enrollment SY 2010-11)÷(**Cohort Population, e.g. total number of SY 2008-09 graduates**)*100

Goal area	Subgroup	Baseline	Goals				
		SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College enrollment rate (*Keep college rate in proportion to graduation rate, 2% increase per year.*)	**OVERALL**	**61.6%**	**61.6%**	**63.0%**	**66.0%**	**70.0%**	**75.0%**
	African American	69.7%	69.7%	71.0%	72.0%	73.0%	75.0%
	Asian	69.1%	69.1%	70.0%	71.0%	73.0%	75.0%
	Latino	51.3%	51.3%	54.0%	58.0%	64.0%	70.0%
	Multi-racial	66.2%	66.2%	67.0%	69.0%	72.0%	75.0%
	White	60.5%	60.5%	63.0%	66.0%	70.0%	70.0%
	FRPL	54.3%	54.3%	57.0%	61.0%	65.0%	70.0%
	SPED	42.3%	42.3%	46.0%	51.0%	58.0%	65.0%
	ELL	47.0%	47.0%	51.0%	56.0%	60.0%	65.0%

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

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

The extent to which each LEA has demonstrated evidence of—

(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant's ability to—

(a) Improve student learning outcomes and close achievement gaps (as defined in this notice), including by raising student achievement, high school graduation rates (as defined in this notice), and college enrollment (as defined in this notice) rates;

(b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined in this notice) or in its low-performing schools (as defined in this notice); and

(c) Make student performance data (as defined in this notice) available to students, educators (as defined in this notice), and parents in ways that inform and improve participation, instruction, and services.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Four pages (excluding tables)

(B)(1) DEMONSTRATING A CLEAR TRACK RECORD OF SUCCESS

(B)(1)(a) Improve student learning outcomes and close achievement gaps

Increasing Student Achievement. *Annual Standardized Exams.* Through the 2010-11 school year, academic achievement in DMPS was measured by the Iowa Test of Basic Skills (ITBS) for grades 3-8. Ten-year ITBS Mathematics achievement data shows evidence that achievement gains are being made, and achievement gaps are slowly diminishing. Included in the Appendix [Appendix Item 6,

Appendix Item 7, Appendix Item 8, Appendix Item 9] is an analysis of the ITBS Mathematics data and proficiency trend lines for 4th and 8th grade students. Evidence of consistent student growth is also shown in the cohort data from the 2008-09 3rd grade students through their 5th grade year in 2010-11. The chart included in the Appendix [Appendix Item 10] shows evidence that learning was mastered by students in this cohort and maintained from one year to the next. In 2011-12, DMPS (and all other Iowa school districts) discontinued the ITBS and began taking a new annual standardized exam that was re-normed in alignment with the Common Core Standards called the Iowa Assessments. These tests contained major changes in format, content, and emphasis. When attempting to show a trend line with the previous year's achievement, most schools in the state -- including DMPS schools -- showed a drop in the percent of proficient students of approximately 5-10% for grades 3-8. Because of the new test norms, a new baseline of achievement was established for the District starting with 2011-12 Iowa Assessments results, as outlined in (A)(4)(a) and (A)(4)(b). *Advanced Placement (AP).* DMPS has a long, successful history of implementing the AP Program. In fact, Central Academy is regarded as one of the top AP programs in the nation. The District is in the midst of an ambitious, major expansion of AP course offerings in the comprehensive high schools, as outlined in the Appendix [Appendix Item 11]. After only one year of implementing the AP expansion plan, exciting changes are starting to occur. Last year, DMPS students enrolled in 2,871 AP courses, an increase of 41% since 2009. Additionally, the District saw an 80% increase in the number of students who took an AP exam last year. (See the Appendix [Appendix Item 12, Appendix Item 13] for charts and tables showing the expansion of AP enrollment and tests taken.) *International Baccalaureate (IB).* DMPS is the first school district in Iowa to offer the world-renowned IB Programme. Over 4,000 DMPS students attend an IB World School, and three additional schools are in the process of completing the authorization process. In 2012, the first DMPS cohort completed the IB Diploma Programme and sat for the diploma exams. All of the students earned the IB Diploma.

Increasing Graduation Rates. *Graduation Rates.* In 2007-08, the District had a 65.1% 4-year graduation rate. By 2010-11, the graduation rate had risen over ten percentage points to 75.7%. In 2009, the Iowa Department of Education began calculating a five-year graduation rate, which significantly increased the number of students who are counted as graduates. The District's 5-year rate was 76.97% in 2009, and by 2010, the 5-year rate was 82.88%, an increase of nearly six percentage points in only one year. (See the

Appendix [Appendix Item 14, Appendix Item 15] for charts and graphs that outline the four-year and five-year graduation rates.)
Dropout Rates. A corollary to the increase of the graduation rate is the decrease in the dropout rate. From 2007-08 to 2010-11, the dropout rate decreased by .5%. (See the Appendix [Appendix Item 16] for charts and graphs that outline the dropout rate.) Strategies and practices implemented toward these gains are detailed below in (B)(1)(b).

Post-Secondary Education. ***Concurrent Enrollment.*** Concurrent enrollment allows students the opportunity to take college-level courses while still in high school. Credit is earned at both the high school and the community college levels. In the last four years, DMPS students have taken 27,096 concurrent enrollment courses. Included in the Appendix [Appendix Item 17] is a breakdown of concurrently enrollment by school for the last four years. ***College Preparation and Education Via School Activities.*** Each high school holds a "College Application Week" where all seniors complete at least one application to an Institute of Higher Education. The high schools also hold annual college fairs and financial aid nights at the building either during or after school for students and parents. ***ACT Preparation and Completion.*** Iowa's state universities require an ACT score as part of the admission process. The District administers the ACT Plan test in 10th grade and will add the ACT Explore test in 8th grade this fall. The District encourages all juniors to participate in eight weeks of ACT prep sessions using the *I Have a Plan Iowa* free online materials. Believing that all students should be held to a high standard, and that barriers to college enrollment should be reduced, the District began requiring -- and paying for -- all juniors to take the ACT exam in 2008. In 2012, 1,672 students from DMPS took the ACT exam. This was this largest number of DMPS students who have taken the ACT exam in one year and was a 126% increase from 2007.

(B)(1)(b) Ambitious PLAS reforms
As evidenced in (B)(1)(a), the past 10 years have shown gains in achievement for DMPS and shown that achievement gaps are diminishing. DMPS is making strides toward turning around low-achieving schools in the District through a variety of strategies and practices in school reform areas of strong leadership, instructional improvement, Professional Development, learning services, data-based decision-making, and community and family involvement. (See the Appendix [Appendix Item 18] for an outline of strategies

the District has employed to turn around low performing schools.) DMPS has demonstrated successful academic gains from the implementation of School Improvement Grants at six schools. Detailed charts outlining academic gains in the SIG schools are included in the [Appendix](#) [Appendix Item 19, Appendix Item 20, Appendix Item 21, Appendix Item 22, Appendix Item 23].

In the past two years, the Curriculum, Instruction, and Assessment (CIA) Department has undertaken district-wide **curricular reform** efforts to ensure equity by creating curriculum guides that are aligned with the Common Core Standards. To achieve gains in the graduation rate, dropout prevention efforts have focused on keeping students engaged in school. In 2009, DMPS implemented an **Early Indicator System (EIS)** to help identify students at risk of dropping out. An EIS Report is run every six weeks and tracks attendance, grades, achievement and discipline/behavior issues to identify students who exhibit dropout indicators. In 2009, the inaugural **Reach Out to Dropouts Walk** -- a school and community effort where volunteers go door-to-door to re-enroll students in school -- was held. In the three years of the program, 53 students have re-enrolled as a direct result of the event. Support programs are available for these students at **Scavo Alternative Campus** (an alternative high school), **Future Pathways** (a project-based alternative high school education program), and in the **Academic Support Labs (ASLs)** (an intensive high school credit recovery system). The school-based ASLs serve students identified as potential dropouts by the EIS Report, re-enrolled students, and students who need credit recovery and academic support in a non-traditional setting. In 2011-12, 63% of students who participated in an ASL were able to earn sufficient credits to graduate with their graduation cohort. (See (B)(5) for more information.) The **21st Century Community Learning Centers before and after-school programs** have provided academic support and enrichment to almost 9,000 students at 15 schools since 2007. DMPS also implements the Partners in Education program in which **AmeriCorps members provide literacy tutoring** aligned with classroom instruction to over 600 students at nine elementary schools. Other program activities implemented for at-risk students are listed in the Comprehensive School Improvement Plan in the [Appendix](#) [Appendix Item 4].

(B)(1)(c) Making student performance data available

<u>Students & Parents.</u> *Macro-level.* Student performance data is made available through a variety of methods. For example, the Facts

25

and Figures page on the District Web site (http://www.dmschools.org/about/facts-figures/) provides links to multiple reports relating to academics and the schools, as outlined in the Appendix [Appendix Item 24]. The reports are used to communicate information to parents and the community as well as to solicit input. For example, there is four years of data that delineates grade-level results disaggregated by subgroups on the annual standardized exam for Reading, Math, and Science in grades 3-11 (Iowa Assessments or ITBS/ITED). In addition, throughout the year, the School Board is presented with a series of reports by District administrators to ensure that goals, objectives, and requirements are being met in a wide range of areas. The reports are published in the online Board package, discussed at the open Board meetings, broadcasted live on the District's cable television channel, and archived as MP3 audio files on the District's Web site. ***Individual level.*** In addition to macro information on student performance data and communication methods, the District also utilizes a variety of methods to communicate with parents directly about their child's academic performance. The "Parent Portal" component of Infinite Campus provides students and guardians with real-time access to this information as it is entered by teachers, counselors, and staff. This information includes real-time grades, all assignments, fees, attendance, behavior, schedules, family contact information, and notices posted by the individual schools and the District. In addition to Web-based access, it is also accessible from any Apple iOS and Android device. Parent-teacher conferences are held semi-annually, and parents can visit with their child's teacher throughout the year in-person, on the telephone, and via email. Parents also receive formal grading reports for their child throughout the year. Students are issued a school email account to facilitate electronic communication with their teachers. With this project, personalized Learner Profiles will be created that will pull student data and information from various sources into one dashboard for parents, students, and teachers to drive conversation and goal-setting related to student growth, see (A)(1) for more information.

Educators. Educators can access student performance data through the existing Data Director, an online data management system that integrates student achievement data from multiple sources (e.g. Iowa Assessments, Unit Assessments, Common Formative Assessments). Educators also use Infinite Campus to create ad hoc reports on behaviors (e.g. discipline referrals), attendance, and grades. Educators have access to the EIS Report (as described above) to help improve instruction. Additionally, DMPS educators have

access to EdInsight, Iowa's educational data warehouse. At least a dozen pre-formatted reports have been developed and are available from three major data sets with plans to expand in both reporting, data sets, and training.

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

The extent to which each LEA has demonstrated evidence of—

A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

(a) Actual personnel salaries at the school level for all school-level instructional and support staff, based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances (information on the survey can be found at http://nces.ed.gov/ccd/f33agency.asp);

(b) Actual personnel salaries at the school level for instructional staff only;

(c) Actual personnel salaries at the school level for teachers only; and

(d) Actual non-personnel expenditures at the school level (if available).

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: One page

(B)(2) INCREASING TRANSPARENCY IN LEA PROCESSES, PRACTICES, AND INVESTMENTS

(B)(2)(a) Making available actual personnel salaries

(B)(2)(b) Making available actual personnel salaries

(B)(2)(c) Making available actual personnel salaries

In compliance with state law, the District makes available to the public actual personnel salaries for teachers, instructional staff, and

support staff by building. This information is shared annually with the state's largest newspaper -- *The Des Moines Register* -- and is also posted on the Facts & Figures page of the District's Web site at http://www.dmschools.org/about/facts-figures/. The file is sortable, and one can filter to see the data by name, job type (e.g. for teachers, instructional staff, or support staff), location (including school), job description, full-time equivalency, salary, and hire date.

(B)(2)(d) Making available actual non-personnel salaries

In addition to personnel salaries, some non-personnel expenditures at the school level are accounted for by building. For example, construction and renovation costs (architecture and constitution payments) included in the Board agenda and minutes are identified at the school level.

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

The extent to which each LEA has demonstrated evidence of—

Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

(B)(3) STATE CONTEXT FOR IMPLEMENTATION

The proposed plan described in this application will be initially implemented in elementary and middle schools. State law delineates the subject areas and content specifications that must be taught at each grade level. (See the Appendix [Appendix Item 25, Appendix Item 26] for the relevant code language.) However, the District has great autonomy to implement personalized learning environments within the context of the content specification and the Common Core Standards at the middle and elementary school level.

This plan also calls for the expansion of personalized learning environments and competency-based learning to be expanded to the high schools outside the scope of the grant proposal. In the 2012 Legislative session, an education package (Senate File 2284) was adopted by Iowa legislators. The bill was signed by the governor on May 25, 2012. Included in the bill was the following language:

```
           BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:
                               DIVISION I
                       COMPETENCY=BASED INSTRUCTION
        Section 1. Section 256.7, subsection 26, paragraph a, Code Supplement 2011, is
        amended by adding the following new subparagraph:
```

30

```
NEW SUBPARAGRAPH. (02)  The rules shall allow a school district or accredited
nonpublic school to award high school credit to an enrolled student upon the
demonstration of required competencies for a course or content area, as approved by
a teacher licensed under chapter 272. The school district or accredited nonpublic
school shall determine the assessment methods by which a student demonstrates
sufficient evidence of the required competencies.

Sec. 2. COMPETENCY=BASED INSTRUCTION TASK FORCE.
   1. The department of education shall appoint a task force to conduct a study
regarding competency=based instruction standards and options and the integration of
competency=based instruction with the Iowa core curriculum, and to develop related
assessment models and professional development focused on competency=based
instruction.
   2. At a minimum, the task force shall do all of the following:
   a. Redefine the Carnegie unit into competencies.
   b. Construct personal learning plans and templates.
   c. Develop student=centered accountability and assessment models.
   d. Empower learning through technology.
   e. Develop supports and professional development for educators to transition to a
competency=based system.
```

In accordance with Section 2 of SF 2284, the Iowa Department of Education assembled a *Competency-Based Instruction Task Force* to study competency-based instruction standards, the integration of competency-based instruction with the Iowa Core, and will develop assessment models and Professional Development. The task force's preliminary report is due January 15, 2013. The group will submit its plan, models, and recommendation to the State Board of Education, the governor, and the General Assembly by November 15, 2013. Dr. Gary McClanahan, Director of Central Campus, is a member of the task force. The education package also codified Iowa Learning Online (ILO) within the Department. ILO was first established by the Department in 2004 as a virtual learning initiative. ILO partners with school districts to provide online courses for students. As the capacity of the State to support personalized learning and competency-based education in high schools expands, the District will be positioned to expand with it.

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

The extent to which each LEA has demonstrated evidence of—

Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, including—

(a) A description of how students, families, teachers, and principals in participating schools (as defined in this notice) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including—

(i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined in this notice); or

(ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined in this notice) support the proposal; and

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

(B)(4) STAKEHOLDER ENGAGEMENT AND SUPPORT

(B)(4)(a) Stakeholder involvement in proposal development

Staff members examined research on topics such as school reform, personalized learning, blended learning, technology integration, standards based assessment, parent/community engagement, differentiated learning, college readiness, and mathematics instruction.

Included in the Appendix [Appendix Item 27] is a project bibliography. This research base was used to develop comprehensive, long-

term plans to reform DMPS schools to fully address the changing needs of students in their preparation for success in college, careers, and active civic participation through the implementation of a personalized learning environment within a Balanced Mathematics Framework.

Students, parents, teachers, administrators, and community members from participating schools have been involved during the planning process through conversations with stakeholders and surveys of stakeholder groups. In addition, the more structured functions of the School Leadership Teams, School-Based Councils, and PTAs that are the basis for each schools' School Improvement Plan were utilized in the program design. The District held ongoing meetings with the teachers' union and building administrators to solicit input and feedback. As an LEA with collective bargaining representation, the District had several meetings with the Teachers' Union regarding the proposal and has the support of the Union, as evidenced by the Signature of the President of the Local Teachers' Union in the Application Assurances.

An Advisory Committee consisting of two elementary school and two middle school principals; six teachers (two middle school math teachers and four elementary school teachers); four parents (two elementary school and two middle school parents); four students (two middle school and two elementary school students); two community partners; two Mathematics Curriculum Coordinators; DMPS Central Office staff; and the (to be hired) Grant Director will provide ongoing input on program evaluation and modification, see (E)(1) for more information on continuous improvement efforts.

(B)(4)(b) Letters of support

To demonstrate the strong and various partnerships that DMPS has formed with stakeholders to support the personalized learning initiative, letters of support are included in the Appendix [Appendix Item 28].

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

The extent to which each LEA has demonstrated evidence of—

A high-quality plan for an analysis of the applicant's current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant's proposal, including identified needs and gaps that the plan will address.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Two pages

(B)(5) ANALYSIS OF NEEDS AND GAPS

Recognizing the importance of math proficiency in students' successful post-secondary degree attainment and career advancement, DMPS has identified **gaps in the K-8 math program**. The identified gaps will be addressed by the proposed personalized learning system to improve student outcomes in math, preparing students for successful post-secondary education and careers. As data in (A)(2), (A)(4), (B)(1)(a), and (B)(1)(b) shows, a high percentage of DMPS students are not performing at grade-level in math. Students learn in various ways and modalities; however, the traditional approach to instruction as carried out in many classrooms does not accommodate the diverse needs of learners. A personalized learning approach will tailor instruction and learning to students' individual needs. Additionally, there is an inconsistency of types in math assessments utilized and delivery methods employed across

the District, creating difficulties in comparing student performance from one building to another or across the District as a whole. Another drawback that schools face is the inability to access students' progress data in a timely manner to gauge growth and adjust instruction accordingly. **Current data systems do not provide daily or weekly feedback.** Instead, system-wide assessments are limited to Unit Assessments, which are administered at the end of a unit, generally every 4-8 weeks (included in the Appendix [Appendix Item 29] is an outline of the elementary level math units at a glance); Common Formative Assessments, which are administered every six weeks; and Annual State Assessments (Iowa Assessments), which are administered annually. Often, educators must manually collect and enter data into spreadsheets to configure progress reports, a time-consuming process. Additionally, the **current data system only reports the number of students who have attained mastery rather than specifics related to growth on a particular standard.** Without student growth data, educators are not able to use data to pinpoint how a particular student is doing on a given unit and adjust instruction and learning activities accordingly.

With this project, District-wide student assessment measures will be implemented that provide more frequent feedback. Research shows that frequently administered assessments can provide more performance feedback so that students can better understand where they are performing relative to expectations. Low-stakes tests that allow students a chance to make mistakes, receive immediate feedback, and correct mistakes can be more supportive of learning than assessments with performance goals (Heyman & Dweck, 1992). Consequently, Interim Assessments, administered three times annually, and teacher-directed daily/weekly Formative Assessments will be introduced through this project. The Scholastic Math Inventory (SMI) is a research-based, computer-adaptive math assessment that monitors student growth through Algebra I on the Quantile Framework for Mathematics. With this project, the low-stakes SMI will be administered to students in grades 2-8 three times annually to inform instruction and make accurate placement recommendations. In addition to adding Interim Assessments that will help teachers make accurate placements into small groups for remediation or acceleration, this project will also introduce the wide-spread use of daily/weekly formative assessments to check for student understanding of newly presented material through integration of **Student Response Systems** (consisting of interactive white boards, projectors, electronic student clickers, teacher tablets, and classroom audio systems) into every participating classroom. The

Student Response Systems will enable teachers to quickly assess a student's understanding of curricular content by posing three to four questions with the Student Data Response daily or weekly that are aligned with Common Core. After teachers pose the questions, students will use electronic clickers linked to the electronic tablets held by the teacher to respond. The tablets will provide the teacher with real-time data of how students responded to the questions posed. The data will be used by teachers to make instructional decisions and to respond to an individual student's needs. Teachers can use this actionable assessment information to determine student groupings or personalized online assignments for such things as additional practice, interventions, and accelerated learning. Consequently, learning will be personalized based on a student's progress on a given unit or lesson. Furthermore, Student Response Systems will **increase student engagement** by creating a highly interactive learning environments. These components are also connected to electronic whiteboards for further student interaction with learning. These experiential components will deepen learning for students as they apply what they have learned through presentations, collaborations with peers, visuals, graphic organizers, and other multi-media formats.

DMPS currently **lacks the technology infrastructure** to offer technology-integrated personalized learning across the District. For example, a recent audit of DMPS elementary classrooms shows that 76% of classrooms have zero student computers (or tablets). Of the 24% elementary classrooms that do have student computers, the vast majority have two or fewer student computers:

Grade	K	1	2	3	4	5
Percent of classrooms with 2 or fewer student computers	76%	71%	67%	52%	52%	52%

Included in the student computer figures are "hand me down" machines, computers that are no longer supported by the District, and computers that are shared between grade-level classrooms.

Despite the barriers described above, DMPS has **piloted small personalized learning programs successfully**. For example, **Academic Support Labs** are offered to accommodate at-risk students in a non-traditional, personalized classroom environment. Four

proven strategies are implemented in the ASL, including: Alternative Schooling, Active Learning, Individualized Instruction, and Educational Technology. The ASL provides flexible scheduling for students, and students learn and progress at their own pace via the online e2020 program, textbooks, or project-based learning assignments. In 2011-12, 63% of students who participated in an ASL were able to earn sufficient credits to graduate with their graduation cohort. **Future Pathways** at Central Campus utilizes project-based learning coupled with technology to provide students with a smaller learning environment and teams of teachers that facilitate their educational process. The program utilizes e2020 online courses that provide individualized core instruction for high students. Last year, 89 students graduated from Future Pathways, and 15 students completed coursework that allowed them to finish at their home high school. The **Career and Technical Institute** at Central Campus provides students with career exploration and preparation opportunities in 26 college career programs. Internships, lab work, and technical courses of study are offered using a relevant, hands-on approach. Central Campus works with community colleges to provide concurrent enrollment. Students earn high school credit and college credit at no financial cost to their families.

DMPS will build on these successful personalized learning projects and implement personalized learning environments in K-8 math classrooms K-8. To guide the project, the following implementation timeline has been developed:

District Leadership – Grant Coordination			
Key Activities & Associated Actions	**Timeline**	**Person(s) Responsible**	**Deliverables**
• Communicate grant vision, expectations, goals	On-going	-Administrative Cabinet	Documentation of continuous improvement process
• Hire Grant Director	02.01.13	-CIA Exec. Director -Teaching & Learning Director -Human Resources	Grant Director employment agreement
• Hire IT Specialist (x 2) and IT Project Manager	02.15.13	-CIA Exec. Director -Human Resources	Employment agreements
• Monitor grant budget and reporting	On-going	-CIA Exec. Director	Documentation of continuous

Key Activities and Associated Actions	Timeline	Person(s) Responsible	Deliverables
requirements		-Grant Director -Federal Programs Director	improvement process

• Develop Teacher/Principal/Superintendent Evaluation System
  o Create advisory council for new principal and teacher evaluation system
  o Hold advisory council meetings to develop new principal and teacher evaluation system
  o Contract with consultants for new principal and teacher evaluation system
  o Implement training for educators and principals on new evaluation systems
	On-going	-DMPS School Board
		-Administrative Cabinet
		-HR Exec. Director
		-DMEA
			Documentation of continuous improvement process
			New evaluation systems

• Implement new principal and teacher evaluation system	07.01.14	-HR Exec. Director	New evaluation systems
• Coordinate acquisition and management of hardware and software, Learner Profile	On-going	-CIA Exec. Director -Technology Director	Documentation of continuous improvement process
• Monitor implementation and success indicators of programs supporting student social/emotional factors	On-going	-CS District Coordinator	Documentation of continuous improvement process
• Provide oversight for continuous improvement monitoring process	On-going	-CIA Exec. Director -Grant Director	Documentation of continuous improvement process
• Implement continuous improvement planning process	On-going	-Curriculum, Instruction, and Assessment Dept.	Documentation of continuous improvement process
Curriculum and Instruction			
Key Activities and Associated Actions	**Timeline**	**Person(s) Responsible**	**Deliverables**
• Complete audit of district math instructional materials to determine gaps with Common Core Standards	11.01.12	-Math Curric. Coordinators -Audit Committee	Completed audit

• Identify any needed materials, including software, to fill identified gaps: scale up current resources for all grant schools	04.10.13	-Math Curric. Coordinators -Audit Committee	Materials list, purchase requisitions
• Identify additional digital learning content aligned with Common Core Standards	Ongoing	-Math Curric. Coordinators	Purchase requisitions
• Materials ordered and received	04.16.13	-Math Curric. Coordinators	Inventory of materials
• Revise curriculum guides	05.30.13	-Math Curric. Coordinators	Curriculum guides
• Revise curriculum guides to ensure full integration of technology resources	On-going	-Math Curric. Coordinators	Curriculum guides
• Train teachers on materials and guides	06.30.13	-Math Curric. Coordinators	Training schedules, agendas, rosters
• Train newly hired teachers on materials and guides	08.16.13	-Math Curric. Coordinators	Training schedules, agendas, rosters
• Identify math instructional materials for intervention and acceleration	04.16.13 On-going	-Math Curric. Coordinators	Curriculum materials Intervention & acceleration guides
• Teacher access to Learner Profiles	01.02.14	-Technology Director	On-line Learner Profiles
• Full implementation of Learner Profiles	05.31.14	-Teaching & Learning Director	Teacher/principal utilization data
• Initial implementation of student response systems to personalize daily math instruction, including data collection system	09.01.13	-CIA Exec. Director -Teaching & Learning Director	Data collection system utilization data
• Full implementation of student response systems	09.01.14	-CIA Exec. Director -Teaching & Learning Director	Data collection system utilization data
• Administer student survey of attitudes toward math	September & May, on-going	-Assessment Team	"Math and Me" survey results
• Launch on-line personalized learning system for Algebra I HS credit	01.02.14	-CIA Exec. Director	Iowa Learning On Line enrollment data results

Assessment/Data			
Key Activities and Associated Actions	**Timeline**	**Person(s) Responsible**	**Deliverables**
• Finalize specifications for Learner Profile including multiple diagnostic metrics	06.01.13	-Technology Director -CIA Exec. Director	Learner Profile specifications
• Utilization of a data capture/reporting system to populate Learner Profile	01.02.14	-CIA Exec. Director	Utilization data for Learner Profile
• Identify math diagnostic assessments for K-8 aligned with Common Core Standards	09.01.13	-Math Curric. Coordinators	Diagnostic assessments
• Finalize test bank questions for creation of common formative assessments	01.02.14	-Math Curric. Coordinators	Test bank
• Monitor assessment data uploads to Learner Profiles to ensure real-time data access	09.01.14	-Technology Director -IT Specialists -IT Project Manager	Data of upload completion
• Acquire student response systems to gather real-time diagnostic data	09.01.13	-Technology Director -IT Specialists -IT Project Manager	Installed systems
• Implement new data platform	01.02.14	-IT Specialists -IT Project Manager	Data system utilization data
• Monitor learner usage of software to support mastery of math facts	01.02.14 On-going	-IT Specialists	Learner utilization data
Technology			
Key Activities and Associated Actions	**Timeline**	**Person(s) Responsible**	**Deliverables**
• Complete classroom audit of available technology	05.01.13	-IT Specialists -IT Project Manager	Audit
• Audit to identify technology infrastructure upgrades	06.01.13	-Technology Director -IT Specialists -IT Project Manager	Audit
• Develop timeline for technology delivery and	06.01.13	-Technology Director	Timeline

Key Activities and Associated Actions	Timeline	Person(s) Responsible	Deliverables
installation in schools, including technical support		-IT Specialists -IT Project Manager	
• Initial installation of equipment	08.15.12	-Technology Director -IT Project Manager	Installed equipment
• Develop on-line resources for hardware and software support	08.15.12	-IT Specialists -IT Project Manager	On-line resources
• Develop replacement cycle for hardware and software	01.02.14	-Technology Director	Replacement cycle
• Develop reporting system to link CFA data to Learner Profiles	03.01.14	-Technology Director	On-line reporting system
Training			
Key Activities and Associated Actions	**Timeline**	**Person(s) Responsible**	**Deliverables**

• Develop training format, content, venue, trainers, schedule for:
  o Balanced Assessment Framework
  o Balanced Mathematics Framework
  o Technology – hardware troubleshooting; software, integration into curriculum
  o Parent use of Learner Profiles
  o Train-the-trainer model to support parents in use of Learner Profiles
	09.01.13	-Curriculum Exec. Director
		-Technology Director
			Training manuals
			Training schedule

• Implement training schedule aligned with delivery of technology hardware and software to each school	09.01.13	-CIA Exec. Director -IT Specialists	Training schedule
• Revise data team training to include utilization of technology resources	09.01.13	-Technology Director	Data team training manual
• Conduct administrator walk-throughs to collect PD implementation data	01.15.14	-Teaching & Learning Director	Administrator walk-through "look-fors" related to each

			Professional Development training module Walk-through data
• Initiate training for increased technology support: trouble-shooting, help desk, additional self-help resources	09.01.13	-Technology Director -IT Project Manager	Training manuals Training schedule
• Create additional self-help resources (on-line, webinar, etc.) for hardware and software trouble-shooting and integration into curriculum	09.01.13	-Technology Director -IT Specialists	On-line training webinars to include trouble-shooting for classroom suite of technology equipment and software
• Begin implementation of plan to support student and parent use of Learner Profiles	01.15.14	-Technology Director -IT Specialists	Learner Profile training manual for student, parent, community partner training sessions Training schedule

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

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

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

<u>Learning</u>: An approach to learning that engages and empowers all learners, in particular high-need students, in an age-appropriate manner such that:

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

        (i) Understand that what they are learning is key to their success in accomplishing their goals;

        (ii) Identify and pursue learning and development goals linked to college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), understand how to structure their learning to achieve their goals, and measure progress toward those goals;

        (iii) Are able to be involved in deep learning experiences in areas of academic interest;

        (iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; and

        (v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;

    (b) With the support of parents and educators, there is a strategy to ensure that each student has access to—

        (i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;

        (ii) A variety of high-quality instructional approaches and environments;

        (iii) High-quality content, including digital learning content (as defined in this notice) as appropriate, aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements

(as defined in this notice);

(iv) Ongoing and regular feedback, including, at a minimum—

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards (as defined in this notice), or college- and career-ready graduation requirements; and

(B) Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice), and available content, instructional approaches, and supports; and

(v) Accommodations and high-quality strategies for high-need students (as defined in this notice) to help ensure that they are on track toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); and

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

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Eight pages

(C)(1) LEARNING

DMPS proposes to reform how students are educated across the District through the **development and implementation of a**

personalized learning system within a Balanced Mathematics Framework. Grounded in effective teaching practices, the

proposed initiative will focus on the core area of math from kindergarten through 8th grade to improve achievement, increase student engagement, improve student attitudes toward math, and provide students choices in how they learn and demonstrate what they have learned. The proposed personalized learning system will provide customization of instructional practice and learning activities, real-time data utilization, and targeted interventions to meet the unique needs of individual students. Harnessing technology in conjunction with a Balanced Mathematics Framework will enhance teacher capacity to establish, monitor, and meet individual learning goals based on student learning styles and interests. The personalized learning system will provide a learning environment that accelerates student achievement, deepens student learning, and increases equity for all students. The proposed initiative consists of three main components, as follows:

- **Strategies to be implemented:** Personalized learning model within a Balanced Mathematics Framework, Data-based decision-making within a Balanced Assessment Framework, and Effective and highly-effective teachers and principals.
- **Tools to be developed and utilized:** Online data platform, Learner Profiles, Adaptive technology (hardware and software), and Student Response Systems.
- **Supports:** Curriculum aligned to Common Core Standards; Professional Development for educators,; Training for parents, students, and community partners; Continuous school improvement processes.

Implementation of a **Balanced Mathematics Framework** will provide the foundation for effective design and delivery of a comprehensive math program that aligns instruction, learning activities, and assessments with Common Core Standards. The Balanced Mathematics Framework is comprised of five components: computational skills, problem-solving, conceptual understanding, mastery of math facts, and common formative assessments and ongoing feedback to personalize learning. Educators will utilize the Balanced Mathematics Framework, in conjunction with Learner Profiles, to create learning activities that are customized for students. Utilizing a **personalized learning model** that provides various modalities for students to learn -- such as whole group instruction, small group instruction, partner work, and online learning -- within the context of a Balanced Mathematics Framework will improve achievement and increase student engagement and motivation toward learning. Students will have

opportunities to make choices related to how they learn and how they demonstrate what they learn. The ultimate goal is that all students demonstrate mastery of the rigorous Common Core Standards for Mathematics, as evidenced by an increase in the percent of students mastering Algebra I content in 8th Grade, an increase in Algebra readiness, an increase in the percent of students making at least one year's growth in mathematics, and mathematics college readiness. (See project goals and objet in (A)(4) and (E)(3)). The table included in the Appendix [Appendix Item 30] illustrates the progression of the Common Core Standards concepts that work toward Algebra spanned across grades kindergarten through 8th grade. Included below is an overview of The Curriculum, Instruction, and Assessment implications for personalization within a Balanced Mathematics Framework.

<table>
<tr><th rowspan="2"></th><th rowspan="2">Component</th><th rowspan="2">Defined</th><th colspan="2">Implications for Personalization</th></tr>
<tr><th>Curriculum and Instruction</th><th>Assessment</th></tr>
<tr>
<td rowspan="1">Balanced Mathematics Framework</td>
<td>Computational skills</td>
<td>Math Review emphasizes the development of number sense as students practice procedural mathematics and computational skills every day.

Mental Math helps students become more skillful in computing math problems mentally.</td>
<td>Daily Math Review is utilized by teachers to address gaps and misunderstandings in concepts students should have mastered. These concepts are identified by teachers through analysis of assessment data, therefore allowing opportunities for differentiation. Students receive immediate and specific feedback allowing them to reflect on their individual progress in regards to the concept.

Mental Math is a purposeful set of problems dependent on the needs of the students. Mental Math problems are used to practice number facts, number sense, and math vocabulary as well as to front load concepts.</td>
<td>-Bi-weekly Daily Math Review assessment
-Weekly tests, student response systems, teacher-student conferences
-FASTT Math, Fraction Nation
-Unit or quarterly exams, performance based tasks
-SMI
-District developed end of year/course standards based exam
-Common Formative Assessments</td>
</tr>
</table>

Problem solving	Provides structure for problem-solving activities related to the current conceptual unit focus and general problem-solving rubric or scoring guide that is used throughout the year to assess student work.	The problem solving component is a real-world application of the current conceptual unit and matches the students' instructional level. The problems are designed through Cognitively Guided Instruction to engage students and require them to improve their mathematical reasoning abilities. This component allows students to practice their mathematical communication as well as to critique the reasoning of others.	Teacher developed rubrics for assessing problem solving
Conceptual understanding	Helps students develop depth of mathematical understanding by connecting meaning to procedures.	Conceptual units of study are designed around prioritized standards of the Iowa Common Core with essential questions and big ideas. These priority standards are utilized by teachers to plan instruction, learning activities and assessments. The conceptual unit helps to give meaning and understanding to mathematical procedures. Fraction Nation software supports the conceptual understanding of fractions or can provide additional opportunities for practice of fractions. The use of the software is dependent on each student's developmental needs.	-Weekly test, student response systems, teacher-student conferences -Fraction Nation -Unit or quarterly exams, performance based tasks -SMI -District developed end of year/course standards based exam -Iowa Assessments
Mastery of math facts	Enables students to learn all their basic math facts by understanding patterns.	DMPS has created a Math Facts Program (implementation is optional) which includes a list of strategies that are commonly used to solve unknown math facts and are listed in a suggested order of introduction. As students master the foundation facts, they can be used to simplify	-Math Fact Screeners -Math Fact Automaticity Interview -Classroom Observation of Automaticity -FASTT Math

			- Unit or quarterly exams -SMI
		other unknown facts. FASTT Math software supports the implementation of the math facts program. Results from the placement assessment are used to build an individualized Fact Grid that highlights the student's fluent and non-fluent facts and selects facts for instruction.	
Common formative assessment	Assessments that provide teachers with valid feedback as to students' current understanding and provide predictive value regarding how students are likely to perform on subsequent assessments.	Common Formative Assessments are designed by grade-level or department teachers and focus on a priority standard to serve as a predictor of district benchmark performance. Common Formative Assessments are collaboratively scored and analyzed in data teams in order to inform instruction, allowing teachers to differentiate based on student needs.	-Common Formative Assessments

Data-based decision-making will be significantly improved with the development and implementation of a robust data platform and the integration of technology (hardware and software applications). The **new data platform** will link various data systems together to allow for comprehensive analysis and frequent assessment of student growth and achievement to inform personalized instruction as described in (A)(1). The new platform will enable educators to easily access and focus on data analysis and generation of reports rather than on data collection and input, which will assist educators in designing instruction and determining flexible student groupings, interventions, and other instructional strategies that support personalized learning. This well-developed data structure will support the continuous process for school improvement. Job-embedded collaboration time (school level Data Teams), currently implemented in all elementary and middle schools, creates a significant opportunity for teachers to collaborate on data collection and analysis, discuss obstacles to student academic success, modify instructional strategies, and establish student goals. The new

platform will also enable the District to create personalized **Learner Profiles.** The Learner Profiles will ultimately provide educators, students, and parents with access to students' comprehensive progress data, personalized math goals, and links to resources for additional practice. The role of the parent is vital: research has shown that the most consistent predictors of children's academic achievement and social adjustment are parent expectations of their child's educational attainment and satisfaction with their child's education at school (Reynolds, et. al., 2003). The Learner Profiles will serve as a communication tool for teachers, students, and parents, allowing users to identify areas of student strength and need, link to resources for remediation and acceleration, and delineate growth toward learning targets.

In addition to a robust data platform, this project will also implement technology to empower learners. **Student Response Systems** will be implemented in all targeted classrooms to provide a highly interactive learning environment that allows the teacher to have immediate, real-time analysis of student progress to adjust instruction and learner activities accordingly. These systems consist of electronic clickers for students that are linked to a teacher tablet and electronic whiteboard. Students respond to questions using their clickers and the results are immediately displayed on teachers' tablets to gauge student progress. DMPS will implement **systemic interventions** for students who are not mastering content during core instruction or for students who are accelerated to provide personalized learning. Every classroom will be equipped with **student computers** and **online curriculum** (Scholastic's FASTT Math and Fraction Nation, as well as others yet to be identified.) The online curriculum will be aligned with Common Core Standards and will provide students with supplemental instruction that is adapted to their individual level of understanding on a continuous basis. Students will receive immediate feedback through the online system to provide real-time data of student progress. DMPS will provide extensive **Professional Development** opportunities for educators to thoroughly implement the new personalized model of learning. Educators will receive training on technology hardware and software applications specific to personalized learning. They will continue to build their understanding of math concepts, student levels of understanding, and how to scaffold student learning. Students, parents, and community partners will also receive **training** on the new system, relative to their roles in the initiative.

(C)(1)(a)(i) Key to success

The importance of math proficiency cannot be underscored enough. Mathematics proficiency plays an important role in students' choice to pursue higher education (Olson, 2006) and is strongly correlated with the likelihood of attaining a college degree (Adelman, 2006; Hall & Ponton, 2005; Ali & Jenkins, 2002). Additionally, Algebra serves as a "gatekeeper" to college. Students are more likely to pursue higher education if they take Algebra by 8th or 9th grade (Wheelock, 1995; Riley, 1997; Cooney & Bottoms, 2002). With the implementation of the proposed personalized learning system to tailor math instruction and learning to students' needs, students will be equipped for college and career success. Within the Balanced Mathematics Framework, all curriculum will be aligned with Common Core Standards.

The personalized, online component of this project will help students accept responsibility for their own learning of math and demonstrate confidence in their abilities as "mathematical thinkers," that is: they can learn and understand mathematics and can achieve high standards in mathematics. Mathematics, with its foundation as a problem-solving process, will help students be able to understand, formulate, and solve problems in a wide variety of situations. The better students understand and can do mathematics, the better their abilities to solve a variety of problems will be, because mathematical tools and thinking are often the key to understanding and solving a problem (even if math does not appear to be involved). This project will provide students with a math education that prepares them for college- and career-readiness.

(C)(1)(a)(ii) Learning and development goals

Student motivation is critical for learning. When students are deeply connected to content and are able to apply learning, they stay motivated. Teachers will continue to set instructional goals for their students. However, in collaboration with their teacher and parents, students will also be encouraged to personalize the teacher-identified goals and create their own personal learning goals (long-term and short-term) that are age- and ability-appropriate. According to Marzano, studies have shown positive effects of student goal setting, as it provides students with control over their learning (2001). In general, motivational theory and research

support goal-setting as an effective means of increasing student motivation (Usher & Kober, 2012). Students will be encouraged to set mastery-based goals -- which involve demonstrating increased understanding, skills, and content knowledge -- that are realistic, attainable, and challenging. For example, a first grade student may have a goal for fact fluency, while a seventh grade student may have a goal aligned with unit objectives.

The goals will be incorporated into the personal Learner Profiles so the student, parent, and teacher can monitor ongoing progress toward reaching the identified mastery goals. The Learner Profiles will identify strengths and weaknesses to show students where they need additional practice, as well as what curriculum/modality will support them in meeting identified goals. Students will have options to choose from regarding what curriculum to access for supplemental instruction and what modality to choose to practice their math skills, as described in (C)(1)(b)(ii).

(C)(1)(a)(iii) Deep learning experiences

Through implementation of the Balanced Mathematics Framework, a balance of mathematical components will support the deepening of learning, providing students with opportunities to build on their knowledge and awareness to be able to problem-solve and apply what they learn to the real-world. Students will have a choice in how they access curriculum and how they demonstrate their learning, depending on their individual interests, as detailed in (C)(1)(b)(ii). A student might choose online learning, manipulatives, or a project-based assignment to practice and deepen math concepts. Enabling students to apply their knowledge in a variety of ways will improve students' abilities to work collaboratively and communicate effectively.

(C)(1)(a)(iv) Diverse cultures, contexts, and perspectives

DMPS is a highly diverse community, as evidenced by a student body that is 52% minority, 15.7% English Language Learner, and 15.9% Special Education. Students are exposed to diverse cultures and perspectives on a daily basis in the classroom. Diversity is honored and celebrated at DMPS. The District incorporates multicultural approaches into its educational program, including approaches which foster knowledge of -- and respect for -- the historical and contemporary contributions of diverse cultural groups,

including but not limited to race, color, national origin, gender, disability, religion, creed, and socioeconomic background.

The proposed personalized learning system will enhance the diversity of perspectives and cultures as well as deepen learning by providing opportunities for students to have ongoing interactions with each other through varied learning modalities (whole group, small group, partner work, and online learning), as well as access to online curriculum and varied demonstrations of learning that encourage collaborative work (project-based learning projects, demonstrations on the electronic whiteboards, virtual field trips, etc.). Students will gain understanding about how their peers process information and problem-solve toward collective solutions.

(C)(1)(a)(v) Critical academic content and developing skills and traits

Students will have the opportunity to master critical academic content (e.g. the mathematics skills outlined in the Appendix [Appendix Item 31]) through the implementation of personalized learning systems that utilize data to inform instruction tailored to a student's current progress in math. All math curriculum implemented is aligned with the Common Core Standards, providing a rigorous education that prepares students for college and career success (included in the Appendix [Appendix Item 32] is a link to the Common Core Standards for Mathematics). With this project, ongoing, multiple forms of assessments tied to learning goals and curriculum to ensure students master critical math content. Assessments will include real-time data assessment via daily/weekly formative assessments, end of unit assessments (generally every 4-8 weeks), six-week common formative assessments, thrice-annually interim assessments, and an annual summative assessment, as described in (A)(1) and (B)(5). Ongoing assessments will provide progress monitoring that will enable the student, parent, and teacher to monitor a student's progress. This frequent performance feedback will help students better understand where they are performing relative to expectations and guide them to identify personal growth targets.

Through the various learning modalities available to students through the personalized learning system, students will have opportunities to gain 21st Century Skills in mathematics individually and in group settings, providing a foundation for success in their postsecondary education and future careers. By enabling students to demonstrate understanding of concepts through a variety

of formats, students will have opportunities to be **creative and inventive**. They will also gain skills in **critical thinking and problem-solving** through the use of systems thinking and application of what they learn to real-life problems. Students will gain skills in **initiative, self-direction, and perseverance** through individual **goal-setting**, taking responsibility for their own education and their progress toward their math goals. **Communication skills** will be developed through all modalities of learning as students choose how to demonstrate what they learn (oral, written, and nonverbal communication). Collaborating with their peers in partner work or small group work will provide great opportunities to enhance their **teamwork** skills, while gaining a wide range of diverse perspectives toward the achievement of shared goals.

(C)(1)(b)(i) Personalized sequence of instructional content and skill development

Personalized learning systems are necessary to meet the needs of students and fully prepare them for college and careers in the 21st century. The shift away from traditional classrooms to personalized classrooms will provide great benefits to students. DMPS has **set the foundation for a personalized sequence of instructional content and skill development** through the adoption of Common Core Standards, development of curriculum guides that are based on the Standards, and clear expectations for teaching and learning. These components will provide the foundation for students to set and achieve their individual learning goals to ensure they graduate on time and are prepared for college and careers.

The use of assessment to guide instruction, along with the utilization of technology tools and digital content that is aligned with college- and career-ready standards, will build the capacity of educators to personalize instruction. Educators will have the capacity to close the achievement gap for diverse high-need learners, meeting their individual needs and accelerating instruction. Students will be **empowered to discover their own learning styles and preferences** through the **choice of learning formats and modalities** in which to learn about math. Students will have ongoing opportunities to demonstrate learning through a variety of multi-media projects and presentations. Students will also **gain access to technology and online learning** to allow exploration of topics and resources that are outside of the scope of the curriculum provided to them.

Digital content, such as FASTT Math and Fraction Nation, will be used to help students progress at a personalized pace to achieve their identified goals. **FASTT Math** aligns to the Curriculum Focal Points for number and operations and to the *Final Report* by the National Math Panel that stresses the importance of developing quick recall of basic math facts in addition and related subtraction facts and multiplication and related division facts. The Common Core Standards call for students to be fast and accurate with math facts in all four operations by the end of Grade 3 in order to succeed in higher-order math. Students are also expected to develop number sense by understanding relationships between numbers and operations. FASTT Math provides an efficient, personalized path to fact fluency, as well as extends beyond math fact fluency practice into more rigorous Common Core objectives.

To supplement core classroom instruction, DMPS will also utilize **Fraction Nation.** Fraction Nation provides explicit instruction and supported practice to teach grade-level standards for fractions and decimals on topics such as fraction and decimal quantity, equivalence, and addition and subtraction. Fraction Nation is aligned with Common Core Standards related to developing understanding of fractions as numbers, extending to equivalence, ordering, and operations with fractions. There are 64 lessons in nine topics in Fraction Nation that helps students develop an understanding of fractions as numbers, extending to understanding fraction equivalence, ordering, and quantity with unit fractions. Additionally, students learn about fraction equivalence with proper and improper fractions, as well as computation procedures for more advanced operations with fractions.

Through the course of the project, additional online learning materials will be evaluated and implemented in response to student and teacher needs.

(C)(1)(b)(ii) Variety of high-quality instructional approaches and environments

Through the personalized system, learners will receive high-quality instruction in a high-quality environment to meet their goals and be prepared for college and careers. These approaches include:

- Whole Class Instruction: An instructional approach in which teacher-directed lessons are conducted for the whole class.
- Small Group Instruction: Small, flexible groups are formed based on student data and teacher observations that are based on

the instructional needs of students (e.g. remedial or advanced).

- Partner Work: Pairing students to work together to solve math problems while practicing skills such as listening, taking turns, and effective communication.

- Manipulatives in Mathematics Instruction: Concrete and virtual objects used in the teaching of concepts in a developmentally-appropriate, hands-on, and experiential way.

- Online Learning Materials: Online materials that have adaptive diagnostics; personalized data-driven instruction on foundation skills; standards-based practice; and adaptive difficulty, scaffolding, sequencing, and pacing.

- Student Response Systems: Highly interactive learning environment where as the teacher asks questions, and students use electronic clickers to respond. Student performance is immediately assessed and reported on teacher-held tablets to inform instruction.

- Project-Based Learning: Opportunities for students to demonstrate that they have mastered rigorous curricular standards as they apply their learning and solve the problem at hand, demonstrating deep content understanding.

(C)(1)(b)(iii) High-quality digital learning content

All DMPS math curriculum is aligned with Common Core Standards to provide high-quality content and prepare students for college and career success. The online Scholastic assessment and curriculum (SMI, FASTT Math, and Fraction Nation) are research-based and of aligned with CCS. All future curriculum purchased will also be aligned to the Common Core Standards to ensure a high-quality education.

FASTT Math is a research-based online curriculum that provides math instruction and assessment for grades 2-9. This interactive software program helps students gain fluency with basic math facts, and it is offered in both English and Spanish. FASTT Math provides comprehensive resources for educators and individualized practice for students to gain skills in automatic recall of basic math facts. By automating these facts, students will be able to access critical mental resources and focus on higher-order math. Students work at their own pace and daily instruction is automatically adjusted for them based on their individual level of

performance. The software system engages students through interactive, fun games that increase in difficulty as the student improves and continually adjusting the level of difficulty based on student performance.

Fraction Nation is a research-based online curriculum that provides math instruction and assessment for grades 4-8. Through this interactive software program, students build proficiency and fluency with factions and decimals through skill-building lessons in rational number comparison, estimation, equivalence, addition, and subtraction. Students work at their own pace and lessons are adapted automatically based on their level of performance. Instruction is targeted and explicit as students are introduced to skills, adjusting to a student's level of performance. Those who succeed on a lesson accelerate to the next lesson. Those who struggle to successfully complete a lesson will receive more practice problems.

(C)(1)(b)(iv)(A) Frequently updated individual student data

With the proposed personalized learning system, DMPS will assess student progress toward mastery of college- and career-ready standards in math on a frequent basis through multiple formats. These formats will include formative, interim, and summative assessments that will be available through the proposed data platform. Educators will be able to create actionable reports from the proposed Student Response Systems on a daily or weekly basis and more comprehensive Learner Profiles that school-level data teams can review bi-weekly to determine program modifications to instruction as needed. As described in (A)(1) and throughout the application, assessments will include:

Type	Assessment Tool(s)	Frequency	Use
Formative Assessments	Student Response System, Daily Math Review, FASTT Math, Fraction Nation, Teacher-developed rubrics	Daily/Weekly, based on the preference of the teacher	Provide actionable data about student growth toward mastery
	DMPS Unit Assessments	End of Unit; generally 4-8 weeks	
	DMPS Common Formative assessment	Every 6 weeks	
Interim Assessment	SMI	3 times a year	Guide adjustments to instruction to ensure students are progressing

			toward mastery and prepared for college and careers.
Summative Assessments	Iowa Assessments End of Year/Couse Exam	Annually	Show student achievement in core content areas

(C)(1)(b)(iv)(B) Personalized learning recommendations

As described above, Algebra is a gateway to college, and this project is designed to increase student success in Algebra. Educators will utilize assessment results and the immediate feedback from Student Response Systems data and SAM to determine personalized instruction based on students' current levels of progress. The SMI assessment tool provides personalized recommendations for educators and parents based on student progress, with links to aligned resources. As discussed in (C)(1)(b)(ii), educators will determine assignment of small groups, online learning, or other modalities of learning that best match where a student is currently performing. As discussed in (C)(1)(b)(iii), online learning curriculum adapts to a learner's level as he or she progresses. Those who get a question right are given a harder problem to solve. Those who get a question wrong are given an easier problem to solve. This linear progression allows students to receive instruction aligned with their current levels of performance. Learner Profiles will also provide parents with links to supplemental curriculum resources to support students' individualized needs.

(C)(1)(b)(v) Accommodations and high-quality strategies

A total of 95.3% of participating students in the targeted schools are classified as high-need students, as defined in the notice. Therefore, all strategies chosen to personalize instruction intentionally target the needs of high-need students to decrease the achievement gap, increase math proficiency, and prepare students for college and careers. Interventions and instructional supports for struggling students and English Language Learners will add greater levels of academic support to students in need. Online learning tools will also add personalized accommodations for high-need students as the settings of the program can be adjusted to accommodate learner differences. For example, computer-set monitored response time in FASTT Math can be lengthened to give students more time to respond, and students who need more time to learn new information, can have a reduced the number of

problems presented during instruction. Students can choose to read the instructions or can listen to instructions. In addition, FASTT Math offers multiple formats to support multiple learning styles, including orally (narrated), symbolically, and graphically presented curriculum. Additionally, the system poses problems that are spoken aloud in either English or Spanish. Fraction Nation also meets the needs of diverse learners through a sequence of small steps and limited amounts of new information and skills to avoid cognitive overload related to fractions and decimals. As with FASTT Math, students can set the pace of their learning to allow for as much time as they need to complete a task. Students can also take advantage of Closed Captioning or an audio option that provides sentence-by-sentence instruction. An English-Spanish glossary is available to help students understand the mathematical language presented in multiple languages. The supports provided and the immediate feedback given to students creates an environment that reduces anxiety and builds confidence.

(C)(1)(c) Training and support

DMPS technology staff will provide training to teachers during Professional Development specific to the utilization of new technology for personalized learning systems (hardware and software applications). Teachers will teach the students in their classrooms how to access and utilize the new technology (hardware and software applications) and provide ongoing support. Outside of school, DMPS will provide training to community partners (e.g. public librarians, Boys & Girls Club staff) on the online learning tools that will be used in this project so students will have more adults who can help them.

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

The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all participating students (as defined in this notice) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined in this notice) and college- and career-ready graduation requirements (as defined in this notice) and accelerate his or her learning through support of his or her needs. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

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

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

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

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

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

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

    (b) All participating educators (as defined in this notice) have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements (as defined in this notice). Those resources must include—

        (i) Actionable information that helps educators (as defined in this notice) identify optimal learning approaches that

respond to individual student academic needs and interests;

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

(iii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

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

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

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

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

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

(C)(2) TEACHING AND LEADING

DMPS has a structure in place to provide personalized Professional Development for educators. The components of the District's Professional Development plan include Adjusted Dismissal Wednesdays, Professional Development Day, Monthly Teaching and Learning Meetings, Focus Groups, and Summer Course Academies to support district collective commitments, as outlined below:

DMPS Teaching and Learning Organizational Support Structures	
Adjusted Dismissal Wednesdays	Every Wednesday, school is dismissed early for embedded Professional Development. One Wednesday per month is dedicated for teachers to work on their Individual Professional Development Plans. Schools have two days per month to provide PD that meets building improvement needs. The District directs one Professional Learning Community (PLC) a month.
Professional Development Day	Building Leadership Teams, Curriculum Coordinators, individual teachers, and teacher teams facilitate sessions directly linked to ongoing building and district improvement initiatives. Teachers register for two half-day sessions or one-full day session of their choice.
Monthly Teaching & Learning meetings with Building Leadership Teams	These meetings are designed to strengthen capacity at the school level in order to support ongoing teacher Professional Development focused on the Common Core Standards, effective instruction, and the Balanced Assessment Framework.
Focus Groups	Focus Groups supplement implementation gaps and/or deepen mastery of district collective commitments. Training sessions are full-day and offered twice a year.
Summer Course Academies	Teacher Summer Course Academies are training sessions that provide staff with District-wide expectations for implementation of updated curriculum as well as a hands-on opportunities to learn about new instructional materials. Summer Course Academies compensate participants based on the Extended Career Opportunities schedule published in the Comprehensive Agreement. All Summer Course Academies are optional and participation is voluntary.

This existing structure will be used to implement a Professional Development plan in support of three main training components of this proposal: Implementation of a Balanced Assessment Framework, Implementation of Personalized Learning Environments within a Balanced Mathematics Framework, and Implementation of Teacher and Principal Evaluations to improve instruction, as outlined in the charts below.

(C)(2)(a)(i) Implementation of personalized learning environments and strategies

(C)(2)(a)(ii) Adapt content and instruction

(C)(2)(a)(iii) Frequently measure student progress

(C)(2)(a)(iv) Improve teachers' and principals' practice and effectiveness

TIMELINE KEY	Abbreviation
Adjusted Dismissal Wednesdays – Building Directed	ADW-BD
Adjusted Dismissal Wednesdays – District Directed	ADW-DD
Teaching & Learning Meetings	T&LM
Focus Groups	FG
Summer Course Academy	SCA

Balanced Assessment Framework

Criteria Alignment	Components	Timeline	Participants	Delivered By	Deliverables	Outcomes
(C)(2)(a)(iii) (C)(2)(a)(iv)	*What is Balanced Assessment?*	SCA 2013 Monthly during FG, beginning Sept. 2014	Teachers, Building Administration	CIA Executive Director	Training manuals, Training schedule, Administrator walk-through "look fors" related to each Professional Development training module.	Participants understand all components of the Balanced Assessment Framework, including new assessment pieces (including daily/ weekly Formative Assessments and SMI) to be introduced.

(C)(2)(a)(i) (C)(2)(a)(iii) (C)(2)(a)(iv)	*Using the new student data platform*	Monthly during ADW-DD, beginning March 2013 Monthly during T&LM, beginning March 2013	Teachers, Building Administration, Data Teams	Technology, Vendor	Data Team training manual	Individual teachers use frequently updated student data to make instructional decisions for students in their classrooms. Building Data Teams use frequently updated student data to make instructional decisions for the school. CIA Executive Director uses frequently updated student data to make instructional decisions for the District.
(C)(2)(a)(i) (C)(2)(a)(iii) (C)(2)(a)(iv)	*Accessing and using Learner Profiles*	Ongoing as needed, reviewed during ADW-BD, beginning Jan. 2014	Teachers, Parents, Students	Technology	On-line PD modules train-the-trainer model for partners and parents to support access and utilization	Teachers, parents, and students use Learner Profiles to set and work toward student- and teacher-identified mastery and proficiency goals.

Personalized Learning within a Balanced Mathematics Framework						
Criteria Alignment	**Components**	**Timeline**	**Participants**	**Delivered By**	**Deliverables**	**Outcomes**
(C)(2)(a)(i) (C)(2)(a)(ii)	*Implementing a Personalized Learning Classroom within a Balanced Mathematics Framework*	Monthly during T&LM and ADW-BD, beginning March 2013	Teachers, Building Administration	CIA Executive Director, Math Curriculum Coordinators	Problem bank Classroom "look fors" Instruction day schedules	Implementation of the multiple components of a Balanced Mathematics Framework with fidelity.
(C)(2)(a)(i) (C)(2)(a)(ii)	*Using Student Response Systems*	SCA 2013 SCA 2014	Teachers, Building Administration	Technology Dept., CIA Dept., Vendor	Online training webinars to include trouble-shooting for classroom suite of technology equipment and software	Teachers know how to use the SRS to incorporate daily/weekly Formative Assessment checks (using a question bank) and the data collection system to make daily data-driven instructional decisions.
(C)(2)(a)(i) (C)(2)(a)(ii)	*Using Online Learning Tools*	SCA 2013	Teachers, Building Administration	Technology Dept., CIA Dept., Vendor	Online training webinars to include trouble-shooting for classroom suite of technology equipment and software	Teachers use Online Learning Tools (including FASTT Math and Fraction Nation) to tailor learning to students individual needs.

Teacher & Principal Evaluation Framework						
Criteria Alignment	**Components**	**Timeline**	**Participants**	**Delivered By**	**Deliverables**	**Outcomes**
(C)(2)(a)(iv)	Teacher evaluation	SCA 2014	Teachers	HR	Negotiated Contract Revised Evaluation Handbook	Improve teachers' practice and effectiveness.
(C)(2)(a)(iv)	Principal evaluation	SCA 2014	Building Administration	HR	Contract Revised Evaluation Handbook	Improve principals' practice and effectiveness.

(C)(2)(b)(i) Actionable information

As laid out in the Professional Development plan, teachers will gain access to and know how to use tools, data, and resources to implement a personalized learning system within a Balanced Mathematics Framework. Examples of tools that will provide actionable information that will enable teachers to respond to individual student academic needs include: Student Response Systems (as described in (B)(5) and (C)(1)), online learning materials (as described in (B)(5) and (C)(1)), and the student data platform and Learner Profiles, as described in (A)(1) and (B)(5).

(C)(2)(b)(ii) High-quality digital learning resources

All DMPS math curriculum is aligned with Common Core Standards to provide high-quality content and prepare students for college and career success. The online Scholastic assessment and curriculum (SMI, FASTT Math, and Fraction Nation) are research-based and of high-quality. All future curriculum purchased will also be aligned to the Common Core Standards to ensure a high-quality education.

FASTT Math is a research-based online curriculum that provides math instruction and assessment for grades 2-9. This interactive software program helps students gain fluency with basic math facts from numbers 0-9 or 0-12, and it is offered in both English and Spanish. FASTT Math provides comprehensive resources for educators and individualized practice for students to gain skills in

automatic recall of basic math facts. By automating these facts, students will be able to access critical mental resources and focus on higher-order math. Students work at their own pace and daily instruction is automatically adjusted for them based on their individual level of performance. The software system engages students through interactive, fun games that increase in difficulty as the student improves and continually adjusting the level of difficulty based on student performance.

Fraction Nation is a research-based online curriculum that provides math instruction and assessment for grades 4-8 as an intervention for struggling students. Through this interactive software program, students build proficiency and fluency with factions and decimals through skill-building lessons in rational number comparison, estimation, equivalence, addition, and subtraction. Students work at their own pace and lessons are adapted automatically based on their level of performance. Instruction is targeted and explicit as students are introduced to skills, adjusting to a student's level of performance. Those who succeed on a lesson accelerate to the next lesson. Those who struggle to successfully complete a lesson will receive more practice problems.

(C)(2)(b)(iii) Processes and tools

With this project, teachers will have the ability to match student needs with resources that provide feedback on effectiveness of the tool/process. For example, students will have choice in learning modalities, including online learning tools. These online learning tools will provide feedback to the teacher on student progress and will also be adaptive to student learning levels, as described in (C)(1). In addition, teachers will utilize the Student Response Systems for daily/weekly formative assessment to make data-driven instructional decisions for students, as described in (B)(5) and (C)(1).

(C)(2)(c)(i) Continuous school improvement

Training, policies, tools, data, and resources that will be used to help school leaders and leadership teams assess progress toward continuous school improvement have been described throughout the application. The Professional Development plan is described in (C)(2)(a). Policies are described in (D)(1)(a). Tools are described in (C)(2)(b)(1). Data systems are described in (A)(1) and (B)(5). Evaluation measures are described in (E)(3).

(C)(2)(c)(ii) Training, systems, and practices

Training, systems, and practices that will be used to continuously improve school process toward the goals of increasing student achievement and closing achievement gaps have been described throughout the application. The Professional Development plan is described in (C)(2)(a). The introduction of new systems such as a new student data platform and Learner Profiles, are described in (A)(1) and (B)(5). Institutional practices, such as personalized learning in a Balanced Mathematics Framework (are described in (A)(1) and (C)(1)) and using timely data to inform day-to-day instruction, mid-term goals, and long-term goals are described in (B)(5), and (C)(1).

(C)(2)(d) Increasing the number of effective and highly effective teachers and principals

Revisions to the current teacher and principal evaluation systems will focus on supporting staff to improve their skills as educators and to improve the student learning environment. Revisions to the evaluation systems will focus on ensuring students receive instruction from effective and highly effective teachers and principals. The system will meaningful differentiate among three performance levels and use multiple, valid measures in determining these performance levels.

The Des Moines Public Schools (DMPS) and the Des Moines Education Association (DMEA) will work together to focus on development of a teacher evaluation system which addresses the following:

1) The DMPS and DMEA must negotiate any changes to the evaluation system through the collective bargaining process.
2) Any new teacher evaluation system should have as its focus supporting teachers to become better at their craft and improving the student learning environment.
3) Data on student growth will not be used for placement of teachers on Phase I or Phase II Teacher Assistance Plans. Not meeting all eight Iowa Teaching Standards (included in the Appendix [Appendix Item 33]) will trigger placement on a Teacher Assistance Plan.
4) Student growth data will inform a teacher's Individual Professional Development Plan.

5) The Iowa Teaching Standards review for summative evaluation will be done using a narrative format that will provide actionable feedback for teachers.

6) Data on student growth will come from multiple measures and the DMPS and DMEA will work together to define what quality, valid assessments will be included in measures of student growth.

Representatives from the Des Moines Education Association (DMEA), and district administration will begin to meet in January of 2013 to design the new teacher evaluation systems. In addition, a team of district administrators will also begin to design the new principal and superintendent evaluation systems. Using grant funds, external consultants will be contracted to work with and advise the core DMPS team of developers led by Human Resources in the creation of the new systems. The external consultants will also provide expert advice in the development of valid, reliable assessments that measure students growth, as well as the process of using growth data to inform the evaluation system. Funds have been dedicated to pay for the core team to travel to conferences on teacher/principal evaluation systems and to school districts around the country that have successfully implemented such systems as well as for consumables (e.g. research and books) to guide the development process. The group will work toward the development of the critical elements of the new system by June of 2013. Thereafter, the external consultants and core development team will begin to develop assessments used to measure student growth in which assessments are not required under ESEA section 1111(b)(3). Grant funds have also been dedicated for 13,527 hours of outside-of-contract Professional Development time on the new evaluation system that will be developed through this process. Additional training will be conducted in embedded Professional Development. The new evaluation systems will be implemented in the fall of 2014.

D. LEA Policy and Infrastructure (25 total points)

The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed. The quality of the plan will be determined based on the extent to which--

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

The applicant has practices, policies, and rules that facilitate personalized learning by—

(a) Organizing the LEA central office, or the consortium governance structure (as defined in this notice), to provide support and services to all participating schools (as defined in this notice);

(b) Providing school leadership teams in participating schools (as defined in this notice) with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets;

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners; and

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

The LEA and school infrastructure supports personalized learning by—

(a) Ensuring that all participating students (as defined in this notice), parents, educators (as defined in this notice), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;

(b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online

support, or local support);

(c) Using information technology systems that allow parents and students to export their information in an open data format (as defined in this notice) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and

(d) Ensuring that LEAs and schools use interoperable data systems (as defined in this notice) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Seven pages

(D)(1) LEA PRACTICES, POLICIES, RULES

(D)(1)(a) LEA central office

DMPS has a strong foundation of practices, policies, and rules at the central office level that support the proposed shift to personalized learning. The Board of Directors utilizes a policy governance approach to oversee the District and guide it toward accomplishing the mission "to equip students for life by challenging each one to achieve rigorous standards in academics, arts, and career preparation." As part of DMPS' community-based vision and plan, which began in 2007 and was updated in 2012, the Board engaged in extensive outreach efforts to students, staff, and the community (forums, meetings, surveys, etc.) to update the District

outcomes called Graduate Ends (found in the Appendix.[Appendix Item 34] These Ends, along with the DMPS mission, serve as a framework for redesigning the educational program to meet the demands of the 21st century workforce. DMPS Central Administration supports the vision of school reform through personalized learning in K-8 math by providing technical assistance to sites, curriculum development, Professional Development, and oversight of key activities described in (B)(5). DMPS has adopted policies and procedures to support school-based management through shared decision-making. The District believes that improved and high achievement for each student is best attained within an environment that provides strong district-wide curriculum/instructional frameworks and site-based decisions (latitude) regarding variations in delivery systems and non-curricular matters. Principals develop site-level teams to ensure proposed instructional processes are successfully adopted and implemented. For this project, the Curriculum, Instruction, and Assessment (CIA) Department will research and develop an evidence-based personalized learning framework (curriculum, strategies, tools, etc.) for the proposed personalized learning initiative and ensure alignment with the Common Core Standards. (See the table in (C)(1) that provides an overview of the Curriculum, Instruction, and Assessment implications for personalization within a Balanced Mathematics Framework and progression of the Common Core concepts towards Algebra spanned across grades kindergarten through 8th grade in the Appendix [**Appendix Item 30**].) CIA will work with the DMPS Technology Department to ensure the capacity and infrastructure is in place to adequately support the initiative. Technology usage policies are already in place and support the project (see Appendix [Appendix Item 35]). Additionally, CIA will provide Professional Development (PD) to all principals, educators, and other relevant staff to launch and maintain the new personalized learning system. The CIA Department will ensure that the personalized learning framework is aligned across the District to provide consistency across sites, improving systemic efficiency. The DMPS Assessment Team will systematically collect and analyze data as outlines in the Performance Measures and LEA-Wide Goals.

With the exception of policy changes to implement the new evaluation systems, most changes to be implemented toward personalized learning are supported by existing policies and will occur at the practice level. For example, DMPS does not have policies around seat-time requirements to earn credit at the elementary or middle school levels, because credit is not assigned at

these levels. Mastery-based progression will result from the shift in practice to personalized learning. Additionally, DMPS has supportive policies for integration of technology into curriculum, teaching, and learning because of pilot projects and grant-funded projects. Through the proposed initiative, a teacher's role will evolve to include instructor, facilitator, and coach while utilizing multiple modalities to teach (large group instruction, small group instruction, and online learning). The teacher will be able to accommodate multiple learning styles and better meet the diverse needs of the students. Other practice changes will result from educators gaining access to a data platform that will comprehensively analyze student performance from multiple data systems, as well as gaining access to real-time assessment data to personalize instruction (e.g. Student Response Systems and online learning tools). DMPS will ensure the policies and procedures are adjusted to comply with teacher, principal, and superintendent evaluations that comply with the specifications as outlined in the Federal Notice.

(D)(1)(b) Flexibility and autonomy

As discussed in (D)(1)(a), DMPS has supportive policies and procedures for shared decision-making related to school-based management. As a result of the proposed project, practices will change at the school-level as DMPS implements the systemic approach to personalized learning at the K-8 levels across the District. Principals will maintain autonomy over choosing their site-based leadership teams, delivery systems, instructional schedules, and non-curricular matters. They will also maintain autonomy over personnel and budget decisions within their schools. Specific to the proposed personalized learning approach, sites will work within the Balanced Mathematics Framework to integrate personalized learning into their instruction systems. The framework will provide District-level guidelines for implementation. Teachers will have the skills, training, and autonomy to tailor instruction to the individual needs of students and their classroom with the framework.

(D)(1)(c) Mastery v. seat time

No policy changes will be required in order for students to progress based on demonstrated mastery through the proposed personalized learning system. As stated previously, DMPS policies at the K-8 level do not include seat-time requirements for

matriculation. DMPS does not assign credit at the K-8 levels. DMPS currently has policies and procedures that allow middle school students to take online classes through e2020 and progress at their own pace. Through Iowa Learning Online, students can progress at their own pace (for example, completing more than one course within a sequence in a school year), allowing districts to be able to award credit based on completion of online classes, rather than seat time. See (B)(3) for information regarding the work currently being done in Iowa to move toward a competency-based system for high school students. Through the proposed initiative, elementary school students will gain access to advanced mathematics through the computer. Because of transportation barriers, this was not possible in the past.

(D)(1)(d) Demonstration of mastery

No policy, procedure, or rule changes will be required related to demonstrated mastery of standards at multiple times and in multiple comparable ways. Through the proposed personalized learning model, changes to practice will allow for students to engage in **multiple personalized learning modalities** and in multiple formats as discussed in (C)(1)(b). These changes will also provide students with the opportunity to progress at their own pace based on mastery. DMPS policy allows for grouping of students into classroom units for the purpose of instruction. This policy supports proposed **small group instruction**, one modality of learning available to students through the proposed personalized blended learning model. Current policies also support implementation of **personalized online learning**. DMPS recognizes the value of using technology to improve teaching and learning and offers students access to District computers, communications systems, the Internet, and various technology resources to promote educational excellence. All use of educational technology must be in support of education and research and be consistent with the mission of the District. The District will provide a network account and cloud storage, along with an email account, for every student. In addition, educational technology may only be used in a manner consistent with federal and state law, license agreements and district policy. DMPS procedures for student use of educational technology can be found in the Appendix [Appendix Item 35].

(D)(1)(e) Adaptable and accessible learning resources and instructional practices

DMPS policies and guiding principles ensure that educational programs are **equally available** to all young people. All children have the opportunity to be educated to the full extent of their abilities, aptitudes, capabilities, and interests through a program that recognizes and provides for the individual differences of all children of the District. This includes a free, appropriate public education for all children, as detailed in the Code of Iowa and the Individuals with Disabilities Education Act. DMPS is committed to **providing students of all abilities with access to the best education**. Toward that goal, the Student and Family Services Department provides specially designed instruction, accommodations, support, and services to eligible students under Early ACCESS, Special Education, or Section 504. Special education teachers, Early ACCESS teachers, school psychologists, school social workers, special education consultants, speech and language pathologists, occupational therapists, and physical therapists work to meet the unique and individual needs of students. The District also incorporates **multicultural approaches** into its educational program that foster knowledge of, and respect for historical and contemporary contributions of diverse cultural groups, including but not limited to race, color, national origin, gender, disability, religion, creed, and socioeconomic background. DMPS instructional approaches for **English Language Learners** can be found in the Appendix [Appendix Item 36]. The District incorporates **gender-fair approaches** into the educational program that foster knowledge of, and respect for historical and contemporary contributions made by women and men. Programs reflect a variety of roles open to women and men and provide equal opportunities for all.

(D)(2) LEA AND SCHOOL INFRASTRUCTURE

(D)(2)(a) Access to content, tools, and other learning resources

The plan to support personalized learning in K-8 mathematics is supported by technological tools and content. The District will conduct a classroom-by-classroom audit to ensure every participating classroom and school has the minimum technology required for the implementation of this proposal in school.

Outside of school, families in Des Moines have varying levels of access to technology in the home. Consequently, the District will work with community organizations where students and parents can access computers and online learning tools. Community organizations may include: Des Moines Public Library (6 branches), YMCA of Greater Des Moines (3 locations), Boys & Girls Clubs of Central Iowa (4 locations), and local churches. The District will provide opportunities for partners to access equipment and content for DMPS students and families to use in their facilities in support of this program. In addition, DMPS will provide training to community partners on online learning tools supported by the project so the community partners will be better able to assist students and parents who access online learning resources at their sites.

(D)(2)(b) Technical support

Technical assistance will be provided to teachers, counselors, administrators, and other school staff; parents; and students to support the personalized learning environment structure, curriculum development, instructional strategies, and other elements of school reform through a variety of venues.

Heartland Area Education Agency (AEA) provides technical assistance in the areas of 1) School Improvement Process and Planning, 2) Curriculum and Instruction, 3) Student Assessment, 4) Professional Development, 5) Leadership Development, and 6) brokering outside services and experts.

The Iowa Department of Education provides support for the re-design of schools through a variety of services including the Iowa Core, Iowa Core Mathematics Support, EdInsight – Iowa's educational data warehouse, Cognitively Guided Instruction strategies, Every Student Counts, competency-based education, and online learning.

DMPS Central Administration will provide infrastructure and organizational support needed by school staff in the implementation of the personalized learning initiative in the participating schools, including technical support on computer hardware and software, Infinite Campus student management and parent portal computer network, Student Assessment, Data Director, and the new

interoperable data platform. Technical assistance and Professional Developmentn will continue to be provided through the Mathematics Curriculum Coordinators for Elementary Schools and Secondary Schools. DMPS will also provide technical assistance in the implementation of the project with fidelity and compliance with U.S. Department of Education rules and regulations.

(D)(2)(c) Exporting in an open data format

The District will implement information technology systems that will house student performance data in an open data format. Students and parents will be able to export their data to use in an electronic learning system that has the following characteristics: computer-adaptive diagnostics; personalized data-driven instruction on foundation skills; standards-based practice; and adaptive difficulty, scaffolding, sequencing, and pacing.

(D)(2)(d) Using interoperable data systems

The District will ensure that any data systems and the new data platform are used in conjunction with this project are interoperable to manage student information, learning materials, and financial data. The interoperable data systems will enable participating schools and teachers to better exchange data with each other about students who move from one school to another, a significant concern in a district like DMPS with a high mobility rate. The District will strive to utilize platforms and resources that function using an information sharing and interoperability open specification, which will allow the District to leverage the promise and capabilities of interoperability between disparate applications.

E. Continuous Improvement (30 total points)

Because the applicant's high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plan. This will be determined by the extent to which the applicant has—

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

A strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

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

Strategies for ongoing communication and engagement with internal and external stakeholders; and

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

Ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe—

    (a) Its rationale for selecting that measure;

    (b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and

    (c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant must have a total of approximately 12 to 14 performance measures.

The chart below outlines the required and applicant-proposed performance measures based on an applicant's applicable population.

(Note: A table is provided below to support responses to performance measures in the applicant's narrative.)

Applicable	Performance Measure

Population	
All	a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice); and b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).
PreK-3	a) Applicant must propose at least one age-appropriate measure of students' academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).
4-8	a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice); b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.
9-12	a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form; b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice); c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready; d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.

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

Plans to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to more productively use time, staff, money, or other resources in order to improve results, through such strategies as improved use of technology, working with community partners, compensation reform, and modification of school schedules and structures (e.g., service delivery, school leadership teams (as defined in this notice), and decision-making structures).

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

In determining whether an applicant has "ambitious yet achievable" performance measures and annual targets, peer reviewers will examine the applicant's performance measures and annual targets in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific annual target that peer reviewers will be looking for here; nor will higher targets necessarily be rewarded above lower ones. Rather, peer reviewers will reward applicants for developing "ambitious yet achievable" performance measures and annual targets that – in light of the applicant's proposal – are meaningful for the applicant's proposal and for assessing implementation progress, successes, and challenges.

Recommended maximum response length: Eight pages (excluding tables)

**(E)(1) CONTINUOUS IMPROVEMENT PROCESS**

Des Moines Public Schools has the infrastructure, experience, expertise, and supporting resources in place to successfully administer, assess, and evaluate this project. DMPS has an established data collection, analysis, and reporting system to monitor objectives and performance measures. The DMPS Assessment Team has developed a sophisticated system of gathering a broad base of student data that is

analyzed, synthesized, and made available to staff via the student information system (Infinite Campus) and web-based assessment data reporting tools (e.g. Data Director). These systems enable staff to maintain connections with students and student data, despite the challenge of high mobility of many students.
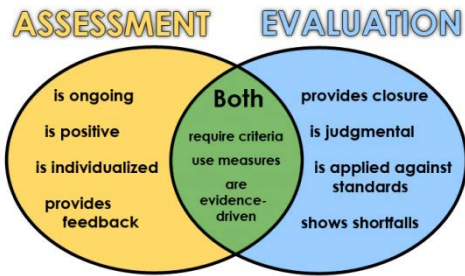
Monitoring. DMPS will conduct formative, summative, and process assessment and evaluation activities to verify completion of objectives, measure progress toward performance measures, and identify areas of improvement and needed modifications. The strategy of continuous improvement is designed to produce tangible outcomes linked to student achievement. Through the continuous improvement process of monitoring achievement, modifying content and strategies, setting goals, and implementing effective strategies, student achievement will increase over time. The figure to the right diagrams the loop that will be implemented to ensure continuous improvement:
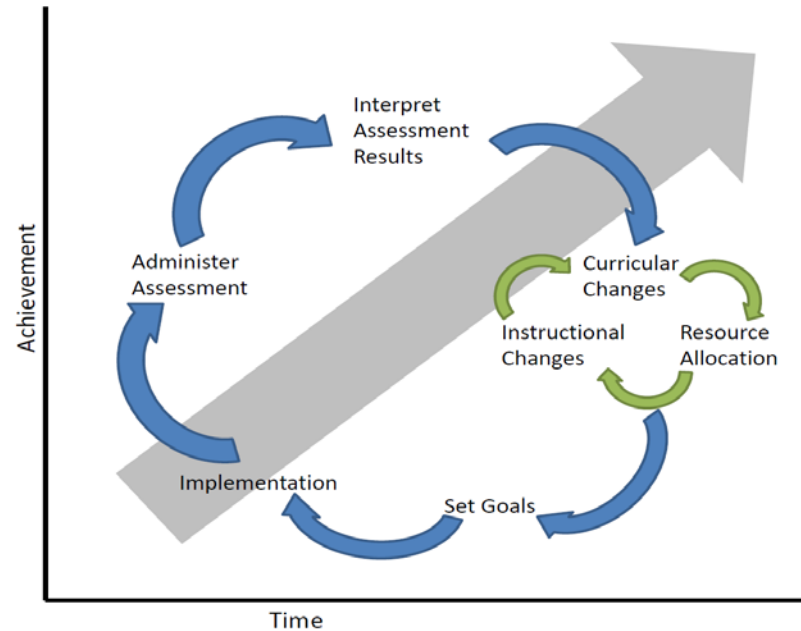
The chart below delineates monitoring processes, persons responsible, and timelines for monitoring progress toward accomplishing process objectives and meeting performance measures.

Desired Outcome	Monitoring Plan	How Outcome Will Be Measured	Plan to Report Out Findings	Who is responsible for monitoring	Type of evaluation activity
Math Curriculum Aligned to Common Core Standards	Perform math curriculum audits (compare all curriculum materials to Common Core Standards) every two years	Percentage of materials aligned by grade level (K-8)	1. April 2013, April 3015: audit results will be sent to building administration and Advisory Council 2. April 2013, April 3015: audit results will be included in a report to the Advisory Council 3. July (2013, 2015): audit results will be included in a report to the public	Math Curriculum Coordinators	Process
Teacher completion of technology training	Maintain teacher attendance rosters at each technology training session	Teacher, building, and District training session attendance rates	1. After each meeting: lists of teacher attendees and non-attendees by building will be sent to building administration 2. After each meeting: attendance rates by building will be sent to building administration (individual building only) and Advisory Council 3. Quarterly: District-wide teacher attendance rates will be included in a report to the Advisory Council 4. July (yearly): District-wide teacher attendance rates will be included in an annual report to the public	District curriculum support staff	Process
Teacher completion of Professional Development	Maintain teacher attendance rosters at each Professional Development meeting	Teacher, building, and District Professional Development attendance rates	1. After each meeting: lists of teacher attendees and non-attendees by building will be sent to building administration 2. After each meeting: attendance rates by building will be sent to building administration (individual building only) and Advisory Council	District curriculum support staff	Process

			3. Quarterly: District-wide teacher attendance rates will be included in a report to the Advisory Council 4. July (yearly): District-wide teacher attendance rates will be included in an annual report to the public		
Teacher implementation of Professional Development strategies with fidelity	Building administrator classroom walk-throughs occurring in each classroom four times per year (quarterly)	Electronic checklist of implementat-ion 'look-fors'	1. After each walk-through: individual results sent to teacher and building administrator 2. Quarterly: Aggregate building data (by item) sent to building administration and executive directors 3. Quarterly: District-wide aggregate data (by item) will be included in report to the Advisory Council 4. July (yearly): District-wide aggregate data (by item) will be included in an annual report to the public	Building support staff; District curriculum support staff	Process *Aligned with: Required PM – All Applicants (a) and Required PM – All Applicants (b).*
Parent and community member completion of Learner Profile system training	Maintain attendee rosters at each Learner Profile system training	Number of parents and community members trained	1. After each training: number of attendees will be sent to Advisory Council 2. Quarterly: attendee numbers will be included in a report to the Advisory Council 3. July (yearly): attendee numbers will be included in an annual report to the public	Assessment Team	Process
Increase in parents accessing Learner Profile system	Monitor number of parents accessing Learner Profile system Web site	Unique number of parent users visiting the Learner Profile system Web	1. Quarterly: number of unique and total parent users will be sent to Advisory Council 2. Quarterly: number of unique and total parent users will be included in a report to the Advisory Council	Assessment Team	Process

		site; total number of parent user visits to the Learner Profile system Web site	3. July (yearly): number of unique and total parent users will be included in an annual report to the public		
Increase in positive student attitudes towards math	Administer student survey of attitudes towards math each September and April	Electronic administration of "Math and Me Survey" (Adelson, 2006) to all students grade 4-8	1. September & April: data will be available by classroom, building, and District-wide through the District's web-based assessment system (Data Director) once survey is administered. This data is available to teachers and building administrators 2. September & April: building and District-wide data will be sent to Advisory Council 3. Quarterly (as available): District-wide aggregate data will be included in a report to the Advisory Council 4. July (yearly): District-wide aggregate data will be included in an annual report to the public	Assessment Team	Formative *Aligned with: Applicant-Proposed PM #2.*
Increase in student engagement	Monitor student office referrals recorded in the District's student information system (Infinite Campus)	Percent of K-8 students with at least one office referral within an academic year	1. January & May: percentage of students with zero officer referrals aggregated by building and District will be sent to building administration and Advisory Council 2. Yearly: District-wide percentage of students with zero officer referrals will be included in a report to the Advisory Council	Assessment Team	Formative *Aligned with: Required PM – Grades PrK-3 (b) and Required PM – Grades 4-8 (c).*

			3. July (yearly): District-wide percentage of students with at least one officer referral will be included in an annual report to the public		
Increase in percent of students mastering Algebra I content in 8th grade	Monitor student enrollment and grades in the District's student information system (Infinite Campus)	Percent of 8th grade students enrolled in Algebra I and receiving a grade of "C" or better	1. January & May: percentage enrolled in Algebra I and the percentage of enrolled students receiving a C or better aggregated by building and District will be sent to building administration and Advisory Council. 2. Yearly: District-wide percent of 8th grade students enrolled in Algebra and receiving a grade of "C" or better will be included in a report to the Advisory Council 3. July (yearly): District-wide percent of 8th grade students enrolled in Algebra and receiving a grade of "C" or better will be included in an annual report to the public	Assessment Team	Formative *Aligned with: Required PM – Grades 4-8 (b).*
Increase in percent of students mastering Algebra I content in 9th grade	Student enrollment and grades in the District's student information system (Infinite Campus)	Percent of 9th grade students enrolled in Algebra I and receiving a grade of "C" or better	1. January & May: percentage enrolled in Algebra I and the percentage of enrolled students receiving a C or better aggregated by building and District will be sent to building administration and Advisory Council. 2. Yearly: District-wide percent of 9th grade students enrolled in Algebra and receiving a "C" or better will be included in a report to the Advisory Council 3. July (yearly): District-wide percent of 9th grade students enrolled in Algebra	Assessment Team	Formative *Aligned with: Applicant-Proposed PM #3.*

			and receiving a "C" or better will be included in an annual report to the public		
Increase in math Common Core Standards mastery	Administer standards-based math assessment every six weeks (approximately: 1st week of October, 3rd week of November, 3rd week of January, 1st week of March, 3rd week of April, 4th week of May)	Percent of students performing at the mastery level on math standards-based assessments	1. After each assessment (every six weeks): data will be available by classroom, building, and District-wide through the District's web-based assessment system (Data Director) once assessments are administered. This data is available to teachers and building administrators. 2. After each assessment (every six weeks): building and District-wide data (by grade) will be sent to Advisory Council 3. Quarterly: District-wide aggregate data will be included in a report to the Advisory Council 4. July (yearly): District-wide aggregate data will be included in an annual report to the public	Assessment Team	Formative *Aligned with: Applicant-Proposed PM #6.*
Increase in Algebra readiness	Administer Scholastic Math Inventory (SMI) to grade 3-8 two times per year (February & May)	Percent of students reaching the proficient cut point (quantile score)	1. February & May: data will be available by classroom, building, and District-wide through the District's web-based assessment system (Data Director) once SMI assessment is administered. This data is available to teachers and building administrators. 2. February & May: building and District-wide data (by grade) will be sent to Advisory Council 3. Quarterly (as available): District-wide aggregate data will be included in a	Assessment Team	Formative *Aligned with: Applicant-Proposed PM #1.*

			report to the Advisory Council 4. July (yearly): District-wide aggregate data will be included in an annual report to the public		
Increased in percent of students making at least one year's growth in math	Administer the Math Iowa Assessments to grades 3-8 yearly (April)	Percent of students (grades 4-8) who increased their standard score from the previous year in accordance with one year's worth of math achievement	1. May (state reporting lag): data will be available by classroom, building, and District-wide through the District's web-based assessment system (Data Director) and student information system (Infinite Campus). This data is available to teachers and building administrators. 2. May: building and District-wide data (by grade) will be sent to Advisory Council 3. Yearly: District-wide aggregate data will be included in a report to the Advisory Council 4. July (yearly): District-wide aggregate data will be included in an annual report to the public	Assessment Team	Formative *Aligned with: Goal (A)(4)(a) and Required PM – Grades PrK-3 (a).*
Increase in math academic achievement and decrease achievement gaps	Administer the Math Iowa Assessments to grades 3-8 yearly (April)	Percent of grade 3 students reaching the proficient cut point (standard score); Percent of grade 4-8 students reaching the	1. May (state reporting lag): data will be available by classroom, building, and District-wide through the District's web-based assessment system (Data Director) and student information system (Infinite Campus). This data is available to teachers and building administrators 2. May: building and District-wide data (by grade) will be sent to Advisory Council 3. Yearly: District-wide aggregate data	Assessment Team	Summative *Aligned with: Goal (A)(4)(a), Goal (A)(4)(b), Required PM – Grades 4-8 (a), and Applicant-Proposed*

		on-track for college readiness cut point (standard score)	will be included in a report to the Advisory Council 4. July (yearly): District-wide aggregate data will be included in an annual report to the public		*PM #5.*
Increase in math college readiness	Administer the ACT college entrance exam to grade 11 yearly (April)	Percent of students reaching the college readiness cut point	1. May (reporting lag): data will be available by classroom, building, and District-wide through the District's student information system (Infinite Campus). This data is available to teachers and building administrators. 2. May: building and District-wide data will be sent to Advisory Council 3. Yearly: District-wide aggregate data will be included in a report to the Advisory Council 4. July (yearly): District-wide aggregate data will be included in an annual report to the public	Assessment Team	Summative *Aligned with: Applicant-Proposed PM #4.*
Increase in students graduating from high school	Early Indicator System to identify potential dropouts	4-year cohort graduate rate	1. January: (reporting lag): data will be available by building and District-wide from the Iowa Department of Education. This data will be sent to building administrators and Advisory Council 2. Yearly: District-wide aggregate data will be included in a report to the Advisory Council 3. July (yearly): District-wide aggregate data will be included in an annual report to the public	Learning Services	Summative *Aligned with: Goal (A)(4)(c).*
Increase in	Tracking	Percent of	1. October (reporting lag): data will be	Assessment	Summative

| graduates pursuing post-secondary education | system through the Iowa Department of Education and National Student Clearinghouse | graduates who enroll at a post-secondary institution within 16 months of graduating | available by building and District-wide from the Iowa Department of Education. This data will be sent to building administrators and Advisory Council
2. Yearly: District-wide aggregate data will be included in a report to the Advisory Council
3. July (yearly): District-wide aggregate data will be included in an annual report to the public | Team | *Aligned with: Goal (A)(4)(d).* |

Measuring. Data collected from assessment activities will be used to monitor student achievement, modify and strengthen curriculum content and instructional strategies, monitor the progress toward implementation of the process, provide accountability information, and disseminate effective strategies for replication in other sites. The evaluation plan highlighted above will inform the District of areas of weakness/improvement in a timely manner. The Advisory Council -- with leadership representing elementary schools, middle schools, high schools, curriculum, and student services -- will be paramount to data interpretation, modifying programming based on data, and communicating findings to staff and the community.

The **Quarterly Review** will include a summary of: (1) Work accomplished over the past reporting period; (2) Results from the ongoing assessment process; (3) Expectations for the next reporting period; (4) Changes that will be made to implementation based on that assessment; and (5) Changes considered for the future. At the end of the project year, all evaluation data and reports will be reviewed and an **Annual Report** will be developed that contains year-end evaluation findings, recommendations for improved or modified programming, and an action plan to implement changes. At the end of the four-year project, a **Final Report** will be developed that documents the entire scope of the project, summarizes all project outcomes, and delineates plans for the continuing the high-quality personalized learning programs after grant funding ends.

Disseminating. The results of the quantitative data and an analysis of the qualitative data will be reported to the U.S. Department of Education and the DMPS community in annual progress reports. Additional information will be provided to the Department of Education as requested. The monitoring plan will employ a continuous feedback loop involving all program staff and all program constituents (e.g. parents, teachers, and community partners) to continuously enhance program services, with the ultimate goal of implementing personalized learning environments for students that positively impact students' learning and achievement. Gathering and analyzing both anecdotal and statistical data will enhance strategic planning of all program components, as outlined in (E)(4). The use of the feedback loop, multiple sources of input, and continuous strategic planning techniques improve all services and thus, students' and parents' participation and involvement.

Feedback Procedures	Continuous Improvement
Advisory Council	Program information will be gathered on a quarterly basis and reviewed by program staff and the Advisory Council. Feedback will also be solicited from council members and new ideas will be generated for ways to revise, refine, and add to the program and program activities/services. Frequency of Feedback: Quarterly.
Staff Meetings	All courses of feedback will be discussed and priorities, resulting in action items for program enhancement. Frequency of Feedback: Monthly.
Parents & Students	Feedback will be gathered to ensure parent and student participation in program strategic planning and to provide feedback on the program and program activities. Frequency of Feedback: Annual surveys.
Formal Evaluation Methods	The program will present evaluation information to DMPS Central Administration, school staff, and the School Board to refine activities to achieve established goals. Frequency of Feedback: Ongoing.
General Stakeholders	Multiple methods of communication (described in (E)(2)). Frequency of Feedback: Ongoing.

As described in (B)(4), an Advisory Council consisting of teachers, building administrators, parents, and community members will be formed to provide input and feedback on program procedures and strategies. This council will be imperative not only to the

improvement of the program, but also to the initial processes put into place. Minutes and materials from Advisory Council meetings will be posted to DMPS's public Web site. The plan for ensuring feedback and continuous improvement is a comprehensive approach that encompasses a full evaluation of the program; the involvement of participants, service providers, partners, and collaborators; and the continuous refinements of program services.

(E)(2) ONGOING COMMUNICATION AND ENGAGEMENT

Stakeholder engagement is integral to the District's business and purpose. The District comes into daily contact with internal and external stakeholders, whether it be teachers, associates, students, parents, Iowa Department of Education, or community partners. Key stakeholders influence and impact the District's policy development, the nature of our work, and outside perspectives of the District. Positive stakeholder engagement is increasingly identified as key to successfully implementing initiatives and new practices. As with evaluation, stakeholder engagement utilized a continuous feedback loop, and the process repeats on an on-going basis. Please see the Appendix [Appendix Item 37] for a diagram of Stakeholder Engagement philosophy.

The District will employ multiple outreach methods to ensure ongoing communication and engagement. For example, the program will be highlighted on DMPS-TV segments *Newsbrief* and *Classroom Connections.* The program will also be featured on the District Web site; in the bi-monthly district-wide newsletter (which is distributed via email to all Des Moines Public Schools' families and employees and is made available online and distributed through Facebook and Twitter); and on the District's Facebook, Twitter, Flickr, Tumblr, and Pinterest pages. In addition, school and District officials will use Infinite Campus to send messages to parents. Individual schools will disseminate information via school Web sites, monthly newsletters, and teacher Web sites.

The core of all relationships is communication, and stakeholder engagement is essentially a complex relationship. Communication involves transparent regarding objectives and planned activities. Des Moines Public Schools is committed to transparent and on-going communication with stakeholders, a foundation for not only a strong program but a strong school district. The communication plan is designed to establish a comprehensive and integrated plan for effective communication with stakeholders. The following chart shows

various stakeholders related to this project.

IDENTIFIED AUDIENCES				
Internal	▪ Certified Staff ▪ Support Staff	▪ Professional Support Staff	▪ Administrators ▪ Principals	▪ Board of Education
External	▪ Students ▪ Parents	▪ Residents without children in the District	▪ Business Leaders ▪ Community Groups	▪Media
COMMUNICATION CHANNELS				
Electronic	▪ District Web site ▪ Infinite Campus	▪ School Web sites ▪ DMPS-TV on YouTube	▪ DMPS Community Report	▪ Social Media: Facebook, Twitter, Tumblr,
Media	▪ Print newspapers	▪ Broadcast stations	▪ DMPS-TV Cable Channel	
Interperson☐l	▪ Advisory Council meetings	▪ Principal, staff meetings	▪ School Board Meetings	
DESIRED BEHAVIORS				
Internal	▪ Pride and ownership in the District and the RTT-D plan. ▪ Keep informed of key RTT-D issues. ▪ Employees respect and value stakeholder feedback.			
External	▪ Feel involved and engaged in the District and the RTT-D plan. ▪ Exhibit community pride and trust in the RTT-D plan, participating schools, and the District.			

(E)(3) PERFORMANCE MEASURES

See the (E)(3) Performance measures charts.

(E)(4) EVALUATING EFFECTIVENESS OF INVESTMENTS

Evaluation measures are designed to 1) assess progress towards achieving program objectives; 2) measure the overall effectiveness of the program and the benefit to students, staff, families, and the community; and 3) identify areas of the program that could be

modified and/or improved. The evaluation design provides to documentation of results using surveys, validated assessment tools, and student achievement data. Quantitative (as outlined in (E)(3) and (A)(4)) and qualitative data will be collected from staff, students, parents, and partners.

In addition, the evaluation will employ a case study research design to gather qualitative data. A case study design was chosen because it provides a greater understanding of practice within context using multiple sources of evidence. The case study design is desirable in this evaluation as multiple sources of evidence are preferred.

Data collection methods will include observations in the classroom setting by a nonparticipant observer. Observers will write narrative and enter descriptions of what they observe in the classrooms. Archival data will be reviewed, including Professional Development rosters and teacher implementation records. This data will be collected and entered by schools and will be easily accessible by the evaluation team. Evaluators will also conduct in-person, one-on-one interviews with teachers and District administrators. Interviews will be used to gather detailed, qualitative data to gain insights about how the personalized learning system is affecting administrators, teachers, and schools overall.

To ensure students attending a variety of schools are represented, the evaluation will draw a stratified random sample of 15 schools within strata (or subpopulations) based on school demographics and type (elementary or middle school). Within schools, a stratified random sample of 20 percent of all teachers in the school to observe and interview will also be drawn based on grade level. One school administrator will also be randomly selected to interview at each school. In order to gain longitudinal data, observations and interviews will occur yearly with each teacher and administrator (interview only) over the four year data collection window (years two through five of the grant).

To increase internal validity, possible confounding factors, such as other educational initiatives occurring in schools will be documented through the interview process. In order to increase validity, multiple measures (interviews, observations, and

roster/implementation counts) will be used to triangulate findings. Evaluators will make repeated and persistent observations in order to build trust with participants and gain valid information. After each data collection, member checking will occur. Evaluators will check data interpretations and conclusions with stakeholders and other participants. Throughout the data collection process, data recording and coding will be carefully checked to ensure the data is ready for analysis.

Results from all buildings and teachers will be categorized and grouped together. In analyzing qualitative data, raw data from observations and interviews will be organized thematically into case records. These case records will be further examined for patterns and themes across sites or over time. Categories used to develop themes will be derived from the data set. At least two evaluators will develop categories and categories will only be set if inter-rater reliability is high in order to ensure the findings are valid.

Qualitative data (Professional Development roster counts and implementation records) will be analyzed using descriptive statistics such as frequency, mean, and distribution. The correlation between these two variables (number of Professional Development trainings and number of times implementing Iowa Core practices) will also be explored.

The evaluation team will meet bi-monthly to make decisions about the evaluation design and activities, keep informed on upcoming evaluation activities and deadlines, and keep updated on the progress of the evaluation. The evaluation will be used to develop reports that show progress toward goal completion for the year, compare the year-in findings to the previous year, and show trends over the life of the project-to-date. Results of these ongoing evaluation activities will be used to continually revise plans and to focus money, staffing, and time on strategies that create positive results.

(E)(3) Performance Measures – Required for all applicants

Performance Measure (All Applicants – a)	Applicable Population: All participating students
a) **The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice).**	NOTE: Estimates - data not available for all grades and subjects

| | | Baseline SY 2011-12 | | | Target | | | | | | | | | | | | | |
| | | | | | SY 2012-13 | | | SY 2013-14 | | | SY 2014-15 | | | SY 2015-16 | | | SY 2016-17 (Post-Grant) | | |
Subgroup	Highly Effective Teacher or Principal	A # Participating Students with Highly Effective Teacher/Principal	B Total # of Participating Students	C % with Highly Effective Teachers/Principal (A/B)*100	D # Participating Students with Highly Effective Teacher/Principal	E Total # of Participating Students	F % with Highly Effective Teachers/Principal (D/E)*100	G # Participating Students with Highly Effective Teacher/Principal	H Total # of Participating Students	I % with Highly Effective Teachers/Principal (G/H)*100	J # Participating Students with Highly Effective Teacher/Principal	K Total # of Participating Students	L % with Highly Effective Teachers/Principal (J/K)*100	M # Participating Students with Highly Effective Teacher/Principal	N Total # of Participating Students	O % with Highly Effective Teachers/Principal (M/N)*100	P # Participating Students with Highly Effective Teacher/Principal	Q Total # of Participating Students	R % with Highly Effective Teachers/Principal (P/Q)*100
All participating students	Teacher	2619	21,826	12.0	2619	21,826	12.0	3274	21,826	15.0	4365	21,826	20.0	5675	21,826	26.0	6548	21,826	30
	Principal	2226	21,826	10.2	2226	21,826	10.2	2881	21,826	13.2	3972	21,826	18.2	5282	21,826	24.2	6155	21,826	28.2
African American	Teacher	374	3739	10.0	374	3739	10.0	486	3739	13.0	673	3739	18.0	897	3739	24.0	1047	3739	28
	Principal	307	3739	8.2	307	3739	8.2	419	3739	11.2	606	3739	16.2	830	3739	22.2	980	3739	26.2
Asian	Teacher	189	1393	13.6	189	1393	13.6	231	1393	16.6	301	1393	21.6	384	1393	27.6	440	1393	31.6
	Principal	181	1393	13.0	181	1393	13.0	223	1393	16.0	293	1393	21.0	376	1393	27.0	432	1393	31
Latino	Teacher	598	5115	11.7	598	5115	11.7	752	5115	14.7	1008	5115	19.7	1315	5115	25.7	1519	5115	29.7
	Principal	532	5115	10.4	532	5115	10.4	685	5115	13.4	941	5115	18.4	1248	5115	24.4	1453	5115	28.4
White	Teacher	1278	10065	12.7	1278	10065	12.7	1580	10065	15.7	2083	10065	20.7	2687	10065	26.7	3090	10065	30.7

	Principal	1268	10,065	12.6	1268	10,065	12.6	1570	10,065	15.6	2073	10,065	20.6	2677	10,065	26.6	3080	10,065	30.6
Multi-racial	Teacher	166	1404	11.8	166	1404	11.8	208	1404	14.8	278	1404	19.8	362	1404	25.8	418	1404	29.8
	Principal	159	1404	11.3	159	1404	11.3	201	1404	14.3	271	1404	19.3	355	1404	25.3	411	1404	29.3
Low SES	Teacher	1844	15899	11.6	1844	15899	11.6	2321	15899	14.6	3116	15899	19.6	4070	15899	25.6	4706	15899	29.6
	Principal	1797	15899	11.3	1797	15899	11.3	2274	15899	14.3	3069	15899	19.3	4022	15899	25.3	4658	15899	29.3
IEP	Teacher	464	3114	14.9	464	3114	14.9	557	3114	17.9	713	3114	22.9	900	3114	28.9	1025	3114	32.9
	Principal	417	3114	13.4	417	3114	13.4	511	3114	16.4	666	3114	21.4	853	3114	27.4	978	3114	31.4
ELL	Teacher	594	4307	13.8	594	4307	13.8	724	4307	16.8	939	4307	21.8	1197	4307	27.8	1370	4307	31.8
	Principal	569	4307	13.2	569	4307	13.2	698	4307	16.2	913	4307	21.2	1172	4307	27.2	1344	4307	31.2

Performance Measure (All Applicants – b)	Applicable Population: All participating students
b) **The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).**	NOTE: Estimates - data not available for all grades and subjects

		Baseline SY 2011-12			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Effective Teacher or Principal	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
All participating students	Teacher	7486	21,826	34.3	7486	21,826	34.3	8141	21,826	37.3	9232	21,826	42.3	10542	21,826	48.3	11197	21,826	51.3
	Principal	7399	21,826	33.9	7399	21,826	33.9	8054	21,826	36.9	9145	21,826	41.9	10455	21,826	47.9	11109	21,826	50.9
African American	Teacher	1241	3739	33.2	1241	3739	33.2	1354	3739	36.2	1540	3739	41.2	1765	3739	47.2	1877	3739	50.2
	Principal	1234	3739	33	1234	3739	33	1346	3739	36	1533	3739	41	1757	3739	47	1870	3739	50
Asian	Teacher	499	1393	35.8	499	1393	35.8	540	1393	38.8	610	1393	43.8	694	1393	49.8	736	1393	52.8
	Principal	488	1393	35	488	1393	35	529	1393	38	599	1393	43	683	1393	49	724	1393	52
Latino	Teacher	1821	5115	35.6	1821	5115	35.6	1974	5115	38.6	2230	5115	43.6	2537	5115	49.6	2690	5115	52.6
	Principal	1765	5115	34.5	1765	5115	34.5	1918	5115	37.5	2174	5115	42.5	2481	5115	48.5	2634	5115	51.5
White	Teacher	3382	10065	33.6	3382	10065	33.6	3684	10065	36.6	4187	10065	41.6	4791	10065	47.6	5093	10065	50.6
	Principal	3352	10,065	33.3	3352	10,065	33.3	3654	10,065	36.3	4157	10,065	41.3	4761	10,065	47.3	5063	10,065	50.3
Multi-racial	Teacher	504	1404	35.9	504	1404	35.9	546	1404	38.9	616	1404	43.9	701	1404	49.9	743	1404	52.9

	Principal	498	1404	35.5	498	1404	35.5	541	1404	38.5	611	1404	43.5	695	1404	49.5	737	1404	52.5
Low SES	Teacher	5422	15899	34.1	5422	15899	34.1	5899	15899	37.1	6693	15899	42.1	7647	15899	48.1	8124	15899	51.1
	Principal	5358	15899	33.7	5358	15899	33.7	5835	15899	36.7	6630	15899	41.7	7584	15899	47.7	8061	15899	50.7
IEP	Teacher	1239	3114	39.8	1239	3114	39.8	1333	3114	42.8	1488	3114	47.8	1675	3114	53.8	1769	3114	56.8
	Principal	1196	3114	38.4	1196	3114	38.4	1289	3114	41.4	1445	3114	46.4	1632	3114	52.4	1725	3114	55.4
ELL	Teacher	1714	4307	39.8	1714	4307	39.8	1843	4307	42.8	2059	4307	47.8	2317	4307	53.8	2446	4307	56.8
	Principal	1654	4307	38.4	1654	4307	38.4	1783	4307	41.4	1998	4307	46.4	2257	4307	52.4	2386	4307	55.4

(E)(3) Performance Measures – Required for applicants with participating students in grades PreK-3
(Note to applicants: Delete chart if the PreK-3 population is not part of your proposal)

Performance Measure (Grades PreK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline *SY 2011-12*	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
a) Increase the percent of students who demonstrate proficiency on the Iowa Assessments Mathematics subtest *[Methodology: Proficient or Advanced]*	**Grade 3 Mathematics**	**Grade 3, All students**	**64%**	**64%**	**67%**	**71%**	**75%**	**80%**
		African American	42%	42%	45%	52%	60%	65%
		Asian	70%	70%	73%	76%	80%	85%
		Latino	58%	58%	61%	65%	70%	75%
		Multi-racial	63%	63%	66%	70%	75%	80%
		White	73%	73%	75%	78%	80%	85%
		FRL	57%	57%	61%	65%	70%	75%
		IEP	32%	32%	35%	42%	50%	55%
		ELL	52%	52%	55%	60%	65%	70%

Performance Measure (Grades PreK-3 – a, b) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline *SY 2011-12*	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
b) **Increase the percent of students with zero office referrals.** *[Methodology: Information is recorded in the Student Information System (Infinite Campus) whenever a student is referred to the office. Referrals are subtracted from total enrollment count to figure the percent that are not referred.]*	**K-3**	**Grades K-3, All students**	**74.7%**	**78.3%**	**81.9%**	**85.5%**	**89.1%**	**92.7%**

(E)(3) Performance Measures – Required for applicants with participating students in grades 4-8
(Note to applicants: Delete chart if the 4-8 population is not part of your proposal)

Performance Measure (Grades 4-8 – a) a) **The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice).**						Applicable Population: 4-8 students on track to college and career readiness, as indicated by achieving 70th percentile on Iowa Assessments mathematics											
	Baseline SY 2011-12			Target													
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
Grade 4, all students	**395**	**2297**	**17.2**	**418**	**2297**	**18**	**487**	**2297**	**21**	**579**	**2297**	**25**	**694**	**2297**	**30**	**809**	**2297**	**35**
Grade 4, African American	28	384	7.3	35	384	9	50	384	13	69	384	18	92	384	24	111	384	29
Grade 4, Asian	24	141	17.0	25	141	18	30	141	21	35	141	25	42	141	30	49	141	35
Grade 4, Hispanic	42	545	7.7	55	545	10	76	545	14	104	545	19	136	545	25	164	545	30
Grade 4, White	275	1062	25.9	286	1062	27	318	1062	30	360	1062	34	413	1062	39	466	1062	44
Grade 4, Multi-racial	26	158	16.5	28	158	18	32	158	21	39	158	25	47	158	30	55	158	35
Grade 4, FRPL	149	1536	9.7	184	1536	12	246	1536	16	323	1536	21	415	1536	27	492	1536	32
Grade 4, SPED	16	400	4.0	20	400	5	32	400	8	48	400	12	1672	400	418	1692	400	423
Grade 4, ELL	35	547	6.4	40	547	7	57	547	10	79	547	14	106	547	19	133	547	24

Grade 5, all students	**369**	**2292**	**16.1**	**413**	**2292**	**18**	**481**	**2292**	**21**	**573**	**2292**	**25**	**688**	**2292**	**30**	**802**	**2292**	**35**
Grade 5, African American	16	400	4.0	28	400	7	40	400	10	56	400	14	76	400	19	96	400	24
Grade 5, Asian	32	158	20.3	34	158	21	38	158	24	45	158	28	53	158	33	61	158	38
Grade 5, Hispanic	33	508	6.5	46	508	9	61	508	12	81	508	16	107	508	21	132	508	26
Grade 5, White	263	1065	24.7	288	1065	27	320	1065	30	362	1065	34	415	1065	39	469	1065	44
Grade 5, Multi-racial	21	142	14.8	26	142	18	30	142	21	36	142	25	43	142	30	50	142	35
Grade 5, FRPL	141	1567	9.0	172	1567	11	235	1567	15	313	1567	20	407	1567	26	486	1567	31
Grade 5, SPED	9	391	2.3	16	391	4	27	391	7	43	391	11	63	391	16	82	391	21
Grade 5, ELL	27	500	5.4	35	500	7	50	500	10	70	500	14	95	500	19	120	500	24
Grade 6, all students	**327**	**2271**	**14.4**	**386**	**2271**	**17**	**454**	**2271**	**20**	**545**	**2271**	**24**	**659**	**2271**	**29**	**772**	**2271**	**34**
Grade 6, African American	20	417	4.8	29	417	7	46	417	11	67	417	16	92	417	22	113	417	27
Grade 6, Asian	30	156	19.2	32	156	20	36	156	23	42	156	27	50	156	32	58	156	37
Grade 6, Hispanic	33	516	6.4	41	516	8	62	516	12	88	516	17	119	516	23	144	516	28
Grade 6, White	224	1047	21.4	251	1047	24	293	1047	28	335	1047	32	387	1047	37	440	1047	42
Grade 6, Multi-racial	18	134	13.4	21	134	16	27	134	20	32	134	24	39	134	29	46	134	34
Grade 6, FRPL	118	1553	7.6	155	1553	10	217	1553	14	295	1553	19	388	1553	25	466	1553	30
Grade 6, SPED	6	400	1.5	10	400	3	22	400	6	38	400	10	58	400	15	78	400	20
Grade 6, ELL	10	357	2.8	29	357	8	36	357	10	50	357	14	68	357	19	86	357	24
Grade 7, all students	**357**	**2151**	**16.6**	**379**	**2151**	**18**	**443**	**2151**	**21**	**529**	**2151**	**25**	**637**	**2151**	**30**	**744**	**2151**	**35**
Grade 7, African American	23	390	5.9	35	390	9	51	390	13	70	390	18	94	390	24	113	390	29
Grade 7, Asian	25	134	18.7	31	134	23	32	134	24	38	134	28	44	134	33	51	134	38

Grade 7, Hispanic	46	455	10.1	55	455	12	73	455	16	96	455	21	123	455	27	146	455	32
Grade 7, White	247	1012	24.4	257	1012	25	287	1012	28	328	1012	32	378	1012	37	429	1012	42
Grade 7, Multi-racial	12	141	8.5	18	141	13	23	141	16	28	141	20	35	141	25	42	141	30
Grade 7, FRPL	143	1459	9.8	175	1459	12	233	1459	16	306	1459	21	394	1459	27	467	1459	32
Grade 7, SPED	3	333	0.9	6	333	2	16	333	5	30	333	9	46	333	14	63	333	19
Grade 7, ELL	4	250	1.6	10	250	4	30	250	12	38	250	15	50	250	20	63	250	25
Grade 8, all students	**414**	**2091**	**19.8**	**435**	**2091**	**21**	**498**	**2091**	**24**	**581**	**2091**	**28**	**686**	**2091**	**33**	**790**	**2091**	**38**
Grade 8, African American	21	382	5.5	31	382	8	46	382	12	65	382	17	88	382	23	107	382	28
Grade 8, Asian	37	141	26.2	38	141	27	43	141	30	48	141	34	55	141	39	62	141	44
Grade 8, Hispanic	51	451	11.3	59	451	13	77	451	17	99	451	22	126	451	28	149	451	33
Grade 8, White	283	969	29.2	293	969	30	322	969	33	360	969	37	409	969	42	457	969	47
Grade 8, Multi-racial	21	137	15.3	22	137	16	26	137	19	32	137	23	39	137	28	46	137	33
Grade 8, FRPL	171	1413	12.1	198	1413	14	254	1413	18	325	1413	23	410	1413	29	480	1413	34
Grade 8, SPED	11	344	3.2	14	344	4	25	344	7	39	344	11	56	344	16	73	344	21
Grade 8, ELL	1	200	0.5	6	200	3	12	200	6	30	200	15	38	200	19	48	200	24

Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	Applicable Population	Subgroup	Baseline *SY 2011-12*	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
b) Increase the percent of students taking Algebra I. *[Methodology: Number of students taking Algebra I in 8th grade is measured by the total number of 8th grade students to determine the % taking Algebra I in 8th grade.]*	**Grade 8 Algebra I**	**Grade 8, All students**	**14.7%**	**16.7%**	**18.7%**	**20.7%**	**22.7%**	**24.7%**
		African American	6.2%	9.2%	12.2%	15.2%	18.2%	21.2%
		Asian	22.9%	24.0%	25.1%	26.2.%	27.3%	28.4%
		Latino	14.3%	16.5%	18.7%	20.9%	23.0%	25.0%
		White	17.7%	19.7%	21.7%	23.7%	25.7%	27.7%
		Multi-racial	11.3%	13.5%	15.7%	17.9%	20.0%	22.0%
		FRPL	11.9%	14.0%	16.2%	18.4%	20.6%	22.8%
		SPED	1.0%	3.2%	5.4%	7.6%	9.8%	12.0%
		ELL	0.0%	2.0%	4.2%	6.4%	8.6%	11.0%
Performance Measure (Grades 4-8 –b, c) [Please describe the Performance Measure in the cells below, as well as the methodology for calculating the measure.]	**Applicable Population**	**Subgroup**	**Baseline** *SY 2011-12*	**Target**				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
c) Increase the percent of student with zero office referrals. *[Methodology: Information is recorded in the Student Information System (Infinite Campus) whenever a student is referred to the office. Referrals are subtracted from total enrollment count to figure the percent that are not referred.]*	**Grades 4-8**	**Grades 4-8, All students**	**60.5%**	**65.5**	**70.5**	**75.5**	**80.5**	**85.5**

(E)(3) Performance Measures – Additional Applicant-Proposed Performance Measures

Additional Applicant-Proposed Performance Measure #1: **Increase the percent of students who score at or above proficient the Scholastic Math Inventory (SMI).** *[Methodology: The percent of students scoring at or above the proficiency quantile score cut point on the May administration of the Scholastic Math Inventory (SMI) assessment.]*	**Applicable Population:** Grades 5-8

(a) Rationale for selecting performance measure.
The SMI is predictive to the Iowa Assessments (Iowa's state accountability test), sensitive to students growth, and aligned to the Common Core Standards.

(b) Providing rigorous, timely, and formative leading information.
The SMI is a computer based assessment and is score instantaneously, providing timely scoring and feedback to students and teachers. Teachers will be provided standard-level classroom reports and building administrators will be provided classroom and building reports in order to adjust instruction based on student needs.

(c) Reviewing and improving the measure over time.
Data will be reviewed two times a year with the administration of each assessment. As the program continues and is implemented fully with fidelity, we will expect the percentage of students reaching proficiency to increase at a higher rate.

Subgroup	Baseline	Target				
	SY 2012-13	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 5, All Students	SMI will be administered for the first time in SY 2012-13. The 12-13 quantile scores will serve as the baseline.	**Same as baseline**	**+2% from 2012-13**	**+2% from 2013-14**	**+3% from 2014-15**	**+4% from 2015-16**
African American		Same as baseline	+2% from 2012-13	+2% from 2013-14	+3% from 2014-15	+4% from 2015-16
Asian		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
Latino		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
Multi-racial		Same as baseline	+2% from 2012-13	+2% from 2013-14	+3% from 2014-15	+4% from 2015-16
White		Same as baseline	+2% from 2012-13	+2% from 2013-14	+3% from 2014-15	+4% from 2015-16

FRPL		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
SPED		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
ELL		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
Grade 6, All Students	SMI will be administered for the first time in SY 2012-13. The 12-13 quantile scores will serve as the baseline.	**Same as baseline**	**+2% from 2012-13**	**+2% from 2013-14**	**+3% from 2014-15**	**+4% from 2015-16**
African American		Same as baseline	+2% from 2012-13	+2% from 2013-14	+3% from 2014-15	+4% from 2015-16
Asian		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
Latino		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
Multi-racial		Same as baseline	+2% from 2012-13	+2% from 2013-14	+3% from 2014-15	+4% from 2015-16
White		Same as baseline	+2% from 2012-13	+2% from 2013-14	+3% from 2014-15	+4% from 2015-16
FRPL		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
SPED		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
ELL		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
Grade 7, All Students	SMI will be administered for the first time in SY 2012-13. The 12-13 quantile scores will serve as the baseline.	**Same as baseline**	**+2% from 2012-13**	**+2% from 2013-14**	**+3% from 2014-15**	**+4% from 2015-16**
African American		Same as baseline	+2% from 2012-13	+2% from 2013-14	+3% from 2014-15	+4% from 2015-16
Asian		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
Latino		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
Multi-racial		Same as baseline	+2% from 2012-13	+2% from 2013-14	+3% from 2014-15	+4% from 2015-16
White		Same as baseline	+2% from 2012-13	+2% from 2013-14	+3% from 2014-15	+4% from 2015-16
FRPL		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16

SPED		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
ELL		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
Grade 8, All Students	SMI will be administered for the first time in SY 2012-13. The 12-13 quantile scores will serve as the baseline.	**Same as baseline**	**+2% from 2012-13**	**+2% from 2013-14**	**+3% from 2014-15**	**+4% from 2015-16**
African American		Same as baseline	+2% from 2012-13	+2% from 2013-14	+3% from 2014-15	+4% from 2015-16
Asian		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
Latino		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
Multi-racial		Same as baseline	+2% from 2012-13	+2% from 2013-14	+3% from 2014-15	+4% from 2015-16
White		Same as baseline	+2% from 2012-13	+2% from 2013-14	+3% from 2014-15	+4% from 2015-16
FRPL		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
SPED		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16
ELL		Same as baseline	+3% from 2012-13	+3% from 2013-14	+4% from 2014-15	+5% from 2015-16

	Additional Applicant-Proposed Performance Measure #2: **Increase the percent students averaging at least 1.0 (positive association with math) on the "Math and Me" (Adelson, 2006) survey of student attitudes toward math.** *[Methodology: survey items are measured on a 5-point Likert scale ranging from strongly disagree (-2), disagree (-1), neutral (0), agree (1), and strongly agree (2).]*	**Applicable Population:** Grade 4-6

(a) Rationale for selecting performance measure.

A survey of student attitude towards math will be included as a measure of student engagement in math curriculum. It is assumed that the more positive the student's attitude towards math, the more willing they are to engage in the math curriculum.

(b) Providing rigorous, timely, and formative leading information.

Survey responses will be collected though a web-based data reporting tool (Data Director). Once surveys are administered, teachers and administrators will have instant access to results.

(c) Reviewing and improving the measure over time.

This survey will be administered to students in grades 4-6 yearly. As personalized learning increases, student attitudes towards math should also increase as the math curriculum better meets the needs of individual students.

	Baseline	**Target**				
Subgroup	**SY 2012-13**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Grade 4, All Students	The "Math and Me" survey will be administered for the first time in SY 2012-13. The 12-13 survey results will serve as the baseline.	**70%**	**75%**	**80%**	**85%**	**90%**
African American		70%	75%	80%	85%	90%
Asian		70%	75%	80%	85%	90%
Latino		70%	75%	80%	85%	90%
Multi-racial		70%	75%	80%	85%	90%
White		70%	75%	80%	85%	90%
FRPL		70%	75%	80%	85%	90%
SPED		70%	75%	80%	85%	90%
ELL		70%	75%	80%	85%	90%
Grade 5, All Students	The "Math and Me" survey will	**70%**	**75%**	**80%**	**85%**	**90%**

African American	be administered for the first time in SY 2012-13. The 12-13 survey results will serve as the baseline.	70%	75%	80%	85%	90%
Asian		70%	75%	80%	85%	90%
Latino		70%	75%	80%	85%	90%
Multi-racial		70%	75%	80%	85%	90%
White		70%	75%	80%	85%	90%
FRPL		70%	75%	80%	85%	90%
SPED		70%	75%	80%	85%	90%
ELL		70%	75%	80%	85%	90%
Grade 6, All Students	The "Math and Me" survey will be administered for the first time in SY 2012-13. The 12-13 survey results will serve as the baseline.	**70%**	**75%**	**80%**	**85%**	**90%**
African American		70%	75%	80%	85%	90%
Asian		70%	75%	80%	85%	90%
Latino		70%	75%	80%	85%	90%
Multi-racial		70%	75%	80%	85%	90%
White		70%	75%	80%	85%	90%
FRPL		70%	75%	80%	85%	90%
SPED		70%	75%	80%	85%	90%
ELL		70%	75%	80%	85%	90%

Additional Applicant-Proposed Performance Measure #3:	
Increase the percent of students taking Algebra I.	
[Methodology: Number of 9th grade students enrolled in Algebra I and receiving a C or better or already taken Algebra I as 8th graders received a C or better divided by the total number of 9th grade student enrolled.]	**Applicable Population:** Grade 9

(a) Rationale for selecting performance measure.

If the K-8 math curriculum is effective in preparing students for algebra, nearly all students will pass Algebra I with a C or better by the end of their 9th grade year.

(b) Providing rigorous, timely, and formative leading information.

The percentage of enrolled in Algebra I and the percentage of enrolled students receiving a C or better aggregated by building and district will be sent to building administration and executive council in January and May of each year.

(c) Reviewing and improving the measure over time.

Based on the information provided to building administration and executive council, the rigor of the K-8 math curriculum will be reviewed each January and May in order to adequately prepare students for Algebra I.

	Baseline	**Target**				
Subgroup	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Grade 9, All Students	**54.0%**	**54.0%**	**61.0%**	**68.0%**	**79.0%**	**90.0%**
African American	42.8%	42.8%	50.0%	60.0%	70.0%	80.0%
Asian	46.4%	46.4%	50.0%	60.0%	70.0%	80.0%
Latino	47.7%	47.7%	52.0%	60.0%	70.0%	80.0%
Multi-racial	52.5%	52.5%	60. 0%	68.0%	79.0%	90.0%
White	53.1%	53.1%	61.0%	68.0%	79.0%	90.0%
FRPL	46.5%	46.5%	54.5%	62.5%	70.5%	80.0%
SPED	26.4%	26.4%	32.4%	38.4%	44.4%	52.4%
ELL	30.1%	30.1%	36.1%	42.1%	48.1%	54.1%

Additional Applicant-Proposed Performance Measure #4: Increase the percent of students scoring at least a 22 on the ACT math subtest. *[Methodology: Number of students scoring 22 or higher on the ACT mathematics, divided by the number of students taking the ACT.]*	**Applicable Population:** Grade 11

(a) Rationale for selecting performance measure.

A personalized approach to mathematics instruction within a Balanced Mathematics Framework will improve achievement and increase the number of students who are college ready in mathematics as measured by the ACT mathematics college ready cut point of 22.

(b) Providing rigorous, timely, and formative leading information.

ACT data will be available by classroom, building, and district-wide through the District's student information system (Infinite Campus). This data is available to teachers, administrators, and executive council.

(c) Reviewing and improving the measure over time.

Based on the data provided to building administration and executive council, the rigor of the K-8 math curriculum will be reviewed each May in order to adequately prepare students for college.

Subgroup	Baseline	Target				
	SY 2011-12	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Grade 11, All Students	**19.0%**	**19.0%**	**22.0%**	**25.0%**	**30.0%**	**35.0%**
African American	3.0%	3.0%	8.0%	13.0%	20.0%	27.0%
Asian	19.0%	19.0%	22.0%	25.0%	30.0%	35.0%
Latino	9.0%	9.0%	13.0%	18.0%	24.0%	30.0%
Multi-racial	14.0%	14.0%	17.0%	22.0%	27.0%	32.0%
White	28.0%	28.0%	31.0%	34.0%	39.0%	44.0%

Additional Applicant-Proposed Performance Measure #5: Increase the Average Standard Score on the Iowa Assessments Mathematics. [*Methodology: The standard score on the Iowa Assessments Mathematics test averaged by grade level.*]	**Applicable Population:** Grades 3-8

(a) Rationale for selecting performance measure.

Mastery of math Common Core Standards will be demonstrated by increase performance on Iowa's state accountability test aligned to the Common Core Standards, the Iowa Assessments.

(b) Providing rigorous, timely, and formative leading information.

Iowa Assessments data will be available by classroom, building, and district-wide through the District's student information system (Infinite Campus). This data is available to teachers, administrators, and executive council.

(c) Reviewing and improving the measure over time.

Based on the data provided to building administration and executive council, the rigor and content of the K-8 math curriculum will be reviewed each May.

Subgroup	Baseline	Target				
	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade 3, All Students	**182**	**182**	**184**	**186**	**189**	**192**
African American	172	172	173	177	182	187
Asian	182	182	184	186	189	192
Latino	179	179	181	184	187	191
Multi-racial	182	182	184	186	189	192
White	186	186	188	190	193	196
FRPL	178	178	180	182	186	190
SPED	169	169	172	175	180	186
ELL	176	176	178	181	185	189
Grade 4, All Students	**193**	**193**	**197**	**199**	**205**	**208**
African American	182	182	186	189	196	203

Asian	192	192	196	198	205	208
Latino	188	188	192	196	201	206
Multi-racial	192	192	196	199	205	208
White	199	199	200	203	207	211
FRPL	188	188	191	194	198	203
SPED	176	176	180	184	192	200
ELL	185	185	189	194	199	204
Grade 5, All Students	**206**	**206**	**207**	**211**	**217**	**223**
African American	195	195	200	205	211	218
Asian	207	207	208	212	218	224
Latino	201	201	205	209	215	221
Multi-racial	204	204	207	211	216	222
White	213	213	214	218	224	230
FRPL	201	201	205	209	215	221
SPED	187	187	192	198	206	214
ELL	198	198	202	206	212	219
Grade 6, All Students	**215**	**215**	**219**	**220**	**227**	**233**
African American	202	202	206	211	219	227
Asian	213	213	217	219	226	232
Latino	210	210	214	218	224	231
Multi-racial	215	215	219	220	227	233
White	222	222	226	227	234	240
FRPL	208	208	212	216	223	230
SPED	191	191	196	203	212	221
ELL	198	198	203	208	216	225
Grade 7, All Students	**230**	**230**	**231**	**232**	**235**	**242**
African American	215	215	219	223	229	235
Asian	231	231	232	232	236	243

Latino	223	223	226	229	234	239
Multi-racial	225	225	228	231	235	240
White	239	239	240	241	246	251
FRPL	223	223	226	229	231	239
SPED	203	203	208	213	220	228
ELL	209	209	214	219	225	232
Grade 8, All Students	**243**	**243**	**244**	**246**	**249**	**253**
African American	225	225	229	233	238	244
Asian	245	245	246	248	251	255
Latino	238	238	241	243	247	251
Multi-racial	243	243	244	246	249	253
White	252	252	253	255	258	262
FRPL	235	235	238	241	245	249
SPED	214	214	219	224	231	239
ELL	215	215	220	225	232	240

Additional Applicant-Proposed Performance Measure #6: **Increase the percent of students proficient on District mathematics standards based assessments.** *[Methodology: Weighted average of percent of students score proficient on all yearly District mathematics standards based assessments.]*	**Applicable Population:** Grades K-2

(a) Rationale for selecting performance measure.

Mastery of mathematics Common Core Standards will be demonstrated by increase performance on the District's standards based assessments aligned to the Common Core Standards.

(b) Providing rigorous, timely, and formative leading information.

After each assessment (every six weeks), data will be available by classroom, building, and district-wide through the District's web-based assessment system (Data Director) once the assessments are administered. This data is available to teachers, building administrators, and executive council.

(c) Reviewing and improving the measure over time.

Based on the data provided to teachers, building administration, and executive council, the content of the K-8 math curriculum and instructional strategies will be reviewed after each assessment administration.

Subgroup	Baseline	Target				
	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Grade K, All Students	72%	72%	75%	78%	81%	85%
Grade 1, All Students	48%	48%	52%	56%	62%	68%
Grade 2, All Students	42%	42%	46%	51%	57%	64%

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

The extent to which—

(F)(1) Budget for the project *(10 points)*
The applicant's budget, including the budget narrative and tables—
      (a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and
      (b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and
      (c) Clearly provides a thoughtful rationale for investments and priorities, including--
            (i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and
            (ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

(F)(2) Sustainability of project goals *(10 points)*
The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders and financial support. Such a plan may include a budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

(F)(2) SUSTAINABILITY OF PROJECT GOALS

The bulk of expenses for the proposed personalized system are one-time investments to purchase and build technology infrastructure as the foundation for the system. After grant funds end, local funds will be allocated toward personnel costs to sustain the Grant Director and IT Specialists as the project scales up to include literacy and then to include all grade levels. Local funds and state funds will be allocated toward ongoing Professional Development costs related to the project. The proposed PD will be embedded in the District's Professional Development plan on an ongoing basis. Local funds and external foundation funds will provide funds for technology upgrades and maintenance, as well as ongoing database and data platform fees. A three year breakdown of anticipated funds and their sources of sustainability is included in BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE, (F)(1)(c)(ii).

DMPS has the support of stakeholders (School Board, administration, educators, students, families, and community partners) to implement the proposed personalized learning system, a necessary component of scaling up reform efforts. As the state of Iowa continues to move toward a competency-based learning model, it is anticipated that grant funding opportunities will arise to support this paradigm shift. The District will also pursue federal grant opportunities that arise in support of technology integration and personalized learning systems. Additionally, DMPS policies and procedures will be in place to support scaling up personalized learning to the core area of reading. As discussed in (A)(1), DMPS is implementing a Balanced Assessment Framework across the District, setting a foundational component for scaling up the personalized learning system to other core areas. DMPS will have evaluation systems in place to ensure highly effective teachers and principals are in place through the implementation of the proposed project (as discussed in (C)(2) and (D)(1)(a)), providing another cornerstone to support effective expansion efforts.

Enhancing the existing data system by employing a new data platform (as described in (A)(1)) in order to efficiently and comprehensively collect and analyze student data is a significant step toward scaling up the existing project to expand to other subjects. Given that all elementary schools will have the technology infrastructure to support a personalized learning model in math through this proposal, scaling the project to include reading will be a natural next step in the progression of expansion. Elementary teachers will have developed the skills necessary to incorporate the personalized learning model into their classrooms, reducing the amount of Professional Development needed during the transition. New educators and middle school reading teachers will be provided Professional Development related to personalized learning systems through Summer Course Academies. Additionally, most elementary students will be familiar with the personalized learning approach, as will their families, creating a seamless transition to the addition of a personalized reading system. DMPS' vision is to expand the personalized learning approach to include all core subjects at all grade levels over the next 10 years. Because middle schools and high schools have different teachers for each core subject, the cost to scale up at these levels will be considerably greater than scaling up at the elementary levels, where students in a particular grade have one teacher for core subjects. The exception to this is North High School. North already utilizes a 1:1 laptop initiative, allowing for a cost-effective transition to personalized learning. The new, robust data platform system will be in place to provide the technology infrastructure necessary to scale-up personalized learning to reading. DMPS will allocate local funds toward this vision and seek out other grant opportunities for technology integration as well. State and local Professional Development funds will be allocated toward the expansion efforts and embedded within the District's Professional Development plan as well. The majority of the funds will come from state and local funding sources.

X. COMPETITIVE PREFERENCE PRIORITY

Competitive Preference Priority (10 total points)

Competitive Preference Priority: Results, Resource Alignment, and Integrated Services. The Department will give priority to an applicant based on the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined in this notice), giving highest priority to students in participating schools with high-need students (as defined in this notice). To meet this priority, an applicant's proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.

To meet this priority, an applicant must—

(1) Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;

(2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and family and community supports (as defined in this notice) results;

(3) Describe how the partnership would –

(a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);

(b) Use the data to target its resources in order to improve results for participating students (as defined in this notice), with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;

(c) Develop a strategy to scale the model beyond the participating students (as defined in this notice) to at least other high-need students (as defined in this notice) and communities in the LEA or consortium over time; and

(d) Improve results over time;

(4) Describe how the partnership would, within participating schools (as defined in this notice), integrate education and other services (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined in this notice);

(5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined in this notice) by providing them with tools and supports to –

(a) Assess the needs and assets of participating students (as defined in this notice) that are aligned with the partnership's goals for improving the education and family and community supports (as defined in this notice) identified by the partnership;

(b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports (as defined in this notice) identified by the applicant;

(c) Create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students (as defined in this notice) and support improved results;

(d) Engage parents and families of participating students (as defined in this notice) in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and

(e) Routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems; and

(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

In the text box below, the applicant should describe its current status in meeting the priority and/or provide its high-quality plan for meeting the priority.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the priority (if any), and how each piece of evidence demonstrates the applicant's success in meeting the priority. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

COMPETITIVE PREFERENCE PRIORITY

(1) Description of partnership with public or private organizations

The District works with numerous community partners to provide a wide range of support to elementary and middle school students. The mission of the DMPS Learning Services department is to provide systemic support for comprehensive strategies that ensure student success leading to graduation. To address the social, emotional, and behavioral needs of the participating students, the District will work within the framework of two Learning Services programs: **SUCCESS** and **Community Schools (CS)**. SUCCESS is a strengths-based program that serves individual students and their families. CS identifies needs of groups of students (e.g. school-wide, grade-level, gender specific) and coordinates internal and external programs and community resources to those needs.

Introduced in 1990, **SUCCESS** has 40 Case Managers in 35 primary/secondary schools and three early childhood centers. SUCCESS is a school-based youth services program that provides year-round services to meet students' social, emotional, and behavioral needs to reduce/remove barriers that hamper academic success and increase the risk of dropping out. SUCCESS Case Managers identify students at risk of dropping out of school through the Early Indicator System that identifies students who meet a minimum of two indicators on the dropout matrix: failing grades, poor attendance, lack of connection to school, behavior problems, or low achievement. Services are wrapped around, and participating students and families are provided with case management services (e.g. assistance securing food, shelter, clothing, or medical services), are referred to community partners (mental health services), and are provided classes to meet identified needs (e.g. development of parenting skills or social skills). Based on an *educational risk-factor model*, the school-based SUCCESS Program removes barriers for children and families in need. For example, identified children/families receive SUCCESS case management for free, eliminating cost barriers that can prevent families from accessing community resources. Unlike many community service providers, SUCCESS does not limit the length of time a child/family can receive case management services. SUCCESS services are available to all students and families regardless of whether or not they

have a diagnosed mental health disorder. Many community service providers limit services to those with a diagnosed or diagnosable mental health disorder, based on the *mental health model* and as required by insurance companies and entitlement programs. In addition, as a program embedded within the school district, SUCCESS Case Managers are District employees, and they have real-time access to grades, attendance, and behavioral data for students to assess and monitor student progress and needs on a timely basis. In comparison, outside case management programs do not have access to this student data. Case Managers are also able to communicate with parents in a more timely fashion as a result and facilitate communication between school and home. SUCCESS collaborates with over 20 agencies to provide a wide variety of support services to children and families. In all cases, the collaborations serve to help remove barriers to a child's success in school. Collaborators include: Big Brothers/Big Sisters of Central Iowa, Boys & Girls Clubs of Central Iowa, Children and Families of Iowa, Orchard Place Child Guidance Center, Drake University Head Start, Employee and Family Resources, Iowa Department of Human Services, PACE Juvenile Center, Polk County Victim Services, United Way of Central Iowa, Visiting Nurse Services, Young Women's Resource Center, and Youth Emergency Services and Shelter.

Community Schools (CS) was introduced into Des Moines schools in 2008. CS is a strategy aimed at systemic change – it is not a program that provides direct services. The mission of CS is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life. CS provides the link between educators, students, families, and the community. The CS strategy focuses on coordinated services, making sure students are getting needed resources while ensuring the community-based service providers and schools are communicating about the students and families being served. CS Coordinators use the Early Indicator System to identify students who are having academic and behavioral issues so that their needs can be addressed to keep them engaged in school. CS coordinators analyze the EIS data and facilitate building-level response teams to provide a comprehensive approach of coordinating/implementing support services based on available resources. For example, a CS Coordinator might coordinate community vision, dental, and health fairs for students and their families who have been identified as lacking access to or knowledge about these resources. For example, refugee students and families often have significant

language barriers and do not understand or have access to community resources (transportation barriers). Adding to these overwhelming barriers, many community providers report a lack of capacity to meet refugees' needs given the inherent language barriers, creating yet another obstacle for one of the most vulnerable populations in Des Moines. This disconnection between refugees and the community has often resulted in a lack of their basic needs being met and a lack of understanding about the importance of school attendance and graduation requirements. To intervene, CS Coordinators held a Family Night event for refugee families at Hoover High School. CS brought in community providers and school personnel to explain how they can serve refugee families (food pantries, health care providers, dentists, fire fighters, etc.). To effectively communicate across the language barriers, CS collaborated with DMPS' English Language Learner Department to provide translators to promote the event through outreach, and translate information presented during the events. Food was also provided as an incentive to recruit families to attend. The events have been successful, resulting in refugee families who are more invested and connected to school and to the community. Community service providers are more connected to DMPS as a result of these events, providing a greater level of coordinated care for the families served. Refugee students demonstrate higher attendance and fewer at-risk indicators as more and more of their needs are addressed and met. This comprehensive approach to service delivery has a positive impact on many levels.

To date CS has partnered with numerous agencies, programs, and individuals to provide services to DMPS students, including: Alpha Phi Alpha, Boy Scouts of America, Mid-Iowa Council, Boys & Girls Clubs of Central Iowa, Camp Fire USA, Heart of the Hawkeye Council, Central College, Des Moines Area Community College, Drake University, Educational Talent Search, Employee & Family Resources, Everybody Wins! Iowa, Family Directions of Iowa, Grandview University, Iowa College Access Network, Iowa Jobs for America's Graduates, Iowa Lutheran Auxiliary, Monsoon United Asian Women of Iowa, Oakridge Neighborhood Services, Orchard Place – Child Guidance and PACE Juvenile Center, Rotary clubs, Simpson College, United Way of Central Iowa, Willkie House, YMCA of Central Iowa, and Young Women's Resource Center.

(2) Population-level desired results

See the Competitive Preference Priority: Population-Level Desired Results chart.

(3)(a) Tracking selected indicators

Indicator	Method to Track
Suspension data	Utilize the student information system (Infinite Campus) for raw numbers, which are reported daily. The EIS Report pulls suspension data every six weeks for an analysis for suspension trends for individual students, groups of students, and school-level.
Parent-Teacher Conference attendance	Teacher-reporting of parents who attend the semi-annual conferences by building.
Volunteer engagement	Annual survey conducted by Learning Services.
Absenteeism	Daily attendance (measured class-by-class in middle school) is entered into the student information system (Infinite Campus) for raw numbers, which are reported daily. The EIS Report pulls attendance data every six weeks for an analysis of trends for individual students, groups of students, and school-level data.
Parent referrals to community resources	Case Managers enter all referrals made into the student information system (Infinite Campus) SUCCESS tab, tied to the student identified on the IES.
Student behavior data	Utilize the student information system (Infinite Campus) for raw numbers, which are reported daily, such as discipline referrals. The EIS Report pulls suspension data monthly for an analysis for trends for individuals, groups of students, and school-level.

(3)(b) Using data to target resources

The Early Indicator System is a National Dropout Prevention model that identifies students at-risk of dropping out of school.

Students are flagged in an EIS Report if they demonstrate a minimum of two dropout indicators: failing grades, poor attendance, lack of connection to school, behavior problems, or low achievement. This data is re-analyzed every six weeks by Learning Services staff to identify students in need; to determine the degree to which interventions are helping students succeed; and to identify additional or alternative services with which the student/family might benefit. During building-level Student Services team meetings, student data

and services in place are reviewed to determine if services currently provided need to be recalibrated. Learning Services staff facilitates the meetings and collaborates with internal and external partners. EIS and student data is the foundation that drives the discussion, and allows for data-based decision-making.

(3)(c) Scaling up the model

This project will enable the District to scale up existing SUCCESS and CS services through providing increased services to more students who are considered at-risk. To do so, DMPS will identify highest areas of need across the participants and utilize a Request for Applications bid process to contract with community agencies to provide evidence-based prevention programming aimed at the identified needs. The goals will be aimed at improving students' social-emotional skills and supports, with the ultimate goal of improving academic success. Grant funds will provide the capacity for community partners to work with DMPS toward these joint youth-focused goals. For example, the District is partnering with a social services agency to implement a trauma-informed care model of Professional Development for staff working with high-risk students, given the high rate of trauma that students in poverty have experienced. Through grant funds, this model might be scaled up to train families, train educators and staff, and/or train more community service agency staff on evidence-based, trauma-informed care strategies to implement with youth that facilitates healthy coping skills, relationship-building skills, and ultimately, academic success.

(3)(d) Improving results

The ongoing (every six weeks) review of student data by Learning Services staff provides comprehensive, data-driven strategies to identify students in need, identify prevention strategies and intervention strategies that work, and identify the need for modifications to existing interventions. Research shows that money invested in prevention saves four- to seven-times the amount in intervention services down the road. DMPS aims to identify and implement effective, evidence-based programs to improve student outcomes and increase programmatic returns on investment. The end result will be healthier and more successful students with improved academic success.

(4) Integrating education and other services

SUCCESS provides long-term coordination of support services for at-risk students and families to improve their outcomes. The families served by SUCCESS typically have two things in common. First, they experience several concurrent problems that require assistance from more than one agency; and second, they have difficulty accessing or utilizing available services. The underlying philosophy is to go to where the families are, and the *families are already in the schools*. Examples of successful school/community collaborations with community partners include:

- Through a collaboration developed by the SUCCESS Program, mental health clinicians from Orchard Place Child Guidance Center are located in school buildings *full-time* to provide treatment services to children and families.
- The United Way of Central Iowa fully funds two Early Childhood SUCCESS Case Managers who work exclusively with early childhood families in their home to provide case management services (e.g. referrals to community mental health organizations, food bank access, housing stabilization), and parenting education.

CS Coordinators are able to intervene at many different levels:

1. District level: expanding an effective program (such as an attendance intervention) to other schools within the District to impact more students;

2. Building level: recognizing students in need of tutoring based on the EIS Report and referring them to existing after-school tutoring programs for academic support; collaborating with existing service providers to discuss current strengths, weaknesses, and future directions of their combined efforts toward impacting change within students' lives;

3. Program level: evaluating a community program's effectiveness in impacting change within the students it serves, based on EIS reports that track students' behaviors and school performance; and

4. Individual level: for students who are failing in spite of support services currently offered, the CS Coordinator can make referrals (internally and externally) to ensure students' needs are met.

(5)(a) Assessing needs and assets of participating students

The Early Indicator System identifies children who are at risk to drop out of school, and the District is able to respond to the needs of these individual students. For example, SUCCESS case management services complete social histories on students to assess their current strengths and areas of need individually and at the family level. Case Managers continue to assess students and their families on an ongoing basis to determine progress or higher levels of care that might be required. Families are referred to community agencies when higher levels of support are deemed necessary. Additionally, all Learning Services programs participate in ongoing evaluation of progress related to programmatic goals and outcomes to make modifications as needed.

(5)(b) Assessing needs and assets of the school and community

CS Coordinators serve as points of contact within the schools for community partners. This provides consistency and builds relationships between schools and the community. After CS Coordinators identify areas of need within a school, they link the need to available community resources. For example, if a school has a gang problem, this is also a joint community problem, as gang activity is not isolated to schools. CS would identify a community organization with the strengths and programming to come into the school to address the issue, such as the police department's gang unit. Interventions will be aimed at not just students, but also their parents to impact change across both school and community. Or, if a group of middle school girls is being bullied, CS would work with school leadership as well as community partners to offer an evidence-based bullying program as part of a larger anti-bullying initiative. With grant funds dedicated to contracting services with community organizations based on various assessed needs, effective linkages to community partners can positively impact schools and communities.

(5)(c) Supports that address an individual student's needs

SUCCESS is a program that addressed individual students' needs, prioritizing those with the greatest or most pressing needs (such as those who are suicidal or homeless). CS works to address student needs on a whole-group approach. However, if students are failing in spite of support services currently offered, the CS Coordinator can refer students to SUCCESS or seek out individualized

interventions or programs to ensure a particular student does not slip through the cracks as he or she might require an alternative or unique intervention.

(5)(d) Engaging parents

The SUCCESS Program uses a holistic approach to providing services, which includes family engagement. Utilizing a strengths-based approach, students and families identify their own goals for services, and the Case Manager also serves as an advocate and support for families. Because many families have shared their fears about being involved with the "system" and therefore do not access services, Case Managers can facilitate supportive connections between families and community service providers. Case Managers also coach families on how to advocate for their child's needs in school and within the social services system. Case Managers attend meetings with families as a support and advocate on their behalf. For families without a SUCCESS Case Manager, CS Coordinators serve as a liaison between parents and services (school-based or community-based). CS Coordinators also assist families in navigating the array of services that are available in Des Moines schools and in the community to provide social, emotional, and academic support.

(5)(e) Routine program assessment

EIS dropout matrix data (grades, attendance, connection to school, behaviors, and achievement) is collected every six weeks. The results are analyzed at the 6-week mark and the year-to-date mark. The CS and SUCCESS District Coordinators meet with the DMPS Executive Director of Learning Services regularly to review this data, as well as program activities and services data. This team examines progress made relative to the dropout matrix indicators for the District as a whole, as well as at the individual school level, and the individual student level. If improvement is now shown, staff identifies factors influencing this and evaluates approaches and activities to modify. Learning Services also conducts an in-depth annual review of the EIS dropout matrix data to determine areas of strength and need within Learning Services programming and make modifications accordingly. CS and SUCCESS also conduct annual *Results Based Accountability* program evaluations to measure the impact at the program level as well.

(6) Performance measures

See the Competitive Preference Priority: Performance Measures chart.

Competitive Preference Priority: Population-Level Desired Results

Population Group	Type of Result (e.g., educational or family and community)	Desired Results
K-8	Educational	Decrease suspensions for students
K-5	Family	Increase parent participation at parent-teacher conferences
K-12	Community	Increase number of community volunteers in schools
K-5	Educational	Decrease absenteeism for students
K-5	Family	Increase number of parents referred to community partners
K-5	Educational	Decrease student behavioral incidents

Competitive Preference Priority: Performance Measures
(Note: May use performance measures from (E)(3) as appropriate)

Performance Measure	Applicable Population	Baseline SY 2011-12	Target				
			SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Decrease the number of students who have one or more suspensions from school	K-8	2,411	2,290	2,176	2,067	1,964	1,866
Increase participation at parent-teacher conferences	K-5	Baseline will be tabulated in 2012-13	Baseline will be tabulated in 2012-13	Increase by 5% from previous school year	Increase by 5% from previous school year	Increase by 5% from previous school year	Increase by 5% from previous school year
Increase number of community volunteers in schools	K-12	2,000	2,100	2,205	2,315	2,431	2,552
Decrease the number of students who receive SUCCESS case management services who have 9 absences or more in a semester	K-5 SUCCEES students	Sem1: 125	55	52	49	46	43
		Sem 2: 58	55	52	49	46	43
Connect parents (unduplicated) with a minimum of 315 social services through referrals to community organizations	K-5 SUCCEES parents	Sem 1: 234	234	234	234	234	234
		Sem 2: 81	81	81	81	81	81
		Total: 315	315	315	315	315	315
Decrease the number of students who have behaviors incidences per semester	K-5 SUCCEES students	Sem 1: 61	58	55	52	50	47
		Sem 2: 36	34	32	31	29	28
		Total: 97	92	87	83	79	75

XI.   BUDGET
(Budget Requirements and Evidence for
Selection Criteria (F)(1) and Optional Budget Supplement)

Budget Requirements (from Program Requirement 1)

(1) An applicant's budget request for all years of its project must fall within the applicable budget range as follows:

Number of participating students	Award range
2,000-5,000 or Fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)	$5-10 million
5,001-10,000	$10-20 million
10,001-25,000	$20-30 million
25,001+	$30-40 million

The Department will not consider an application that requests a budget outside the applicable range of awards, not including any optional budget supplements included in the application.

Budget Summary and Narrative Instructions (Evidence for Selection Criterion (F)(1))

In the following budget parts and subparts, the applicant is responding to Selection Criterion (F)(1). The applicant should use its budget narrative and tables to address the specific elements of Selection Criterion (F)(1), including the extent to which:

The applicant's budget, including the budget narrative and tables--

    (a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and

    (b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

    (c) Clearly provides a thoughtful rationale for investments and priorities, including--

        (i) A description of all of the funds (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds) that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

        (ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments.

The budget narrative should be of sufficient scope and detail for the Department to determine whether the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See www.whitehouse.gov/omb/circulars).

The applicant will provide summary and itemized costs for projects that the applicant believes are necessary in order to implement its proposal. The applicant's budgets should reflect the work associated with fully implementing the high-quality plans and other aspects of its proposal described under the selection criteria and competitive preference priority. Some projects might address one selection criterion or the competitive preference priority, while others might address several selection criteria.

To support the budgeting process and in addition to instructions and forms included in this application package, we strongly suggest that applicants use the Race to the Top – District electronic budget spreadsheets prepared by the Department to build the applicant's budget. These electronic budget spreadsheets have formulas built into them that are intended to help applicants produce the budget tables that they submit as part of their response to selection criterion (F)(1). Applicants should include the relevant tables in the appropriate place in their proposal (e.g., by copying and pasting from the electronic budget spreadsheets into the appropriate place in the Applicant's proposal).

Please note that the Race to the Top – District electronic budget spreadsheets will not be used by peer reviewers to judge or score the applicant's proposal. Only the budget summaries and narratives in the applicant's proposal will be reviewed and scored by peer reviewers. However, the electronic budget spreadsheets will be used by the Department to conduct its budget review for grantees.

1. Overall Budget Summary
   a. **Subpart 1:** Overall Budget Summary Table. This is the cover sheet for the budget summary (see Budget Table 1-1). In the Overall Budget Summary Table, the applicant should include the budget totals for each budget category and each year of the grant. These line items are derived by adding together the line items from each of the Project-Level Budget Summary Tables. (Note: the electronic budget spreadsheet should generate these sums automatically, which the applicant should copy and paste into the application proposal.)
   b. **Subpart 2:** Overall Budget Summary Narrative. The budget narrative that accompanies the Budget Summary Table should respond to Selection Criterion (F)(1) and be of sufficient scope and detail for the Department to determine whether the costs are necessary, reasonable, and allowable. This subpart should also include a summary of the projects that the applicant has included in its budget, including the project name, associated criteria, total grant funds requested, and total budget (see Budget Table 2-1). (Note: the electronic budget spreadsheet should generate this summary automatically, which the applicant should copy and paste into the application proposal.)

2. Project-Level Detail
   a. **Subpart 3:** Project-Level Budget Summary Tables. This is the cover sheet for each project-level budget (see Budget Table 3-1). (Note: the applicant should complete the electronic budget spreadsheets and copy and paste the information into the application proposal.) This should include the sums of project-level itemized costs described in the Project-Level Budget Narrative.
   b. **Subpart 4:** Project-Level Budget Narratives. The Project-Level Budget Narrative accompanies the Project-Level Budget Summary Table for each project and provides the rationale for the budget. The narrative should address Selection Criterion (F)(1), including an overview of each project for which the applicant requests grant funds and include itemized project costs for each project, by budget category and for each project year (See Budget Table 4-1). Identify here, per Selection Criterion (F)(1), whether the costs will be one-time investments or ongoing operational costs.

3. Optional Budget Supplement: Overall Budget Summary (as described in Part XII). If the applicant intends to apply for one or more optional budget supplements, the applicant should include a Budget Summary Table and Narrative using **Subpart 1** and **Subpart 2** to describe the supplement's budget for the four years of the grant. Please title this "Optional Budget Supplement Budget Summary." The applicant should include and number a separate budget summary table and narrative for each optional budget supplement included in its proposal.

4. Optional Budget Supplement: Project-Level Detail (as described in Part XII). If the applicant intends to apply for one or more optional budget supplements, the applicant should include a Project-Level Budget Summary Table and Narrative using

Subpart 3 and **Subpart 4** to describe the supplement's budget for each of its optional budget supplement projects over the four years of the grant. Please title this part "Optional Budget Supplement Project-Level Detail." The applicant should include separate project-level detail tables and narrative for each optional budget supplement included in its proposal.

BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

Note: See budget summary narrative and instructions above, in particular "Subpart 1: Overall Budget Summary Table."

Budget Table 1-1: Overall Budget Summary Table **Evidence for:** (F)(1)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	$841,596.00	$1,216,531.00	$910,270.00	$946,680.00	$3,915,077.00
2. Fringe Benefits	$96,295.00	$153,795.00	$104,151.00	$108,319.00	$462,560.00
3. Travel	$31,960.00	$31,960.00	$31,960.00	$31,960.00	$127,840.00
4. Equipment	$200,000.00	$200,000.00	$200,000.00	$200,000.00	$800,000.00
5. Supplies	$21,979,186.00	$49,500.00	$49,500.00	$49,500.00	$22,127,686.00
6. Contractual	$993,000.00	$231,000.00	$231,000.00	$229,000.00	$1,684,000.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$3,000.00	$15,000.00	$15,000.00	$15,000.00	$48,000.00
9. Total Direct Costs (lines 1-8)	**$24,145,037.00**	**$1,897,786.00**	**$1,541,881.00**	**$1,580,459.00**	**$29,165,163.00**
10. Indirect Costs*	$647,087.00	$50,861.00	$41,322.00	$42,356.00	$781,626.00
11. Total Grant Funds Requested (lines 9-10)	**$24,792,124.00**	**$1,948,647.00**	**$1,583,203.00**	**$1,622,815.00**	**$29,946,789.00**
12. Funds from other sources used to support the project	$3,996,698.00	$3,300,825.00	$2,970,659.00	$2,999,989.00	$13,268,171.00
13. Total Budget (lines 11-12)	**$28,788,822.00**	**$5,249,472.00**	**$4,553,862.00**	**$4,622,804.00**	**$43,214,960.00**
All applicants must provide a break-down by the applicable budget categories shown in lines 1-13. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.					

BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 2: Overall Budget Summary Narrative."

(F)(1) BUDGET FOR THE PROJECT
(F)(1)(a) Identification of all funds that will support the project

Source of Revenue
Federal Funds
Federal Funds
Federal Funds
Federal Funds
Federal Title I Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Prairie Meadows Foundation
State Funds
State Funds

(F)(1)(b) Budget is reasonable and sufficient to support the development and implementation of the applicant's proposal

The following describes how costs are reasonable and sufficient to support the proposed Personalized Learning Initiative over the cycle of the grant and for three years beyond. Detailed descriptions explain the associated costs listed in the budget.

PERSONNEL: Grant funds will provide personnel for the positions of Grant Director, two Information Technology Specialists, a Technology Project Manager, and Professional Development as delineated in the following paragraphs. All positions will be figured to include a base salary plus benefits with a 4% annual increase. The full-time **Grant Director** will be responsible for overseeing all aspects of the proposed project. This position will supervise the day-to-day activities of the Personalized Learning Initiative, ensuring goals, activities, and performance measures are met. The Grant Director will collaborate with principals, educators, advisory groups, parents, and central administrators to implement the grant. This position will oversee the program budget and provide progress and annual reports as requested. For years 5-7 of the project, after grant funds are expended, local funds will sustain this full-time position. Additionally, **two Information Technology Specialists** will be responsible for the design and implementation of the new data platform. They will focus on technical support using the new system and on providing training to participating teachers. Following completion of the grant funded project, as the District scales the initiative up to include reading, DMPS will allocate local funds toward the continuation of these positions. Given the vast scope of the project that introduces a large amount of technology into nearly 1,000 classrooms across more than 50 buildings, along with the multiple components involved in the development of the technology infrastructure, grant funds will provide a full-time **Technology Project Manager** to ensure timely coordination, implementation, and troubleshooting of grant activities. The Technology Project Manager will ensure the project runs on time and on budget. This position will not be necessary following completion of the grant, as the bulk of the technology infrastructure will have been built and completed. Local funds will provide the in-kind contribution for the following personnel to support the proposed project: Executive Director of Curriculum, Instruction, and Assessment, Executive Director of Elementary Schools, Executive Director of Secondary Schools, Director of Federal Programs, Executive Director of Teaching and Learning, Math Curriculum Coordinators, and Principals. Professional Development will be provided through the grant for implementation of personalized learning systems (950 educators) and

for implementation of principal and teacher evaluation (3,000 principals and teachers). Two Summer Course Academies (15 hours each) will provide a total of 30 hours of training on personalized learning systems. Evaluation systems will be incorporated into the District Professional Development plan during year 2 of the grant at 4.5 hours per participant.

FRINGE BENEFITS: Benefits include: vision/dental/ health/ life/ long-term disability insurance, FICA, Workers Compensation, social security, and Iowa Public Employees Retirement System.

TRAVEL: To support implementation of the Personalized Learning Initiative, grant funds will allow educators, administrators, and staff to attend pertinent conferences related to best practices and effective implementation of such initiatives. DMPS will utilize the information attained and connections made to evolve personalized instructional practices and learning activities. Similarly, conferences will be attended to assist the District with the implementation of effective principal and teacher evaluation systems. It is estimated that ten District staff (educators and administrators) will attend yearly conferences through the duration of grant funds to gain information, tools, and connections with others across the field related to such school reform efforts. Following completion of the grant, DMPS will allocate local funds toward conference attendance as needed.

EQUIPMENT: To provide the foundation of a robust data system required to implement a strong personalized learning initiative, DMPS will purchase a **data platform system** with grant funds to link various data systems together, allowing for comprehensive analysis and frequent assessment of student growth and achievement to inform personalized instruction as described in (A)(1). Similar to a data visualization tool, the proposed platform will allow for real-time analysis, visualization, and sharing of information from several different systems into comprehensive, user-friendly reports. Grant funds will provide the first four years of funding of this system. The District will allocate local funds to sustain the system beyond the grant, as well as seek grant opportunities related to technology integration to meet future needs. DMPS currently utilizes **Data Director**, a cloud-based system that houses Iowa Assessments data, Unit Assessment data, and Common Formative Assessment data. Because the current source of funding for Data Director (Microsoft Settlement funds) is ending, DMPS will use grant funds to continue utilizing this database for student data. Data

Director is one component of several that the new data platform system will pull student data from to analyze and create user-friendly reports for educators, allowing for the personalization of instruction and learning activities. Following completion of the grant, local funds will sustain this database. Grant opportunities will be sought for this purpose as well.

SUPPLIES: In order to implement a personalized learning environment, several one-time investments in technology infrastructure will have to occur. **Student Response Systems technology** will include one-time investments for electronic whiteboards, student electronic clickers, teacher tablets, and audio systems. **Laptops**, purchased with grant funds, are one-time investments that will build the capacity to launch the personalized learning initiative across all K-8 math classes. Grant funds will provide 15,516 laptops to over 950 classrooms. DMPS local funds allocated toward technology will provide for maintenance and repair of the laptops. External foundations provide ongoing technology funds for the District, such as Prairie Meadows Foundation, and will be pursued to scale up the project after grant funds are expended. **Laptop Carts** will be provided to each classroom to store and charge the machines. Replacement carts will be covered by local funds as needed. Grant funds will also purchase **online learning tools** that personalize learning. These tools have one-time site license fees to access the resources, producing a high return on investment, as they can be utilized for years to come. Because 29 of the targeted sites already have these tools through Title I funds, grant funds will purchase these tools for the remaining 20 sites. Federal Funds (Title I funds for reading) and local funds (for non-title schools) will be allocated toward purchasing online learning tools for reading to scale up the project. **Materials for Professional Development** will provide principals, educators, and staff with relevant resources to effectively implement technology-integrated personalized learning systems in the classrooms, as well as to learn about and understand the new principal and teacher evaluation systems.

CONTRACTUAL: DMPS will contract with external providers for social/emotional support services, online curriculum (and training), student response systems (and training), data platform development and maintenance, and consultants for development and implementation of principal and teacher evaluation systems. DMPS will follow procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

OTHER: Printing, postage, and supplies will be covered by grant funds to support the roll-out and ongoing costs of the project. DMPS local funds will cover these costs after grant funds are expended. Grant funds will also cover the maintenance of technology hardware over the lifespan of the grant. DMPS will allocate local funds toward this after grant funds are expended.

(F)(1)(c)(i) Description of all funds that will support the implementation of the project, including revenue

Source of Revenue	Description	Amount Years 1-4
Federal Funds	Race to the Top – District grant	$29,952,047
Federal Funds	AmeriCorps tutoring program (15 members providing math tutoring)	$237,000.00
Federal Funds	School in Need of Assistance Funds: $20,000 per school (x 29 schools)	$1,160,000.00
Federal Funds	School Improvement Funds - various school reform efforts	$820,000.00
Federal Title I Funds	Support for online learning (Fastt Math and Fraction Nation) in 29 schools X 6,500 per school (one time cost)	$188,500.00
Local Funds	Director of Curriculum, Instruction, and Assessment (Yr 1 = 75%; Yr 3-7 = 50%)	$359,166.00
Local Funds	Math Curriculum Coordinator for ES (100%)	$424,924.00
Local Funds	Math Curriculum Coordinator for MS (50%)	$212,462.00
Local Funds	Director of Teaching and Learning (10%)	$57,462.70
Local Funds	Executive Director of Elementary Schools (Yr 1 and 2= 2%; Yr 3 and 4 = 1%)	$9,513.96
Local Funds	Executive Director of Middle Schools (Yr 1 and 2 = 2%; Yr 3 and 4 = 1%)	$9,513.96
Local Funds	Principals (Yr 1 = 10%; Yr 2-7 = 5%)	$13,439.00
Local Funds	Grant Accountant (15%)	$33,873.95
Local Funds	Technology Integration Coordinator	$62,244.00
Local Funds	Technology Integration Coordinator	$92,072.89
Local Funds	Telecommunication Specialist I (50%)	$92,072.89

Local Funds	Director of Technology (25%)	$92,072.89
Local Funds	IT Specialist for installation/programming (Yr 1, YR2 40%)	$161,468.00
Local Funds	IT Inventory Specialist (YR1, Yr2 10%)	$54,606.72
Local Funds	Legal Counsel for teacher evaluation negotiation (Yr 1 = 3%; Yr 2 = 2%; Yr 3 and 4 = 1%)	$10,720.20
Prairie Meadows Foundation	Technology Funds	$1,311,108.00
State Funds	SUCCESS Program - social emotional supports	$5,440,000.00
State Funds	Iowa Core Curriculum and Teacher Quality Professional Development	$800,000.00

(F)(1)(c)(ii) Identification of one-time investments v. ongoing operation costs, with a focus on long-term sustainability strategies.

Source of Revenue	Description	Amount Years 1-4	One-time v. Ongoing
Federal Funds	Race to the Top – District grant	$29,952,047	Ongoing, 4 years
Federal Funds	AmeriCorps tutoring program (15 members providing math tutoring)	$237,000.00	Ongoing
Federal Funds	School in Need of Assistance Funds: $20,000 per school (x 29 schools)	$1,160,000.00	Ongoing
Federal Funds	School Improvement Funds - various school reform efforts	$820,000.00	Ongoing
Federal Title I Funds	Support for online learning (Fastt Math and Fraction Nation) in 29 schools X 6,500 per school (one time cost)	$188,500.00	One-time
Local Funds	Director of Curriculum, Instruction, and Assessment (Yr 1 = 75%; Yr 3-7 = 50%)	$359,166.00	Ongoing
Local Funds	Math Curriculum Coordinator for ES (100%)	$424,924.00	Ongoing
Local Funds	Math Curriculum Coordinator for MS (50%)	$212,462.00	Ongoing
Local Funds	Director of Teaching and Learning (10%)	$57,462.70	Ongoing
Local Funds	Executive Director of Elementary Schools (Yr 1 and 2= 2%; Yr 3 and 4 = 1%)	$9,513.96	Ongoing
Local Funds	Executive Director of Middle Schools (Yr 1 and 2 = 2%; Yr 3 and 4 = 1%)	$9,513.96	Ongoing

Local Funds	Principals (Yr 1 = 10%; Yr 2-7 = 5%)	$13,439.00	Ongoing
Local Funds	Grant Accountant (15%)	$33,873.95	Ongoing
Local Funds	Technology Integration Coordinator (25%)	$62,244.00	Ongoing
Local Funds	Technology Integration Coordinator (25%)	$92,072.89	Ongoing
Local Funds	Telecommunication Specialist I (25%)	$92,072.89	Ongoing
Local Funds	Director of Technology (25%)	$92,072.89	Ongoing
Local Funds	IT Specialist for installation/programming (Yr 1, YR2 40%)	$161,468.00	Ongoing, 2 years
Local Funds	IT Inventory Specialist (YR1, Yr2 10%)	$54,606.72	Ongoing, 2 years
Local Funds	Legal Counsel for teacher evaluation negotiation (Yr 1 = 3%; Yr 2 = 2%; Yr 3 and 4 = 1%)	$10,720.20	Ongoing
Prairie Meadows Foundation	Technology Funds	$1,311,108.00	Ongoing
State Funds	SUCCESS Program - social emotional supports	$5,440,000.00	Ongoing
State Funds	Iowa Core Curriculum and Teacher Quality Professional Development	$800,000.00	Ongoing

The specific costs and potential funding sources to sustain the project and scale up personalized learning to include reading in grades

K-8 beyond the grant are detailed below:

Source of Revenue	Description	Amount Years 5-7
Federal Funds	AmeriCorps tutoring program (15 members providing math tutoring) 50%	$177,750
Federal Funds	School in Need of Assistance Funds: $20,000 per school (x 29 schools) (50%)	$870,000
Federal Title I Funds	Online Curriculum Tools $6500 per site x 29 sites for a site license (one time investment)	$88,500
Federal Title VI Funds	Data Director database	$300,000
Local Funds	Director of Curriculum, Instruction, and Assessment base salary + benefits x 4% annual increase (Yr 1 = 75%; Yr 3-7 = 50%)	$276,340

Local Funds	Reading Curriculum Coordinator for ES base salary + benefits x 4% annual increase(100%)	$365,420
Local Funds	Reading Curriculum Coordinator for MS base salary + benefits x 4% annual increase (50%)	$182,710
Local Funds	Director of Teaching and Learning base salary + benefits x 4% annual increase (10%)	$49,416
Local Funds	Executive Director of Elementary Schools base salary + benefits x 4% annual increase (Yr 1 and 2= 2%; Yr 3 and 4 = 1%)	$5,526
Local Funds	Executive Director of Middle Schools base salary + benefits x 4% annual increase (Yr 1 and 2 = 2%; Yr 3 and 4 = 1%)	$5,526
Local Funds	Legal Counsel for teacher evaluation negotiation base salary + benefits x 4% annual increase (Yr 1 = 3%; Yr 2 = 2%; Yr 3 and 4 = 1%)	$3,341
Local Funds	Principals base salary + benefits x 4% annual increase (Yr 1 = 10%; Yr 2-7 = 5%)	$23,578
Local Funds	Grant Director (Years 5-7 = 100% of base salary + benefits x 4% annual increase)	$345,076
Local Funds	Grant Accountant (15% of base salary + benefits x 4% annual increase)	$53,528
Local Funds	Technology Integration Coordinator (25% of base salary + benefits x 4% annual increase)	$79,180
Local Funds	Technology Integration Coordinator (25% of base salary + benefits x 4% annual increase)	$79,180
Local Funds	Telecommunication Specialist I (25% of base salary + benefits x 4% annual increase)	$79,180
Local Funds	Director of Technology (25% of base salary + benefits x 4% annual increase)	$138,857
Local Funds	Technology Replacement Fund (5%)	$1,036,092
Local Funds	IT Specialist (base salary + benefits x 4% annual increase)	$302,373
Local Funds	IT Specialist (base salary + benefits x 4% annual increase)	$302,373
Local Funds	Online Curriculum Tools $6500 per site x 20 sites for a site license (for non-Title I schools; one-time investment)	$130,000

Local Funds	Conferences (10 staff x 1,500 conference/year)	$45,000
Local Funds	Data Platform System	$300,000
Local Funds	Maintenance of technology (laptops and SRS systems)	$300,000
Prairie Meadows Foundation	Technology Funds (68% of student enrollment)	$983,331
State and Local Funds	Professional Development for Personalized Learning (outside of contract time) Summer Course Academies: $600 each x 950 educators x 3 years	$1,710,000
State and Local Funds	Materials for PD to expand to Reading (950 educators x 10 sessions per year x 5.00 per session) =	$142,500
State Funds	SUCCESS Program - social emotional supports (68% of student enrollment)	$4,080,000
State Funds	Iowa Core Curriculum and Teacher Quality Professional Development	$600,000

Budget Table 2-1: Overall Budget Summary Project List Evidence for: (F)(1)				
Project Name	**Primary Associated Criterion and location in application**	**Additional Associated Criteria and location in application**	**Total Grant Funds Requested**	**Total Budget**
Personalized Learning Initiative	(C)(1) page 44 (C)(2) page 61 (A)(1) page 3 (A)(2) page 9 (A)(3) page 10 (A)(4) page 11 (E)(1) page 79 (E)(3) page 91 (E)(4) page 91	(B)(4) page 32 (B)(5) page 34 (D)(1) page 70 (D)(2) page 74 (E)(2) page 90	$29,946,789.00	$43,214,960.00
			Total for Grant Funds	**Total Budget**

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES

Note: See budget summary narrative and instructions above, in particular "Subpart 3: Project-Level Budget Summary Tables."

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1)
Project Name: Personalized Learning Initiative

Primary Associated Criterion and Location in Application: (C)(1), Section IX page 44; (C)(2), Section IX page 61; (A)(1), Section IX page 3; (A)(2), Section IX page 9; (A)(3), Section IX page 10; (A)(4) page 11, (E)(1), Section IX page 79; (E)(3), Section IX page 91; (E)(4), Section IX page 91

Additional Associated Criteria (if any) and Location in Application: (B)(4), Section IX page 32; (B)(5), Section IX page 34; (D)(1), Section IX page 70; (D)(2), Section IX page 74; (E)(2), Section IX page 90

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	$841,596.00	$1,216,531.00	$910,270.00	$946,680.00	$3,915,077.00
2. Fringe Benefits	$96,295.00	$153,795.00	$104,151.00	$108,319.00	$462,560.00
3. Travel	$31,960.00	$31,960.00	$31,960.00	$31,960.00	$127,840.00
4. Equipment	$200,000.00	$200,000.00	$200,000.00	$200,000.00	$800,000.00
5. Supplies	$21,979,186.00	$49,500.00	$49,500.00	$49,500.00	$22,127,686.00
6. Contractual	$993,000.00	$231,000.00	$231,000.00	$229,000.00	$1,684,000.00
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$3,000.00	$15,000.00	$15,000.00	$15,000.00	$48,000.00
9. Total Direct Costs (lines 1-8)	**$24,145,037.00**	**$1,897,786.00**	**$1,541,881.00**	**$1,580,459.00**	**$29,165,163.00**
10. Indirect Costs*	$647,087.00	$50,861.00	$41,322.00	$42,356.00	$781,626.00
11. Total Grant Funds Requested (lines 9-10)	**$24,792,124.00**	**$1,948,647.00**	**$1,583,203.00**	**$1,622,815.00**	**$29,946,789.00**
12. Funds from other sources used to support the project	$3,996,698.00	$3,300,825.00	$2,970,659.00	$2,999,989.00	$13,268,171.00
13. Total Budget (lines 11-12)	**$28,788,822.00**	**$5,249,472.00**	**$4,553,862.00**	**$4,622,804.00**	**$43,214,960.00**

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all project years.

*If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

Note: See budget summary narrative and instructions above, in particular "Subpart 4: Project-Level Budget Narratives."

(F)(1) BUDGET FOR THE PROJECT
(F)(1)(a) Identification of all funds that will support the project

Source of Revenue
Federal Funds
Federal Funds
Federal Funds
Federal Funds
Federal Title I Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Local Funds
Prairie Meadows Foundation
State Funds
State Funds

(F)(1)(b) Budget is reasonable and sufficient to support the development and implementation of the applicant's proposal

PERSONNEL: Grant funds will provide personnel for the positions of Grant Director, two Information Technology Specialists, a Technology Project Manager, and Professional Development as delineated in the following paragraphs. All positions will be figured to include a base salary plus benefits and a 4% annual increase. The full-time **Grant Director** will be a full-time employee and will be responsible for overseeing all aspects of the project. This position will supervise the day-to-day activities of the Personalized Learning Initiative, ensuring goals, activities, and performance measures are met. The Grant Director's duties will include Supervising the day-to-day activities of the IT Specialists and Technology Program Manager; Collaborating with principals, school staff, and central administrators; Facilitating Professional Development activities; Chairing the Advisory Council; Oversee budget expenditures; Coordinating program evaluation activities; and Providing quarterly and annual progress reports to DMPS staff and the Advisory Council. The Grant Director will help build capacity within DMPS to ensure sustainability of grant efforts after funding ends. For years 5-7 of the project, after grant funds are expended, local funds will sustain this full-time position. Additionally, **two Information Technology Specialists** will be hired. These two positions will be responsible for the design and implementation of the new data platform. They will focus on providing training to participating teachers on how to use the new data platform and providing technical support on using the new system. The IT Specialists will also provide technical support for educators' day-to-day needs and questions regarding the Student Response Systems and online learning tools as needed. Following completion of the grant funded project, as the District scales the initiative up to include reading, DMPS will allocate local funds toward the continuation of these positions. Given the scope of the project, and the multiple components that will go into the technology infrastructure developed through the project, grant funds will be used to hire a full-time **Technology Project Manager** This position ensure timely implementation and coordination of technology-related grant activities. Given the incredible amount of new technology that will be introduced into nearly 1,000 classrooms across more 49 buildings, a position will be dedicated to implanting and managing the influx of the new technology and troubleshooting with said technology. The Technology Project Manager will ensure technology-related project activities run on time and on budget. This position will not be necessary following completion of the grant, as the bulk of the technology infrastructure will have been built and completed. Local funds will provide the in-kind contribution for the following personnel: Executive Director

149

of Curriculum, Instruction, and Assessment, Executive Director of Elementary Schools, Executive Director of Secondary Schools, Executive Director of Teaching and Learning, Math Curriculum Coordinators, and Principals. Professional Development will be provided through the grant for implementation of personalized learning systems (950 educators) and for implementation of principal and teacher evaluation (3,000 principals and teachers). Two Summer Course Academies (15 hours each) will provide a total of 30 hours of training on personalized learning systems within a Balanced Mathematics Framework and on the Balanced Assessment Framework. Additional training will be conducted in embedded Professional Development. Evaluation systems will be incorporated into the District Professional Development plan during year 2 of the grant.

FRINGE BENEFITS: Benefits include: vision/dental/ health/ life/ long-term disability insurance, FICA, Workers Compensation, social security, and Iowa Public Employees Retirement System.

TRAVEL: To support implementation of the Personalized Learning Initiative, grant funds will allow educators, administrators, and staff to attend pertinent conferences related to best practices and effective implementation of such initiatives. DMPS will utilize the information attained and connections made to evolve personalized instructional practices and learning activities. Similarly, conferences will be attended to assist the District in the implementation of effective principal and teacher evaluation systems. It is estimated that ten District staff (educators and administrators) will attend yearly conferences through the duration of grant funds to gain information, tools, and connections with others across the field related to such school reform efforts. Following completion of the grant, DMPS will allocate local funds toward conference attendance as needed.

EQUIPMENT: To provide the foundation of a robust data system required to implement a strong personalized learning initiative, DMPS will purchase a **data platform system** with grant funds to link various data systems together to allow for comprehensive analysis and frequent assessment of student growth and achievement to inform personalized instruction as described in (A)(1). Similar to a data visualization tool, the proposed platform will allow for real-time analysis, visualization, and sharing of information from several different systems into comprehensive, user-friendly reports. Grant funds will provide the first four years of funding of the

150

system. The District will allocate local funds to sustain the system beyond the grant, as well as seek grant opportunities related to technology integration. DMPS currently utilizes **Data Director**, a cloud-based system that houses Iowa Assessments data, Unit Assessment data, and Common Formative Assessment data. Because the current source of funding for Data Director (Microsoft Settlement funds) is ending, DMPS will use grant funds to continue utilizing this database for student data. Data Director is one component of several that the new data platform system will pull student data from to analyze and create user-friendly reports for educators, allowing for the personalization of instruction and learning activities. Following completion of the grant, local funds will sustain this database. Grant opportunities will be sought for this purpose as well.

SUPPLIES: In order to implement a personalized learning environment, several one-time investments in technology infrastructure will have to occur. **Student Response Systems technology** will include mostly one-time investments for electronic whiteboards, student electronic clickers, teacher tablets, and audio systems. **Laptops**, purchased with grant funds, are one-time investments that will build the capacity to launch the personalized learning initiative across all K-8 math classes. Grant funds will provide 15,516 laptops to over 900 classrooms. DMPS local funds allocated toward technology will provide for maintenance and repair of the laptops. External foundations provide ongoing technology funds for the District, such as Prairie Meadows Foundation, and will be pursued for scaling up of the project. **Laptop Carts** will be provided to each classroom to store and charge the machines. Replacement carts will be covered by local funds. Grant funds will also purchase **online learning tools** that personalize learning. These tools have one-time site fees to access the resources, producing a high return on investment, as they can be utilized for years to come. Because 29 of the targeted sites already have these tools through Title I funds, grant funds will purchase these tools for the remaining 20 sites. Federal Funds and local funds will be allocated toward scaling up the project. **Materials for Professional Development** will provide principals, educators, and staff with relevant resources to effectively implement technology-integrated personalized learning systems in the classrooms, as well as to learn about and understand the new principal and teacher evaluation systems.

CONTRACTUAL: DMPS will contract with external providers for social/emotional support services, online curriculum (and

training), student response systems (and training), data platform development and maintenance, and consultants for development and implementation of principal and teacher evaluation systems. DMPS will follow procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

OTHER: Printing, postage, and supplies will be covered by grant funds to support the roll-out and ongoing costs of the project. DMPS local funds will cover these costs after grant funds are expended. Grant funds will also cover the maintenance of technology hardware over the lifespan of the grant. DMPS will allocate local funds toward this after grant funds are expended.

(F)(1)(c)(i) Description of all funds that will support the implementation of the project, including revenue

Source of Revenue	Description	Amount Years 1-4
Federal Funds	Race to the Top – District grant	$29,952,047
Federal Funds	AmeriCorps tutoring program (15 members providing math tutoring)	$237,000.00
Federal Funds	School in Need of Assistance Funds: $20,000 per school (x 29 schools)	$1,160,000.00
Federal Funds	School Improvement Funds - various school reform efforts	$820,000.00
Federal Title I Funds	Support for online learning (Fastt Math and Fraction Nation) in 29 schools X 6,500 per school (one time cost)	$188,500.00
Local Funds	Director of Curriculum, Instruction, and Assessment (Yr 1 = 75%; Yr 3-7 = 50%)	$359,166.00
Local Funds	Math Curriculum Coordinator for ES (100%)	$424,924.00
Local Funds	Math Curriculum Coordinator for MS (50%)	$212,462.00
Local Funds	Director of Teaching and Learning (10%)	$57,462.70
Local Funds	Executive Director of Elementary Schools (Yr 1 and 2= 2%; Yr 3 and 4 = 1%)	$9,513.96
Local Funds	Executive Director of Middle Schools (Yr 1 and 2 = 2%; Yr 3 and 4 = 1%)	$9,513.96
Local Funds	Principals (Yr 1 = 10%; Yr 2-7 = 5%)	$13,439.00
Local Funds	Grant Accountant (15%)	$33,873.95

Local Funds	Technology Integration Coordinator	$62,244.00
Local Funds	Technology Integration Coordinator	$92,072.89
Local Funds	Telecommunication Specialist I (50%)	$92,072.89
Local Funds	Director of Technology (25%)	$92,072.89
Local Funds	IT Specialist for installation/programming (Yr 1, YR2 40%)	$161,468.00
Local Funds	IT Inventory Specialist (YR1, Yr2 10%)	$54,606.72
Local Funds	Legal Counsel for teacher evaluation negotiation (Yr 1 = 3%; Yr 2 = 2%; Yr 3 and 4 = 1%)	$10,720.20
Prairie Meadows Foundation	Technology Funds	$1,311,108.00
State Funds	SUCCESS Program - social emotional supports	$5,440,000.00
State Funds	Iowa Core Curriculum and Teacher Quality Professional Development	$800,000.00

(F)(1)(c)(ii) Identification of one-time investments v. ongoing operation costs, with a focus on long-term sustainability strategies.

Source of Revenue	Description	Amount Years 1-4	One-time v. Ongoing
Federal Funds	Race to the Top – District grant	$29,952,047	Ongoing, 4 years
Federal Funds	AmeriCorps tutoring program (15 members providing math tutoring)	$237,000.00	Ongoing
Federal Funds	School in Need of Assistance Funds: $20,000 per school (x 29 schools)	$1,160,000.00	Ongoing
Federal Funds	School Improvement Funds - various school reform efforts	$820,000.00	Ongoing
Federal Title I Funds	Support for online learning (Fastt Math and Fraction Nation) in 29 schools X 6,500 per school (one time cost)	$188,500.00	One-time
Local Funds	Director of Curriculum, Instruction, and Assessment (Yr 1 = 75%; Yr 3-7 = 50%)	$359,166.00	Ongoing
Local Funds	Math Curriculum Coordinator for ES (100%)	$424,924.00	Ongoing
Local Funds	Math Curriculum Coordinator for MS (50%)	$212,462.00	Ongoing
Local Funds	Director of Teaching and Learning (10%)	$57,462.70	Ongoing
Local Funds	Executive Director of Elementary Schools (Yr 1 and 2= 2%; Yr 3	$9,513.96	Ongoing

	and 4 = 1%)		
Local Funds	Executive Director of Middle Schools (Yr 1 and 2 = 2%; Yr 3 and 4 = 1%)	$9,513.96	Ongoing
Local Funds	Principals (Yr 1 = 10%; Yr 2-7 = 5%)	$13,439.00	Ongoing
Local Funds	Grant Accountant (15%)	$33,873.95	Ongoing
Local Funds	Technology Integration Coordinator (25%)	$62,244.00	Ongoing
Local Funds	Technology Integration Coordinator (25%)	$92,072.89	Ongoing
Local Funds	Telecommunication Specialist I (25%)	$92,072.89	Ongoing
Local Funds	Director of Technology (25%)	$92,072.89	Ongoing
Local Funds	IT Specialist for installation/programming (Yr 1, YR2 40%)	$161,468.00	Ongoing, 2 years
Local Funds	IT Inventory Specialist (YR1, Yr2 10%)	$54,606.72	Ongoing, 2 years
Local Funds	Legal Counsel for teacher evaluation negotiation (Yr 1 = 3%; Yr 2 = 2%; Yr 3 and 4 = 1%)	$10,720.20	Ongoing
Prairie Meadows Foundation	Technology Funds	$1,311,108.00	Ongoing
State Funds	SUCCESS Program - social emotional supports	$5,440,000.00	Ongoing
State Funds	Iowa Core Curriculum and Teacher Quality Professional Development	$800,000.00	Ongoing

The specific costs and potential funding sources to sustain the project and scale up personalized learning to include reading in grades K-8 beyond the grant are detailed below:

Source of Revenue	Description	Amount Years 5-7
Federal Funds	AmeriCorps tutoring program (15 members providing math tutoring) 50%	$177,750
Federal Funds	School in Need of Assistance Funds: $20,000 per school (x 29 schools) (50%)	$870,000
Federal Title I Funds	Online Curriculum Tools $6500 per site x 29 sites for a site license (one time investment)	$88,500
Federal Title VI	Data Director database	$300,000

Funds		
Local Funds	Director of Curriculum, Instruction, and Assessment base salary + benefits x 4% annual increase (Yr 1 = 75%; Yr 3-7 = 50%)	$276,340
Local Funds	Reading Curriculum Coordinator for ES base salary + benefits x 4% annual increase(100%)	$365,420
Local Funds	Reading Curriculum Coordinator for MS base salary + benefits x 4% annual increase (50%)	$182,710
Local Funds	Director of Teaching and Learning base salary + benefits x 4% annual increase (10%)	$49,416
Local Funds	Executive Director of Elementary Schools base salary + benefits x 4% annual increase (Yr 1 and 2= 2%; Yr 3 and 4 = 1%)	$5,526
Local Funds	Executive Director of Middle Schools base salary + benefits x 4% annual increase (Yr 1 and 2 = 2%; Yr 3 and 4 = 1%)	$5,526
Local Funds	Legal Counsel for teacher evaluation negotiation base salary + benefits x 4% annual increase (Yr 1 = 3%; Yr 2 = 2%; Yr 3 and 4 = 1%)	$3,341
Local Funds	Principals base salary + benefits x 4% annual increase (Yr 1 = 10%; Yr 2-7 = 5%)	$23,578
Local Funds	Grant Director (Years 5-7 = 100% of base salary + benefits x 4% annual increase)	$345,076
Local Funds	Grant Accountant (15% of base salary + benefits x 4% annual increase)	$53,528
Local Funds	Technology Integration Coordinator (25% of base salary + benefits x 4% annual increase)	$79,180
Local Funds	Technology Integration Coordinator (25% of base salary + benefits x 4% annual increase)	$79,180
Local Funds	Telecommunication Specialist I (25% of base salary + benefits x 4% annual increase)	$79,180
Local Funds	Director of Technology (25% of base salary + benefits x 4% annual increase)	$138,857
Local Funds	Technology Replacement Fund (5%)	$1,036,092
Local Funds	IT Specialist (base salary + benefits x 4% annual increase)	$302,373

Local Funds	IT Specialist (base salary + benefits x 4% annual increase)	$302,373
Local Funds	Online Curriculum Tools $6500 per site x 20 sites for a site license (for non-Title I schools; one-time investment)	$130,000
Local Funds	Conferences (10 staff x 1,500 conference/year)	$45,000
Local Funds	Data Platform System	$300,000
Local Funds	Maintenance of technology (laptops and SRS systems)	$300,000
Prairie Meadows Foundation	Technology Funds (68% of student enrollment)	$983,331
State and Local Funds	Professional Development for Personalized Learning (outside of contract time) Summer Course Academies: $600 each x 950 educators x 3 years	$1,710,000
State and Local Funds	Materials for PD to expand to Reading (950 educators x 10 sessions per year x 5.00 per session) =	$142,500
State Funds	SUCCESS Program - social emotional supports (68% of student enrollment)	$4,080,000
State Funds	Iowa Core Curriculum and Teacher Quality Professional Development	$600,000

Note: This table is not part of the electronic budget spreadsheets. Please enter text for each project into this table or provide the information in another format that the applicant may choose. Please reproduce this table as needed.

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
Grant Director: The Grant Director will be a full-time employee and will be responsible for overseeing all aspects of the project. This position will supervise the day-to-day activities	Ongoing cost. 1 FTE @ $70,000 annual base + 4% increases annually over the four year grant cycle	$297,252

of the Personalized Learning Initiative, ensuring goals, activities, and performance measures are met. The Grant Director's duties will include Supervising the day-to-day activities of the IT Specialists and Technology Program Manager; Collaborating with principals, school staff, and central administrators; Facilitating Professional Development activities; Chairing the Advisory Council; Oversee budget expenditures; Coordinating program evaluation activities; and Providing quarterly and annual progress reports to DMPS staff and the Advisory Council. The Grant Director will help build capacity within DMPS to ensure sustainability of grant efforts after funding ends.	100% of time devoted to grant oversight and implementation.	
Information Technology Specialists: These two positions will be responsible for the design and implementation of the new data platform. They will focus on providing training to participating teachers on how to use the new data platform and providing technical support on using the new system. The IT Specialists will also provide technical support for educators' day-to-day needs and questions regarding the Student Response Systems and online learning tools as needed.	Ongoing cost. 2 FTE @ $60,000 annual base + 4% increases annually over the four year grant cycle = $254,788 per FTE x 2 FTEs 100% of time devoted to grant technology needs	$509,576
Technology Project Manager: This position ensure timely implementation and coordination of technology-related grant activities. Given the incredible amount of new technology that will be introduced into nearly 1,000 classrooms across more 49 buildings, a position will be dedicated to implanting and managing the influx of the new technology and troubleshooting with said technology. The Technology Project Manager will ensure technology-related project activities run on time and on budget.	Ongoing cost. 1 FTE @ $60,000 annual base + 4% increases annually over the four year grant cycle 100% of time devoted to grant project management.	$254,788
Teacher Professional Development – Balanced Assessment Framework, Personalized Learning within a Balanced Mathematics Framework: 950 teachers to participate in Summer Course Academies Professional Development for	Ongoing cost. $600/teacher (for 30 hours of training) x 950 teachers x 4 Yrs = 2,280,000 (for YR1 + 4% annual increase for Yrs 2-4)	$2,420,484

Personalized Learning Initiative. They will receive incentive pay as outlined by the comprehensive agreement ($300 per 15 hour course). Additional training will be conducted in embedded Professional Development.		
Evaluation System Advisory Group: During the development and initial implementation of the new principal/teacher evaluation system, outside-of-contract time (which is a negotiated rate of pay) is dedicated for the study and creation of the system.	Ongoing cost. 49 teachers x $25.55/hr x 17.25 hours (+4% increase each Yr)	$91,706
Teacher and Principal Professional Development – Teacher & Principal Evaluation Framework: Approximately 3,000 principals and teachers will participate in Professional Development regarding the new to-be-developed of principal and teacher evaluations. Every teacher and principal will receive approximately 4.5 hours of training outside-of-contract (which is a negotiated rate of pay). Additional training will be conducted in embedded Professional Development.	Ongoing cost. 13,527 hours x $25.55/hour = 341,271	$341,271
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
Grant Director fringe benefits (percentage of salary): includes paid time off, health/ dental/ vision/life insurance benefits, and contributions to state retirement system (IPERS).	Ongoing cost. 35% of salary	$104,038
Information Technology Programmers benefits (percentage of salary): includes paid time off, health/ dental/ vision/life insurance benefits, and contributions to state retirement system (IPERS).	Ongoing cost. 38% of salary x 2 FTE's 96,819 x 2	$193,638
Technology Project Manager benefits (percentage of salary): includes paid time off, health/ dental/ vision/life insurance benefits, and contributions to state retirement system (IPERS).	Ongoing cost. 38% of salary	$96,819
Evaluation System Advisory Group benefits (percent of wages): FICA and IPERS	Ongoing cost. 15.72% of wages	$14,417
Teacher and Principal Professional Development benefits	Ongoing cost.	$53,648

(percent of wages): FICA and IPERS	15.72% of wages	
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
Conferences to learn about effective implementation of Personalized Learning Initiatives for principals, educators, and central administration staff	Ongoing cost. 1 trip per staff per Yr x 10 staff x $1,500 per staff per Yr = $15,000/ Yr x 4 Yrs = 60,000	$60,000
Conferences for best practices in implementing Principal and Teacher Evaluation Systems for the core development team	Ongoing cost. 1 trip per staff per Yr x 10 staff x $1,500 per staff per Yr = $15,000/ Yr x 4 Yrs = 60,000	$60,000
Grant Director travel to and from 49 targeted schools	Ongoing cost. 49 sites x 1 trips per month x 10 months = 490 visits per Yr x $4.00 = $1,960 x 4 Yrs	$7,840
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
Data Platform System: yearly costs to utilize this tool that will link various databases together to allow for comprehensive assessment, analysis, and evaluation of student growth and achievement to inform personalized instruction	Ongoing cost. $100,000/ Yr x 4 Yrs = $400,000	$400,000
Data Director: yearly costs to utilize this cloud-based data system that houses Iowa Assessments data, Unit Assessment data, and Common Formative Assessment data (will link into Data Platform System)	Ongoing cost. $100,000/Yr x 4 Yrs = $400,000	$400,000
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
Student Response System electronic clickers for students to engage in personalized learning. (1 set = 32 clickers)	One time investment. 1 set @ $2,600 x 950 classrooms	$2,470,000
Student Response System Teacher Tablets to gauge student responses from clickers and guide interactive lessons on electronic whiteboards	One time investment. 1 tablet @ $300 x 950 classrooms = $285,000	$285,000

Student Response Systems Electronic Whiteboards to project and allow for interactive personalized lessons	One time investment. 1 whiteboard @ $4,200 x 950 classrooms = $3,990,000	$3,990,000
Student Response Systems Math Resources for personalized math lessons	One time investment. 1 set of resources @ $415 x 950 classrooms = $394,250	$394,250
Student Response Systems classroom audio system to ensure every word in every lesson comes in loud and clear	One time investment. 1 classroom audio system @ $1,500 x 950 classrooms = 1,425,000	$1,425,000
Classroom laptops to enable personalized learning environments through technology integration	One time investment. Kindergarten – 2nd grade: 399 classrooms x 10 laptops per Classroom = 3,990 laptops x $750 per laptop = $2,992,500 Grades 3-5: 399 classrooms x 14 laptops per classroom = 5,586 x $750 per laptop = $4,189,500 Grades 6-8: 198 classrooms x 30 laptops per classroom = 5,940 x $750 per laptop = $4,455,000	11,637,000
Classroom laptop carts to store laptops	One-time investment: 20 slot cart = $1034 30 slot cart = $1398 Grades K-5: 798 classrooms x 1 cart per classroom @ $1034 = $ 825,132 Grades 6-8: 198 classrooms x 1 cart per classroom @ $1398 = $276,804	$1,101,936

Online Learning Tools (software – FASTT Math and Fraction nation) that will provide personalized learning to students.	One time investment. $6,500 for a site license per site x 20 sites (29 sites at DMPS already have these programs through Title I funding)	$130,000
Other online learning tools (to be decided)	One time investment. $8,000 x 49 sites = $392,000	$392,000
Professional Development materials for personalized learning initiative: books, supplemental texts for various components as well as materials that provide students with multiple opportunities for practice.	One-time investment: Yr 1: 20 sessions x 950 educators x $8per participant = $152,000. Ongoing cost. Yrs 2-4: 10 sessions per Yr x 950 educators x $5.00 per participant = $47,500 x 3 Yrs = $142,500	$294,500
Materials and research for the core team designing the principal and teacher evaluation systems	Ongoing cost. $2,000 / Yr x 4 Yrs = $8,000	$8,000
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. **NOTE:** Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.		
Vendor-provided training for additionally identified online curriculum tools for personalized learning. DMPS will follow procedures for procurement under 34 CFR (Parts 74.40-74.48 and Part 80.36).	Ongoing cost. Negotiated flat rate, not to exceed $12,000	$12,000
Community Partner contracts for social-emotional services (scaling up evidence-based prevention services) DMPS will utilize a Request For Proposal bid process to select community partners.	Ongoing cost. $100,000 per Yr x 4 Yrs = $400,000 (via Request for Proposal bid process)	$400,000
Consultants for developing principal and teacher evaluation systems - to work with a core DMPS team of developers led by	Ongoing cost. $125,000 per Yr x 4 Yrs = $500,000	$500,000

Human Resources, advising the core team in the development of the new system (to include valid, reliable assessments that measure students' growth, as well as the process of using growth data to inform the evaluation system). DMPS will follow procedures for procurement under 34 CFR (Parts 74.40-74.48 and Part 80.36).	Ongoing support provided throughout the years.	
Maintenance of Data Platform	Ongoing cost. $2,000 per Yr x 3 Yrs (Yrs 2 through 4)	$6,000
Maintenance of Student Response Systems	Ongoing cost. $2,000 per Yr x 3 Yrs (Yrs 2 through 4)	$6,000
Installation of Student Response Systems	One time investment. 1 classroom @ $800 x 950 classrooms = $760,000	$760,000

7. Training Stipends
Explain what training is needed, and the purpose and relation to the project.
NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).

None		

8. Other
Explain other expenditures that may exist and are not covered by other categories.

Maintenance of computers / hardware	Ongoing cost. $12,000 per Yr x 3 Yrs (Yrs 2 through 4)	$36,000
Printing, postage, and supplies for general grant activities	Ongoing cost. $3,000 per Yr x 4 Yrs	$12,000

9. Total Direct Costs:
Sum lines 1-8.

		$29,165,163

10. Total Indirect Costs
Identify and apply the indirect cost rate.

Indirect cost rate is through the Iowa Department of Education and is included in the in the Appendix [Appendix Item 38]	2.68%	$781,626

11. Total Grant Funds Requested Sum lines 9-10.		
		$29,946,789

12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
AmeriCorps tutoring program (15 members providing math tutoring at schools that don't receive Title I funding) 50% of members time spent on math	Federal Funds $237,000	$237,000
School in Need of Assistance Funds: $20,000 per school (x 29 schools)	Federal Funds $1,160,000	$1,160,000
School Improvement Funds - various school reform efforts	Federal Funds $820,000	$820,000
Site licenses for online learning (Fastt Math and Fraction Nation) in 29 schools X 6,500 per school (one time costs)	Federal Title I Funds $188,500	$188,500
Director of Curriculum, Instruction, and Assessment (Yr 1 = 75% of time; Yr 3-7 = 50% of time)	Local Funds $301,703	$301,703
Math Curriculum Coordinator for ES (100% of time each Yr)	Local Funds $424,924	$424,924
Math Curriculum Coordinator for MS (50% of time each Yr)	Local Funds $212,462	$212,462
Director of Federal Programs and Grants (10% of time each Yr)	Local Funds $57,463	$57,463
Director of Teaching and Learning (10% of time each Yr)	Local Funds $57,463	$57,463
Executive Director of Elementary Schools (Yr 1 and 2= 2% of time; Yr 3 and 4 = 1% of time)	Local Funds $9,514	$9,514
Executive Director of Middle Schools (Yr 1 and 2 = 2% of time; Yr 3 and 4 = 1% of time)	Local Funds $9,514	$9,514

Legal Counsel for teacher evaluation negotiation (Yr 1 = 3% of time; Yr 2 = 2% of time; Yr 3 and 4 = 1% of time)	Local Funds $13,439	$13,439
Principals (Yr 1 = 10% of time; Yr 2-7 = 5% of time) x 49 schools	Local Funds $1,659,824	$1,659,824
Grant Accountant (15% of time each Yr)	Local Funds $62,244	$62,244
Technology Integration Coordinator (25% of time each Yr)	Local Funds $92,073	$92,073
Technology Integration Coordinator (25% of time each Yr)	Local Funds $92,073	$92,073
Telecommunication Specialist I (25% of time each Yr)	Local Funds $92,073	$92,073
Director of Technology (25% of time each Yr)	Local Funds $161,468	$161,468
IT Specialist for installation/programming (Yr 1, YR2 40% of time)	Local Funds $54,607	$54,607
IT Inventory Specialist (YR1, Yr2 10% of time)	Local Funds $10,720	$10,720
Technology Funds (68% of student enrollment targeted with grant project)	External Foundation Funds $1,311,108	$1,311,108
SUCCESS Program - social emotional support services (68% of student enrollment targeted with grant program)	State Funds $5,440,000	$5,440,000
Iowa Core Curriculum and Teacher Quality Professional Development for additional Professional Development (9% of funds toward project)	State Funds $800,000	$800,000
13. Total Budget Sum lines 11-12.		
		$43,214,960

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

---

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

  YES ☑   NO ☐

 If yes to question 1, please provide the following information:

 Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):

 From: <u>07/01/2012</u>   To: <u>06/30/2013</u>

 Current approved Indirect Cost Rate: <u>2.68</u>

 Approving State agency: <u>Iowa Department of Education</u>
 (Please specify agency)

Directions for this form:

1. Indicate whether or not the applicant has an Indirect Cost Rate that was approved by its State Educational Agency.
2. If "No" is checked, the applicant should contact the business office of its State Educational Agency.
3. If "Yes" is checked, indicate the beginning and ending dates covered by the approved Indirect Cost Rate. In addition, indicate the name of the State agency that approved the approved rate.
4. If "Yes" is checked, the applicant should include a copy of the Indirect Cost Rate agreement in the Appendix [Appendix Item 38].

APPENDIX

Table of Contents

Appendix Item 1. DMPS Balanced Assessment Framework.

Balanced Assessment Framework

The purpose of assessment is to evaluate the level of student learning or knowledge of a set of standards.

Questions to inform the assessment process:
- What is the purpose of the assessment?
  - What information do we need?
  - How will the information be used?
- When do you need the information?

Supporting structures
- Board awareness and supporting policies
- Building administrator support
- Professional development for teachers
- Well defined standards and benchmarks (Iowa Core alignment)
- Resources (time and supplies)

Future issues to address:

- District-wide screening and diagnostics

DMPS Balanced Assessment Framework

	Classroom unit/daily formative assessments	Classroom interim assessment	District interim assessments	District standards based assessments	External summative assessments
Purpose	• Measure student understanding of small pieces of content, skills and procedures. • Guidance to teacher on areas that are not attained and need to be re-taught • Indicator of student readiness for next concept • Real time adjustment to teaching and learning	• Measure attainment of standards from interval of instruction just completed • Measure retention of 'stepping-stone' concepts from previous interval • Give guidance to teacher to re-teach, change strategies, and identify student needs before end of year/course • Predictors of success on standards based end of year/course assessments • Student grade determination	• Monitor student progress • Shows what needs to be address to meet student needs • Predict performance on the Iowa Assessments	• Measure grade/course level attainment of standards • Use to change annual instructional pacing and strategies • Possibly used as part of student grade determination	• Evaluate cumulative learning • Make deCSions about schools (and subgroups) • Measure grade/course level attainment of concepts • Use to change annual curriculum guides • Progress Report to public/accountability • Provide information for future planning
Examples	Weekly test, Student Response Systems, student-teacher conferences, student self-monitoring systems, student demonstration of knowledge	Unit or quarterly exams, final project, performance based tasks	Scholastic Reading Inventory, Scholastic Math Inventory	District developed end of year/course standards based exam	Iowa Assessments, EXPLORE, ACT, AP exams, PA profile (kdg) and Tech assessment
Responsible for creation	Classroom teachers	Classroom teachers or collaborative (data) teams	External group of experts	District curricular teams	External group of experts
Report to	Teacher and student	Collaborative team, teacher, student , and parent	District, teacher, student, and parent	District, teacher, student, and parent	State/federal/AEA, school board/public, District, teacher, and student

Appendix Item 2. Balanced Mathematics Framework.

Balanced Mathematics Framework
• **Computations Skills (Math Review & Mental Math).** Math Review emphasized the development of number sense as students practice procedural mathematics and computational skills every day. Mental Math helps students become more skillful in computing math problems mentally.
• **Problem Solving.** Provides structure for problem-solving activities related to the current conceptual unit focus and general problem-solving rubric or scoring guide that is used throughout the year to assess student work.
• **Conceptual Understanding.** Helps students develop depth of mathematical understanding by connecting meaning to procedures.
• **Mastery of Math Facts.** Enables students to learn all their basic math facts by understanding patterns.
• **Common Formative Assessment.** Assessments that provide teachers with valid feedback as to students' current understanding and provide predictive value regarding how students are likely to perform on subsequent assessments.

Appendix Item 3. DMPS Alternative Teacher Contract.

<u>DMPS Alternative Teacher Contract Terms</u>

District's amended version post March 28th Committee Meeting

The District proposes these alternative contract terms in order to meet the changing needs of our students, the changing needs of the teaching profession and to fulfill the requirements of the PLAS Transformation Model memorandum agreed to by the DMEA and the District. The District recognizes that the students served by the DMPS staff are increasingly diverse in terms of ethnicity, native language, and socio-economic status and that the demands placed on our teachers require a higher level of focused support, especially for teachers new to the profession. The District also recognizes that teachers are necessary contributors to our students' and schools' success. Teachers need to have a voice in the leadership process of school improvement efforts, especially in our most challenged schools.

These alternative contract terms provide for comprehensive support for teachers in their first four years. To successfully provide this support, district staff needs more time with those new to the profession. While this contract is designed to help the district better serve its students by providing professional development and coaching in those areas where teachers are most in need of support, it is also designed to compensate teachers at a higher salary to recognize the additional demands on teacher time, attract top talent, and keep these new teachers in the profession for the long-term; there are no throw-away teachers.

At the end of six years, teachers will have earned a master's degree through curriculum developed collaboratively among the district, the DMEA, and the accredited institution of higher learning. Courses will be taught primarily by DMPS teachers and administrators with a focus on developing teacher efficacy. Upon completing the program, teachers will be uniquely positioned for career success as an educator in an urban setting and be very well-equipped to meet the needs of the increasingly diverse student body. Further, the support structures and professional development opportunities provided by the district will provide more opportunities for district teachers and administrators to collaborate in the interest of building social capital and organizational effectiveness.

The District will allow any first year teacher in 2012-2013 and future years to opt into these alternative contract terms. Teachers choosing these alternative contract terms shall continue under these terms through their first eight years of employment as a teacher with the District. If after four years in the program, teachers wish to opt out, they may do so by submitting written notification to the DMEA president and to the Executive Director of Human Resources by April 1 of their fourth year. Additional requests to opt out will be considered on a case-by-case basis.

Article	Summary of changes from current contract applicable to participants
I	Current Contract
II	Current Contract
III	Current Contract

IV.	Current Contract
V.	Current Contract
VI.	Current Contract
VII.	Current Contract
VIII.	Current Contract
IX.	Teachers in their first three years in the district will be evaluated each year by a team consisting of their principal, and two others: SIL, district curriculum coordinator, vice-principal, principal from another building, or a district executive director, with the principal serving as the evaluator of record. All members of the evaluation team should be certified as evaluators.
	Each teacher shall be formally observed by his/her employer for the purpose of evaluation at least two times during the first semester of each year and at least one time during the second semester of each year.
	Teachers in their first three years in the district will be assigned a support team consisting of at least three persons who will not serve as evaluators for the teacher. The team will consist of an administrator, one teacher in the same content area or grade level, and one mentor teacher in the same building, determined by the building principal. The purpose of this support team is to provide mentorship and non-evaluative support. A teacher or the teacher's support or evaluation team may request a fourth year of support. Extending the support is not equivalent to an extension of the probation period in Iowa Code 279.19.
	(Note: A support team could theoretically mentor several teachers in their first three years in the district, as long as care is taken to ensure that team members are not over-burdened, mentees have access to quality mentorship, and the membership of the team is consistent with the above-mentioned stipulations.)
	Teachers in years four through eight in the district will be evaluated each year by their principal or vice-principal.
X.	It is the expectation that teachers in their first eight years in the district do not transfer. Teachers may be allowed one transfer in their first eight years. To initiate a transfer, teacher must interview with a representative from the Human Resources Department to determine the reason for the transfer. The teacher may also request an interview with the DMEA. The transfer deCSion will be made by the Human Resources Department after the teacher interviews with the requested school's leadership team. Additional transfer requests will be considered by the Employer on a case-by-case basis and will be based on the needs of the teacher and the needs of the school system as determined by the Employer.
	It is the intent of the District to keep teachers in their original assignment. During times of reduction in force, teachers may be transferred by the Employer.
XI.	Current Contract
XII.	• Teachers in their first four years in the district shall participate in a series of

		district provided professional development courses developed collaboratively among the district and the DMEA, to include, but not be limited to: working with students in poverty, working with ELL students, data teams, writing to learn, standards-based assessment, gradual-release instructional model, and classroom management. Starting in the second semester of year four, teachers will begin coursework that counts toward their master's degree as outlined below.
		• Successful completion of this collaboratively-established curriculum will fulfill the prerequisites and a portion of the course requirements for a master's degree in effective teaching offered through DMPS in cooperation with an accredited institution of higher education.
		• If teacher successfully completes four years of teaching and completes the district professional development program, he/she will be renewed under this alternative agreement for year five on the alternative contract. If the teacher does not successfully complete four years on the alternative contract, he/she will revert to the traditional contract.
		• Teachers in years five through six in the district shall participate in a series of graduate courses developed collaboratively among the district, the DMEA and an accredited institution of higher education, to include, but not be limited to: utilizing technology to engage students in and improve student learning, content-specific instructional strategies, performance-based assessments, assessment literacy, utilizing data to guide/modify instruction, collaborative evaluation of student work, providing constructive feedback to students, peer collaboration/feedback strategies.
		• Successful completion of this collaboratively-established curriculum will fulfill the requirements for a master's degree in effective teaching offered through DMPS in cooperation with an accredited institution of higher education.
		• Teachers who successfully complete the master's degree will remain with the district for at least an additional four years, serving as teachers, teacher-leaders, mentors, or in other roles, with at least 50% of their time spent in direct contact with students.
		• If teacher successfully completes eight years of teaching and completes the district professional development program, earning a master's degree, he/she will be renewed for year nine on the traditional contract.
		• If teacher leaves district employment prior to completing eight years of service to the district, he/she will be required to reimburse the district for costs associated with the teacher's coursework toward his/her master's degree, per DMPS Board policy.
XIII.		Teachers in years one through eight in the district shall have a work week equivalent of 90 minutes longer than the current contract, as directed by the district, to participate in requisite professional development activities.
XIV.		Teachers in years one through four shall have two additional days of service for the purpose of participation in district-directed professional development. Teachers in years five through eight shall have one additional day of service for the purpose of participation in district-directed professional development.

XV.	Current Contract
XVI.	• Teachers in years one through four will receive an increase of pay equivalent to 1% of their base pay for successfully completing a year's service and, if making adequate progress in the collaboratively-established professional development program, will receive another 0.5% increase. • Teachers in years five through eight will receive an increase of pay equivalent to 1% of their base pay for successfully completing a year's service and making adequate progress in the collaboratively-established professional development and master's program. • Teachers in years five through eight will have the option of earning another 0.5% increase on their base salary by meeting student learning growth targets. Growth targets and how they are assessed shall be mutually agreed upon by the teacher and the building administration and may vary from teacher to teacher, team to team, and building to building. Growth targets shall be based on the needs of the students and shall clearly demonstrate meaningful student learning – respectful of multiple intelligences, varied needs of students, and different learning modalities, - which can be demonstrated through a variety of measures, including-but not limited to-portfolios, presentations, written work samples, essays, projects, performances, and tests. Growth targets must be based on the curriculum being taught and the District Graduate Ends and shall never be based solely on nationally-available, norm referenced tests. If the student growth targets are met, the teacher shall receive the additional financial compensation, which represents additional pay above and beyond the contractual salary, not a bonus. If student growth targets are not met, there will be no evaluative repercussions; however, teachers are encouraged, with support from their team, to reflect on the results and consider if adjustments in the teacher's practice and/or assessment method should be adjusted for the subsequent year. • Teachers in year nine will have an earned master's degree in teacher effectiveness through the district program from an accredited university and will be compensated per the already existing salary schedule on the appropriate cell for their experience and education. Teachers in year nine and beyond will have the option of earning another 0.5% increase on their base salary by meeting value - added growth targets.
XVII.	Current Contract
XVIII.	Current Contract
XIX.	Current Contract
XX.	Current Contract
XXI.	Current Contract

Salary Schedule

Years 1 -4

Year 1: $40,256 (or Generator Base x 1.41*) ($40,256)

Year 2: Year 1 salary x 1% or 1.5%   ($40,859)

Year 3: Year 2 salary x 1% or 1.5%   ($41,472)

Year 4: Year 3 salary x 1% or 1.5%   ($42,094)

Teacher earns a 1% increase for successfully completing a year's service and another 0.5% for completing collaboratively-established professional development program.

Years 5 – 8

Year 5: $45,680 (or Generator Base x. 1.6**)($45,680)

Year 6: Year 5 salary x 1% or 1.5%   ($46,365)

Year 7: Year 6 salary x 1% or 1.5%   ($47,061)

Year 8: Year 7 salary x 1% or 1.5%   ($47,767)

Teacher earns a 1% increase for successfully completing a year's service and collaboratively-established professional development program and another 0.5% for successfully meeting student growth targets.

The above salaries include the Teacher Salary Supplement, which may be adjusted in future years.

*Generator Base will be determined by the 2012-2013 negotiated agreement.

**Generator Base will be determined by the 2016-2017 negotiated agreement.

00845483-1\10390-002

Appendix Item 4. DMPS Comprehensive School Improvement Plan.

Des Moines Comprehensive Improvement Plan (CSIP)
September 15, 2012

Vision, Mission, Goals

1. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in reading?

> Instructional Strategies Currently Used in the District
> Reading:
> - Research based strategies from the HM Journeys Materials (©2012) in Grades K-8.
> - Writing to Learn Strategies (Doug Reeves and the 90/90/90 Study) in Grades K-12.
> - Gradual Release of Responsibility Instructional Model (Doug Fisher & Nancy Frey) in Grades K-12.
> - Reading Recovery Instructional Framework (Grade 1)
> - Reading / Small Group Differentiated Instruction in Grades K-8.
> - Pre/Post data analysis to select or group students in Grades K-12.
> - Ongoing formative data to monitor progress in Grades K-12.
> - Annual longitudinal data analysis to evaluate program impact in Grades K-8.
>
> In addition to all of the strategies and programs/services that were identified, the district will implement an array of formative assessments in reading, math, and science.

2. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in mathematics?

> - Technology implementation to enhance math instruction (6-12)
> - Instructional methods that support mathematical reasoning and problem solving (K-12)
> - Inquiry Based Math Instruction (6-8)

- Research based instructional strategies from Prentice Hall Investigations Series (K-5)
- Research based instructional strategies from Houghton Mifflin Harcourt Math Expressions Series (2-5)
- Differentiated math instruction (K-12)
- Focus on under-represented groups in higher level math (6-12)
- Annual longitudinal data analysis to select or group students in math (K-9)

In addition to all of the strategies and programs/services that were identified, the district will implement an array of formative assessments in reading, math, and science.

3. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in science?

- Technology implementation to enhance science instruction (6-12)
- Inclusion of technology as part of the science curriculum (K-12)
- Diagnosing and providing science instruction for different learning styles (K-12)
- Implementation of the Iowa Core Curriculum to include an emphasis on inquiry-based instructional practices.
- Embedding a variety of assessment types, including performance tasks, science. (K-12)
- Encouraging the participation of under-represented groups in higher level science and math (SCIENCE BOUND and Project Lead the Way.
- High-Quality Professional Development for teachers of science.
- Partnership with ISU on National Science Foundation Grant.

In addition to all of the strategies and programs/services that were identified, the district will implement an array of formative assessments in reading, math, and science.

4. Does the district use additional allowable growth for provisions for at-risk students 2012-2013?

◉ Yes ◯ No

1. What are the educational program goals for at-risk students?

- Close the achievement gap among ethnic groups in reading, math and science.
- Close the achievement gap between low and high socio-economic groups in reading, math and science.
- Close the achievement gap between special education and non–special education students in reading, math and science.
- Close the achievement gap between ELL and non–ELL students in reading, math and science.

- Reduce the gap in achievement between transition years of 5th to 6th and 8th to 9th grades.
- Increase the number of students who feel safe at and connected to school
- Increase attendance
- Decrease behavioral referrals

2. What are the educational program activities for at-risk students?

Programs and strategies used with high-risk students are based on research from the National Dropout Prevention Center at Clemson University and the Principles of Effectiveness for Safe and Drug Free Schools and Communities.

Research was also gathered from the Center for Research of the Education of Students Placed at Risk, Institute for Social and Emotional Learning (Positive Behavior Supports).

- Reading Recovery (1st grade)
- Reading/Differentiated Instruction (K-8)
- Instructional methods that support reasoning and problem solving (K-12)
- Focus on under-represented groups in higher level science
- Reading labs (9-12)
- Upward Bound (7-12)
- Science Bound (7-12)
- Prep Academy (7)
- Positive Behavior Supports
- Character Counts
- Cross-curricular: Understanding by Design and Project Based Learning
- SUCCESS
- Communities in Schools
- Academic Support Labs
- At-risk Coordinators
- Seniors Summer School

5. What diagnostic assessment tools does your district use in each of grades K, 1, 2, 3 to assist teachers in measuring reading accuracy and fluency skills, including but not limited to phonemic awareness, oral reading ability, and comprehension skills?

- Benchmark tests for kdg-12th grade levels in literacy.
- PA Profile (PAP) in grades kdg and 1 to measure proficiency and monitor progress in phonemic awareness and phonics.
- Basic Reading Inventory (BRI) in grades kdg-3 to monitor progress in accuracy, fluency, and comprehension.
- Scholastic Reading Inventory (SRI) in grades 3-9 to monitor ability to read and comprehend (with 75% comprehension) grade level text.

6. What activities are in place for K-3 students to achieve a higher level of success in the basic skills?

Reading:

- Research based strategies from the HM Journeys Materials (©2012) in Grades K-8.
- Writing to Learn Strategies (Doug Reeves and the 90/90/90 Study) in Grades K-12.
- Gradual Release of Responsibility Instructional Model (Doug Fisher & Nancy Frey) in Grades K-12.
- Reading Recovery Instructional Framework (Grade 1)
- Reading / Small Group Differentiated Instruction in Grades K-8.
- Pre/Post data analysis to select or group students
- Ongoing formative data to monitor progress

Math:

- Instructional methods that support mathematical reasoning and problem solving
- Research based instructional strategies from Prentice Hall Investigations Series (K-5)
- Research based instructional strategies from Houghton Mifflin Harcourt Math Expressions Series (2-5)
- Differentiated math instruction (K-12)
- Early Number Concepts (K-1)

7. What are the district's measureable, long-range goals to address improvement in reading?

All students in grades K-12 read at or above grade level.

8. What are the district's measureable, long-range goals to address improvement in mathematics?

All students in grades K-12 perform at or above grade level in mathematics .

9. What are the district's measureable, long-range goals to address improvement in science?

All students in grades K-12 perform at or above grade level in science.

10. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

⦿ Yes ◯ No

1. What are the district's goals related to K-3 reading or mathematics?

1. All students in grades K-12 read at or above grade level

2. All students in grades K-12 perform at or above grade level in math.

11. Is the district accepting Early Intervention funding to be spent on class size reduction?

⦿ Yes ◯ No

1. What are the district's goals related to class size reduction?

The state goal is no more than 17 students per teacher in kindergarten through third grade classrooms and Des Moines is working towards that goal also.

Collaborative Relationships

12. What are the district's activities and cooperative arrangements with other service agencies/groups and strategies for parental involvement to meet the needs of at-risk students?

- The United Way of Central Iowa has a partnership with Reach Out to Dropouts program to bring student back into the schools.
- EFR has a student assistance program

13. Describe the district's major education needs and how the district has sought input from the local community at least once every five years about these needs.

District and building information is shared with various stakeholder groups, including the Des Moines school board, Comprehensive School Improvement Advisory Committee (CSIAC), and various community organizations.

The CSIAC reviews data from the district leadership group and makes recommendations back to the group and the school board regarding district-wide prioritized needs, possible adjustments to CSIP goals, and the programs and services provided to students. The Des Moines school board makes decisions based on these recommendations

The Des Moines Public Schools can expect to see an increase of at least 3% per year in the number of students who receive free/reduced lunch. The district learning needs reflect specific areas of concern for students of low socio-economic status and students with limited English-language skills. The district will need to implement research-based programs to assist students in overcoming the effects of poverty. Major educational needs are to:

- Close the achievement gap among ethnic groups in reading, math and science.
- Close the achievement gap between low and high socio-economic groups in reading, math and science.
- Close the achievement gap between special education and non–special education students in reading, math and science.
- Close the achievement gap between ELL and non–ELL students in reading, math and science.
- Reduce the gap in achievement between transition years of 5th to 6th and 8th to 9th grades.

- Develop a plan to assess the impact of professional development on student learning.
- Provide professional development that is informed through item analysis of IA Assessments, district benchmarks and other data points to identify areas of instructional needs.
- Increase the number of students who feel safe at and connected to school
- Implement consistent district-wide data collection and reporting in the area of integrity of implementation of content area curriculum and effective teaching strategies.

The district uses a variety of means to gather input and share information with the public, in a combination of both public meetings and numerous online opportunities. During the first half of 2012, the district held a series of Community Conversations to discuss the end goals for our graduates, which were developed five years ago, gather input and ideas for how those goals could be improved and updated, and discuss other issues on supporting the academic needs for students. The Community Conversations consisted of five town hall meetings held at middle schools throughout the city in addition to an online survey. All parents as well as district staff were invited to participate in this process via postcard mailings as well as by email.

14. Describe the district's student learning goals and how the district has sought input from the local community at least once every five years about these goals.

District goals are:

1. All students in grades K-12 read at or above grade level.
2. All students in grades K-12 perform at or above grade level in math.
3. All students in grades K-12 perform at or above grade level in science.
4. The achievement gap between low-income and non-low-income students will be reduced in reading, math, and science.
5. The achievement gap between minority and non-minority students will be reduced in reading, math, and science.
6. All students will feel safe at and connected to school.
7. All students will use technology in developing proficiency in reading, mathematics, and science.

District and building information is shared with various stakeholder groups, including the Des Moines school board, Comprehensive School Improvement Advisory Committee (CSIAC), and various community organizations.

The CSIAC reviews data from the district leadership group and makes recommendations back to the group and the school board regarding district-wide prioritized needs, possible adjustments to CSIP goals, and the programs and services provided to students. The Des Moines school board makes decisions based on these recommendations.

182

Annual reporting is made to the school board and the public on the progress of each of the student learning goals.

The district uses a variety of means to gather input and share information with the public, in a combination of both public meetings and numerous online opportunities. During the first half of 2012, the district held a series of Community Conversations to discuss the end goals for our graduates, which were developed five years ago, gather input and ideas for how those goals could be improved and updated, and discuss other issues on supporting the academic needs for students. The Community Conversations consisted of five town hall meetings held at middle schools throughout the city in addition to an online survey. All parents as well as district staff were invited to participate in this process via postcard mailings as well as by email.

Learning Environment

15. What are the district's goals that support the incorporation of multicultural and gender fair curriculum into the educational program?

One of the district goals is:

Graduates have world awareness

- They understand the rights and obligations of citizenship at local, state, national and global levels
- They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work and community contexts
- They are aware of issues facing the world
- They are actively engaged in community life

This goal summarizes the view that the curriculum represents a multicultural gender fair view at all times within the educational program.

16. Is the district accepting Title II, Part D funds in 2012-2013?

> ○ Yes ● No

17. Does your district offer any online courses?

> ● Yes ○ No

1. Please provide a description of your online curriculum.

> The *e-2020* curriculum is used in the Academic Support Labs for the purpose of credit recovery for individual students. It is modified to align with Des Moines' content and curricular standards.

Curriculum and Instruction

18. Please list the district's content standards for reading for all grade levels that the district serves.

> For literacy, the Iowa Common Core Standards are used in Grades K-12, which includes the following strands:
>
> - Reading (Literature, Informational & Foundational)
> - Writing
> - Language
> - Speaking & Listening

19. Please list the district's content standards for mathematics for all grade levels that the district serves.

> For mathematics and science, the National Council of Teachers of Mathematics and the National Science Standards provide the framework for instructional practice. Teachers incorporate practices identified through the state initiatives of Every Student Counts and Every Learner Inquires.

20. Please list the district's content standards for science for all grade levels of students who attend the

school/school district.

For mathematics and science, the National Council of Teachers of Mathematics and the National Science Standards provide the framework for instructional practice. Teachers incorporate practices identified through the state initiatives of Every Student Counts and Every Learner Inquires.

Professional Development

21. How does the district ensure that professional development activities are aligned with its long-range student learning goals?

The district goals were identified based on student data, and the content for professional development is based on district goals.

22. Describe the district's sustained professional development related to the integration and effective use of technology for teachers, principals, administrators, and school media library personnel.

On-going and sustained professional development opportunities are provided to assist teachers, administrators, and school librarians in using online resources and other educational software products and in integrating literacy skills and information technology across the curriculum. Professional development is also provided to support teachers and administrators' skills in using information systems to collect and analyze data for better instruction.

23. What research-based staff development practices does the district have in place?

The district professional development plan implements a repertoire of appropriate research-based strategies to increase student achievement and encompass the components of the Iowa Professional Development model. District professional development

requires that teachers:
- Analyze achievement data
- Develop action plans to address individual student needs
- Monitor student progress on an ongoing basis
- Study the frequency and fidelity of the implementation process

24. Describe how the district uses data analysis (goals, student achievement data and other data) to guide professional development. Include specific activities, resources and timelines.

Des Moines Public Schools has implemented a data teams process where staff meets regularly with administration to analyze data, determine instructional goals and strategies, and to examine areas of growth or concern for academic success. Data teams will meet and implement the established process before and after scheduled benchmark assessments. This includes: collecting and charting data, analyzing strengths and obstacles, establishing SMART goals, and determining common strategies and results indicators. Tiered intervention systems for addressing academic concerns will be identified and implemented. Tiered intervention systems provide early intensive intervention for students most at risk (those who require occasional additional instruction as well as those requiring long term support).

25. Describe the district's plan for professional development, specifically focusing on curriculum, instruction, and assessment that targets student achievement.

Des Moines Public Schools Teaching and Learning Department will meet with building leadership teams monthly to discuss curriculum, instruction and assessment. Each month the meetings will have a theme (e.g. August – School Improvement Plans; September –Common Formative Assessments). This structure will replace regional literacy and/or math meetings and the current meeting structure for Write to Learn Professional Development sessions.

In addition, the Teaching and Learning Department have created three modules to provide differentiated support to buildings. Each module will consist of a full-day training, specifically designed for ES or MS/HS to supplement implementation gaps and/or deepen mastery of T&L initiatives. Modules will be offered both 1st and 2nd semester. Registration information and session dates will be available in the Fall.

26. How do the district's professional development learning opportunities align with the Iowa Teaching Standards?

The professional development actions described above align directly with the Iowa Teaching Standards and Criteria.

27. Describe how professional development contains all the elements of effective professional development for student achievement (theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching). Include specific activities, resources, and timelines.

Below is our professional development plan that incorporates the Iowa Professional Development Model as well as research regarding Structured School Improvement.

Professional Development Adjusted Dismissal Wednesdays District PLCs	Educator Quality Professional Development Day September 26	Monthly Teaching & Learning Meetings with Building Leadership Teams	Focus Groups to Support District Collective Commitments Data Teams and Write to Learn
On May 1st the Board approved the continuation of an early release on Wednesdays. The directed days will be split in order to facilitate more grade-specific content discussions (see attached schedule). Instructional staff will continue to receive one day per month for planning. Schools will also have approximately two days per month to provide PD that meets their building improvement needs. • We will have District PLCs 8 times throughout the school year. • These District PLC sessions will include ALL teachers from the building.	The September 26 Educator Quality Professional Development Day will look similar to the recent February 20 PD day. Building leadership teams, curriculum coordinators, individual teachers and teacher teams will facilitate sessions directly linked to ongoing building and district improvement initiatives. The	Purpose: To strengthen capacity at the school level in order to support ongoing teacher professional development focused on the IACCS, effective instruction, and balanced assessment. Meeting structure: **Elementary** 8:30-11:30 Literacy/ELL 12:30-3:30 Math/Technology Integration	The T&L department will create three modules to provide differentiated support to buildings. Each module will consist of a full-day training, specifically designed for ES or MS/HS to supplement implementation gaps and/or deepen mastery of T&L initiatives. Modules will be offered both 1st and 2nd semester. Registration information and session dates will be available in the Fall.

• Curriculum coordinators are working to devise a schedule so there is no conflict or overlap. • An updated schedule dated 19 June 2012 is attached. • Please review additional supporting documents.	majority of the sessions will be held in District facilities. The following changes are incorporated into the plan for September 26. Eliminate the priority registration process Enhance training at the building level on the registration process Code the sessions differently so that it will be easier find classes Create a proposal form that will be housed in Infinite Campus (submission of session proposals and registration will all take place via IC) Workshop facilitators will receive a checklist	**Middle & High** 7:45-10:45 ELA/Social Studies/ELL 12:00-3:00 Math/Science/Technology Integration The T&L department will meet with building leadership teams (three participants maximum) monthly to discuss curriculum, instruction and assessment. Each month our meetings will have a theme (e.g. August – School Improvement Plans; September –Common Formative Assessments). This structure will replace regional literacy and/or math meetings and the current meeting structure for WtL PD sessions.	Training sessions will be held during the school day, therefore, buildings will need to pay for substitute costs. Building administrators are strongly encouraged to attend. All teachers new to the District will receive *Module 1: Collaborative Meetings and the Instructional Data Teams Process* training during the month of September and/or October. The T&L department will cover the costs for every teacher that is new to District to assure that they receive the training (dates TBD).

188

			to help them manage the workflow process			
			Timeline for September 26		**Meeting Dates**		
			May 7	Session proposal form to be sent to all staff	ES	MS & HS	**Focus Group PD Modules**
			May 18	Session proposals due	September 25	September 27	**PD Module 1**: Collaborative Meetings and the Instructional Data Teams Process
			Aug 20	Registration opens	October 23	October 25	
September		Sample	Aug 31	Registration closes	November 27	November 29	
	5	District ES/Building MS&HS	Sept 5	List of non-registered employees to be sent to building principals and office managers	January 22	January 24	**PD Module 2**: Understanding the IA Common Core Standards
	12	Teacher Directed	Sept 10	Late registration deadline	February 26	February 28	
	19	District MS&HS/ Building ES	Sept 20	Session rosters updated	March 26	March 28	**PD Module 3**: Writing to Learn (WtL) Strategies
	26	District/Building/Teacher EQ PD DAY	Sept 21	Session rosters sent to presenters	April 23	April 25	
		Heartland AEA support		Heartland AEA	Heartland AEA support		Heartland AEA support

	support		

28. How does the district ensure that professional development includes all K-12 teachers responsible for instruction?

Des Moines Public Schools has designated monthly professional development days that are focused on the Iowa Core content and characteristics of effective instruction. These sessions are planned by district curriculum coordinators for specific target audiences. All teachers are engaged in this professional development, including those responsible for Title I, Special Education, At-Risk, ELL, and Gifted and Talented. Special education teachers are included in all professional development in math and reading, and special education teachers are encouraged to collaborate with regular education teachers.

29. Who are the district's approved professional development providers?

The district utilizes the following providers:
- Professionals that have been approved by Heartland AEA 11,
- Trainers from higher education institutions
- Nationally recognized trainers
- Trainers from the Curriculum Department

Monitoring and Accountability

30. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2011-2012.

Assessment	Other
Analytical Reading Inventory	

31. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2011-2012.

Assessment	Other
District Developed Tests; District Wide Assessments	

32. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2011-2012.

Assessment	Other
District Developed Tests; District Wide Assessments	

33. Does the district accept Title III funds 2012-2013?

● Yes ○ No

1. Describe the professional development that is provided to improve curriculum, instruction, and assessment for Limited English Proficient children.

To better support ELL students, professional development is delivered in accord with research based models. Five instructional support staff facilitate professional development for both ELL and classroom teachers. Outside agencies of McREL and Pearson Education also provide workshops.

2. How does the district annually assess the English proficiency of limited English proficient students?

I-ELDA is used to measure English Language Learner proficiency. Teachers also keep a Portfolio of achievement for students receiving ELL services.

3. How does the district ensure that its English language instruction educational program assists LEP students to develop English proficiency?

Data is disaggregated to monitor progress.

The service delivery service model was developed, factoring in both the level of language proficiency on I-ELDA and the level of achievement in all content areas.

The Delivery Service Model is aligned with district curriculum, IA Core and ELL curriculum guides.

34. Is the district accepting Perkins funds in 2012-2013?

● Yes ○ No

1. How does the district independently evaluate and continuously improve the performance of all of its career and technical education programs?

A comprehensive program evaluation is conducted to determine annual Perkins priorities. The evaluation process includes review of the following data: enrollment, student information, student data from the end-of-year program report, academic attainment, graduation rates, technical skill attainment, equipment needs, industry trends, employment trends, and facility needs. The district will review the career and technical programs and adopt strategies, when appropriate, for special populations so that success is increased throughout the program.

2. Describe the comprehensive professional development that is provided for career and technical teachers, academic teachers, guidance staff, and administrative personnel?

Comprehensive professional development is provided for career and technical staff, academic, guidance and administrative personnel through professional conferences, workshops offered in collaboration with other departments, community colleges and universities, credit courses and school improvement initiatives. The focus is to improve student achievement through collaboration and communication.

35. Does the district accept Title I funds 2012-2013?

◉ Yes ○ No

1. How does the district conduct an annual review of the effectiveness of parental involvement in Title I programs?

The Title I Parent Involvement initiatives are evaluated annually by each Title I school through the school-wide plan revision process. School-wide teams survey parents and use the results, as well as parent input, to improve the parent-school partnership.

36. Does the district accept Title II, Part A funds 2012-2013?

◉ Yes ○ No

1. Describe how the activities funded through Title II, Part A will have a substantial, measurable, and positive impact on student academic achievement.

Title II provides additional staffing to buildings in order to support varying student needs in literacy and math. Students receive more opportunities for small group instruction and interventions that target specific skill support. Student progress is regularly monitored in buildings and support is adjusted based on the needs of students.

Technology is used as a supplemental learning tool in every elementary school. Educational software and technology is used for extended learning opportunities.

37. How does the district evaluate its Beginning Teacher Induction and Mentoring program?

All mentees complete Participant Feedback surveys annually that are used by the instructors to reflect on the mentor program and to adapt the program to meet the needs of the participants.

38. How does the district evaluate the effectiveness of its district career development plan by analyzing teacher data about the implementation of instructional strategies?

Administrators review, revise and monitor career development plans yearly. Career development plans support district and building school improvement goals. Teachers identify areas for growth in their teaching methods in order to improve instruction in the classroom. They target specific strategies based on their data in order to make a greater impact on student achievement in the classroom. Administrators analyze effectiveness through implementation plans, observational data, and artifacts supporting growth.

39. How does the district evaluate the effectiveness of its career development plan by analyzing student achievement data?

Due to regular analysis of data (data teams), teachers and administrators are able to monitor student progress. They are responsible for the growth of all students in their classroom and at their grade level. Grade level teams are able to develop plans and identify strategies based on their data. Their plans of implementation use the best researched based teaching strategies that can have a direct and positive impact on student achievement.

40. How does the district evaluate the effectiveness of its career development plan by analyzing formative and summative data?

The district provides an assessment plan for all teaching staff. This allows teachers to assess at specific times during the year in order to regularly analyze their classroom and grade level data. Through the use of data teams, the building principal monitors teacher's formative and summative data. Career development plans can be updated on an annual basis based on their data and progress toward meeting their goals.

41. Describe how the district administers district-wide assessments and analyzes results of these assessments for all students (IEP, ELL, FRL, etc.) in reading and mathematics.

All students enrolled on the first day of the test administration for AYP participate in the testing. Schools are responsible for accounting for any students who are not tested and determining the reason for their absence.

Students with an IEP participate in accordance with their IMS status – either the IA Assessment or an alternate as delineated in their IEP.

Trend data of proficiency has been maintained for over 10 years, including all subgroups and their relative achievements compared to each other. The data is analyzed separately for all students tested and for those who are labeled as 'full academic year' (FAY) to see trends in achievement.

42. How does the district monitor goal attainment for individualized education programs (IEPs)?

Progress toward IEP goals is measured through progress monitoring for each individual student and adjustments are made to instruction as needed. Goal attainment data is gathered and analyzed by student, school, zone and district. District-wide evaluation results are disaggregated and analyzed for students with IEPs.

43. What evidence-based activities does the district have in place designed to improve individual student performance resulting from the provision of special education?

The District uses evidence based practices in all academic and behavioral areas in the provision of special education services. The data team process is used to monitor the effectiveness of strategies as well as to lead discussions around changes that should be made in instruction, accommodations and services to meet the needs of the individual learner.

44. How does the district evaluate its at-risk program?

Des Moines has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet prioritized student needs. This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to progress in meeting program expectations
- Identification of any additional program goals (program expectations)
- Identification of variables which affect performance
- Identification of the indicators by which program effectiveness will be judged relative to performance
- Development of procedures for collecting information about performance

- Collection and analysis of performance data
- Comparison of the information regarding performance with the program goals
- Communication of results of the comparison to appropriate audiences

An annual evaluation is completed that analyzes attendance rates, IA assessment performance, and progress in earning credits toward graduation for all students that are served by Dropout Prevention programs.

45. How does the district evaluate its gifted and talented program?

Each year, information is gathered from parents, teachers, students, and G/T consultants. The Gifted and Talented Program Self-Audit/Reflection model developed by the Heartland School Improvement Consultants is used. This is a systematic guide for program evaluation. An in-depth evaluation of student achievement is done in conjunction with the Heartland GT consultant every five years.

46. Describe the district's long-range needs assessment analysis for locally established student learning goals.

The first three locally established student learning goals are:

1. All students in grades K-12 read at or above grade level.

2. All students in grades K-12 perform at or above grade level in math

3. All students in grades K-12 perform at or above grade level in science.

A review of achievement in those areas and trends across time show that the goals are not consistently met. In 2011-12 a review of the *IA Assessments* scores showed :

- 63% of students in grades 3-5 were proficient in reading, 50 % in grades 6-8 and 67% in grade 11.
- Likewise in Math, 64% of students in grades 3-5 were proficient, 59% in grades 6-8 and 60% in grade 11.
- In Science, 61% were proficient in grades 3-5, 56% in grades 6-8 and 66% in grade 11.

An analysis of disaggregated student achievement data showed that there were discrepancies in how well the different subgroups performed on the assessments. The following two learning goals are a result of that analysis of data. As the percent of children in poverty has increased in Des Moines, so too has the need to address the specific learning needs of those students.

196

4. The achievement gap between low-income and non-low-income students will be reduced in reading, math, and science.

- In grade 4 in 2011-12, twenty-four % more of the non-low-income students were proficient in Math than those who were low-income.

5. The achievement gap between minority and non-minority students will be reduced in reading, math, and science.

- In 4th grade in 2011-12, there was a gap of approximately 17% proficiency between White and Hispanic students and a gap of approximately 34% between White and African-American students on the math test of the *IA Assessments*.

In addition to these two goals, the following needs are also addressed:

Close the achievement gap between special education and non–special education students in reading, math and science.

- In 4th grade there was a gap in Math of 40% proficiency between students with an IEP and those without one.

Close the achievement gap between ELL and non–ELL students in reading, math and science.

- In 4th grade in 2011-12 there was a gap in math proficiency of approximately 13% between ELL and non-ELL.

Reduce the gap in achievement between transition years of 5th to 6th and 8th to 9th grades.

- Between 5th and 6th grade the percent of students who were proficient in reading dropped from 72% in 2010-11 in 5th grade to 49% in 2011-12 in 6th grade.

All of these needs to address academic achievement are being met in a myriad of ways in the district educational programs. Programs exist to address needs of at-risk, ELL, gifted, and special needs students in addition to the core curriculum which is being taught in all classrooms.

6. All students will feel safe at and connected to school.

Data from the Iowa Youth Survey led to this goal. As a result, K-5 guidance counselors implement a research based (based in

Olweus) anti-bullying curriculum for elementary school students.

DMPS has a district step-by-step bullying and harassment investigation procedure aimed to decrease bullying and handling all bullying/behavior incidences in a safe and efficient manner. Building staff has yearly training on bullying and behavior issues to ensure consistent handling of instances throughout the district.

7. All students will use technology in developing proficiency in reading, mathematics, and science.

As the pace of society has changed and the use of electronic devices from cell phones to I-pads to computers has become the norm rather than the occasional activity, a need has arisen for students to be fluent in using those tools and to have the skills to adapt to their changes. Specific courses are included in the curriculum so that students can learn how to become proficient with technology and eventually use it for mastery of other subjects.

- All students are assessed in in 7th grade on their skills in using technology. An average of 80% has been proficient in the last three years. With this mastery high school courses are able to expect more work from students using technology.

Appendix Item 5. Logic Model.

Situation	Inputs	Activities	Outputs	Outcomes

Situation

Recent assessment data demonstrates that K-8 students are not performing at grade level in math and need a rigorous, personalized learning environment to ensure college-readiness and career success.

Priorities

Personalized learning system to improve student outcomes

Development of a continuous school improvement process guided by a well-developed data structure

Ensure collaborative, data-based decision making culture

CFA = Common Formative Assessment

CCS = Common Core State Standards

DMEA = Des Moines Education Association

PD = Professional Development

Inputs — Resources
Grant funding

District Leadership
- Carry out vision
- Oversight & Continuous improvement system

DMEA

Curriculum & Instruction Staff
- Instructional materials
- Curricular alignment
- PD training and monitoring

Assessment Staff
- Balanced assessment system
- Data collection/ reporting system

Technology Staff
- Technology services
- Devices
- Software

Students, Parents
- Input/ advisory council
- Training

Community Based Organizations
- Training
- Technology access
- Social/emotional supports

Activities — What We Do
District Leadership
- Communicate vision and plan for personalized learning to improve outcomes
- Provide oversight for system/ continuous monitoring process
- Provide student social/ emotional support programs

Curriculum & Instruction
- Audit curriculum to ensure alignment with CCS
- Identify research-based instructional materials
- Ensure instruction/ intervention alignment with math program
- Support Balanced Math Framework
- Ongoing PD/ Training

Assessment & Data
- Create test bank for CFA
- Create Student Data Profiles of multiple diagnostic metrics
- Acquisition/ implementation of data collection/reporting systems

Technology
- Classroom level audit of technology
- Develop & train on student response system to gather real-time diagnostic data
- Install hardware/ software

Teaching
- Utilize Student Response Systems and Student Data Profiles to provide personalized instruction to students in math

Outputs — Evidence
District Leadership
- Documented expectations, delivery of goals and outcomes
- Acquisition of instructional materials/ hardware/software

Curriculum & Instruction
- Curriculum audit completed
- Online personalized learning system implemented
- Professional Development and trainings completed

Assessment & Data
- Data collected
- Reports completed

Teaching & Learning
- Teachers utilizing Student Data Profiles and Student Response Systems to tailor instruction
- Utilization of test bank for creation of CFA
- Students utilizing multiple modalities to demonstrate personalized learning

Parents
- Parents trained and accessing Student Data Profiles

Community Based Organizations
- Partners trained on online learning tools and offering technology access

Outcomes

Short Term
- Math curriculum aligned to CCS
- Teacher completion of PD on personalized learning (curriculum and technology systems)
- Parent completion of Student Data Profile systems training
- Community partners completion of training - online learning tools for math curriculum

Mid Term
- Personalized instruction delivered in K-8 math classrooms
- Increase in student growth data
- Increase in positive student attitudes
- Increase in student engagement
- Increase in parents accessing Student Data Profiles

Long Term
- Increase percent of students mastering Algebra I content in 8th grade and 9th grade
- Increase math CCS mastery
- Increase Algebra readiness
- Increase percent of students making at least one year's growth in math
- Increase math academic achievement
- Increase math college readiness
- Increase number of effective teachers and principals
- Increase number of highly effective teachers and principals
- Increase graduation rate
- Increase percent of students pursuing post-secondary education

Personalized Learning Defined

Personalized learning embodies the customization of instructional practice, data utilization, and appropriate interventions in real-time to ensure that the unique needs of each student are met.
Harnessing technology in concert with a balanced assessment framework will enhance teacher capacity to establish, monitor, and meet individual learning goals based on student learning styles and interests.

Evaluation
Focus – Collect Data – Analyze and Interpret – Report

Appendix Item 6. Ten-year analysis of ITBS Math achievement for 4th and 8th grade.

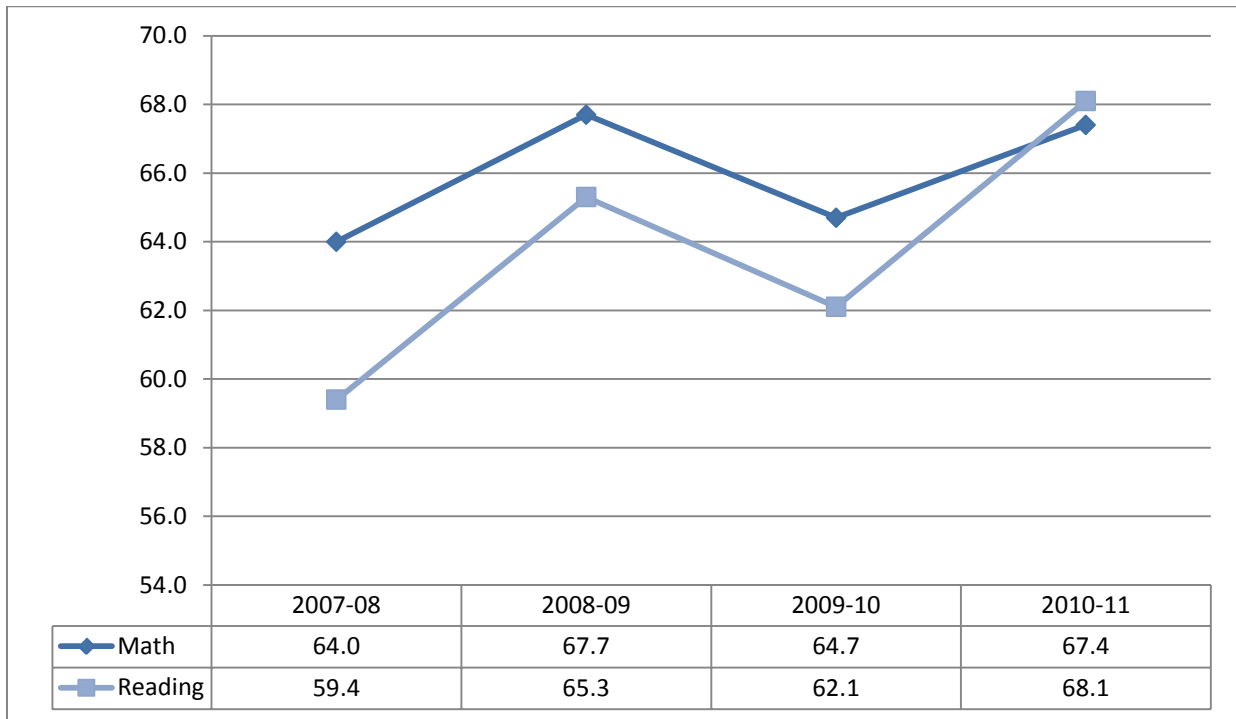**4th Grade ITBS Math achievement has been making gradual growth over the last 5-6 years.**

- 68.9% of 4th graders were proficient in Math.
- 52.8% of 4th grade African- American students were proficient in Math, the highest in 6 years.
- Achievement gap between 4th grade African-American and White students in Math narrowed by 8.9% from previous year, from 33.5 to 24.6 % different.
- 62.1% of 4th grade Latino students were proficient in Math, the highest in 5 years.
- 61.7% of students in 4th grade eligible for free/ reduced lunch were proficient in Math, the highest percent in 5 years.
- 41.3% of Special Education students in 4th grade were proficient in Math, the highest percent in 6 years.

8th Grade ITBS Math achievement has truly increased over the last 10 years, with a steadily upward trend. Three groups that have been historically underachieving that have shown growth are Latinos, Special Ed, and low SES.

- 63.3% of 8th graders were proficient in Math. This high was reached in 2009-10 and maintained in 2010-11, the highest percent proficient in the 10 years of monitoring.
- 55.0% of 8th grade Hispanic students were proficient in Math; this high was reached in 2009-10 and maintained in 2010-11, an increase of 25.7% proficient from the beginning of the 10 year monitoring period.
- 73.6% of 8th grade White students were proficient in Math, also the highest percent in the 10 years of monitoring.
- Achievement gap between 8th grade Hispanic and White students in Math narrowed by 14.0% over the 10 year period, from 32.6% gap to 18.6 % gap.
- 54.3% of 8th grade students eligible for free/reduced lunch were proficient in Math. This high was reached in 2009-10 and maintained in 2010-11, an increase of 19.6 % proficient from the beginning of the 10 year monitoring period.
- 24.9% of Special Education students in 8th grade were proficient in Math, the highest percent in the 10 years of monitoring.
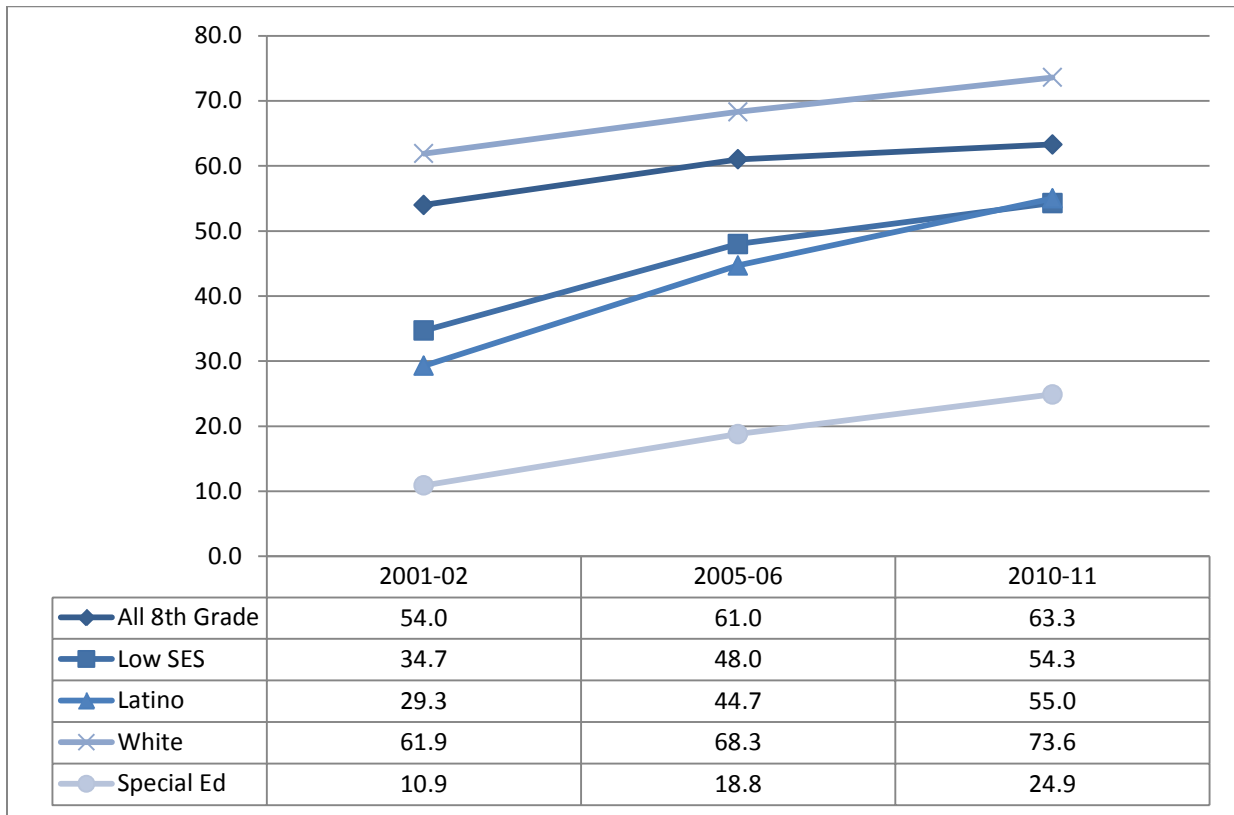
Appendix Item 7. Proficiency Trendlines of 4th Grade on ITBS Math Total and Reading Comprehension (All Students). 2007-08 – 2010-11.
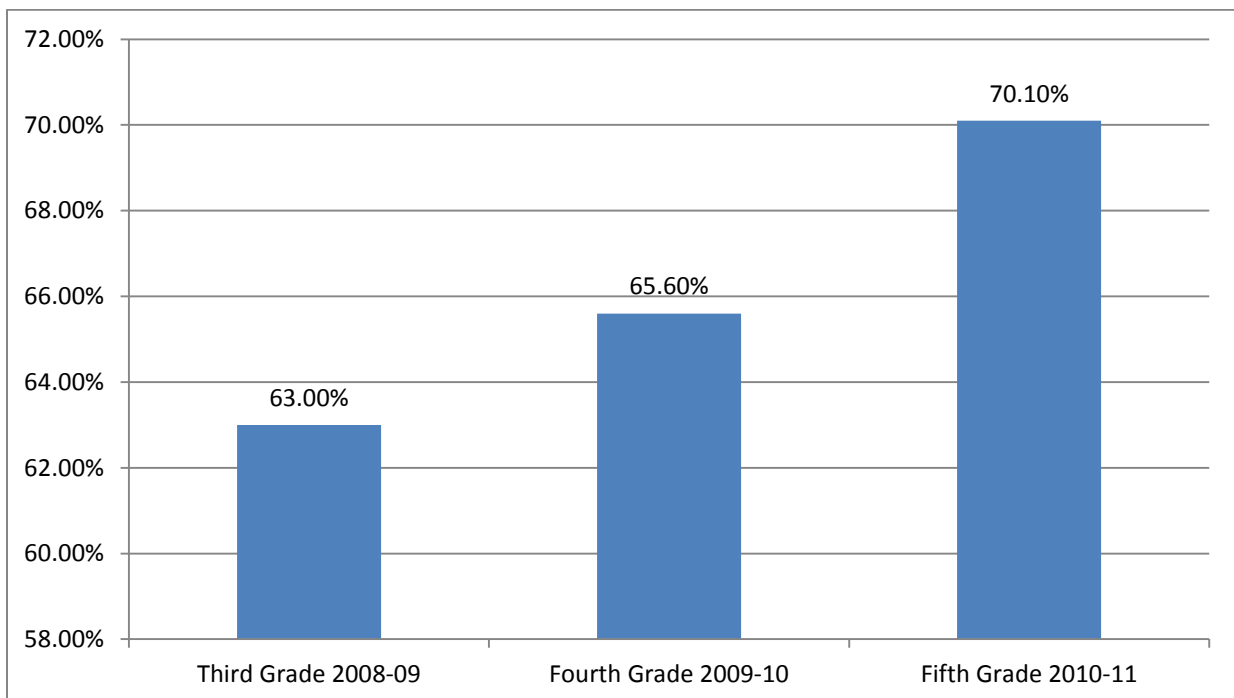
	2007-08	2008-09	2009-10	2010-11
Math	64.0	67.7	64.7	67.4
Reading	59.4	65.3	62.1	68.1

Appendix Item 8. Proficiency Trendlines of 8th Grade on ITBS Math Total, Reading Comprehension, and Science (All Students). 2007-08 – 2010-11.

	2007-08	2008-09	2009-10	2010-11
Math	60.9	57.7	63.4	61.2
Reading	54.0	54.5	58.5	58.4
Science	67.8	64.2	69.9	67.6
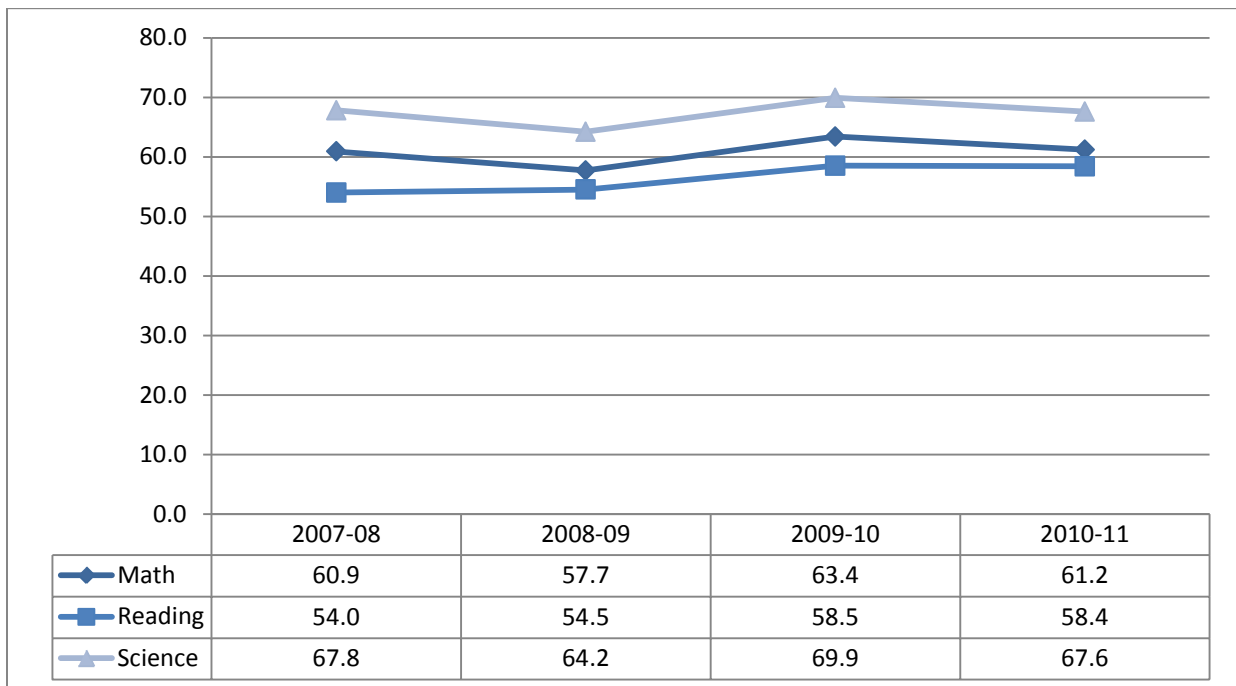
Appendix Item 9. Growth in 8th Grade ITBS Math Achievement over 10 year period. 2001-02 – 2010-11

	2001-02	2005-06	2010-11
All 8th Grade	54.0	61.0	63.3
Low SES	34.7	48.0	54.3
Latino	29.3	44.7	55.0
White	61.9	68.3	73.6
Special Ed	10.9	18.8	24.9

Appendix Item 10. Cohort Proficiency in Grades 3, 4, and 5. 2008-09 – 2010-11

Third Grade 2008-09	Fourth Grade 2009-10	Fifth Grade 2010-11
63.00%	65.60%	70.10%

Appendix Item 11. Expansion of AP Courses in the Comprehensive High Schools.

	Course	Grade	Notes
English	AP English Language	11	
	AP English Literature & Comp.	12	
Math	AP Statistics	11 and 12	Pre-requisite: Algebra II
	AP Calculus AB	11 and 12	
	AP Calculus BC	11 and 12	
Science	AP Biology	11 and 12	Completion of Biology recommended, but not required
	AP Chemistry	11 and 12	Completion of Chemistry recommended, but not required
	AP Environmental Science	11 and 12	
	AP Physics B or C	11 and 12	
Social Studies	AP Human Geography	10	
	AP US History	11 and 12	
	AP US Government & Politics	12	
	AP Macroeconomics	12	
	AP Psychology	11 and 12	
Art	AP Music Theory	11 and 12	
	AP Drawing	11 and 12	
	AP Studio Art: 2-D Design or 3-D Design	11 and 12	
	AP Art History	11 and 12	
Foreign Language	AP Spanish	12	Pre-requisite: Spanish III

Appendix Item 12. AP Enrollment, by High School. 2009 – 2012

	2009	2010	2011	2012
East	148	135	171	640
Hoover	153	254	227	270
Lincoln	328	402	334	396
North	33	47	74	202
Roosevelt	564	560	574	469
Central	811	838	815	894
TOTAL	**2,037**	**2,236**	**2,195**	**2,871**

	East	Hoover	Lincoln	North	Roosevelt	Central
2009	148	153	328	33	564	811
2010	135	254	402	47	560	838
2011	171	227	334	74	574	815
2012	640	270	396	202	469	894
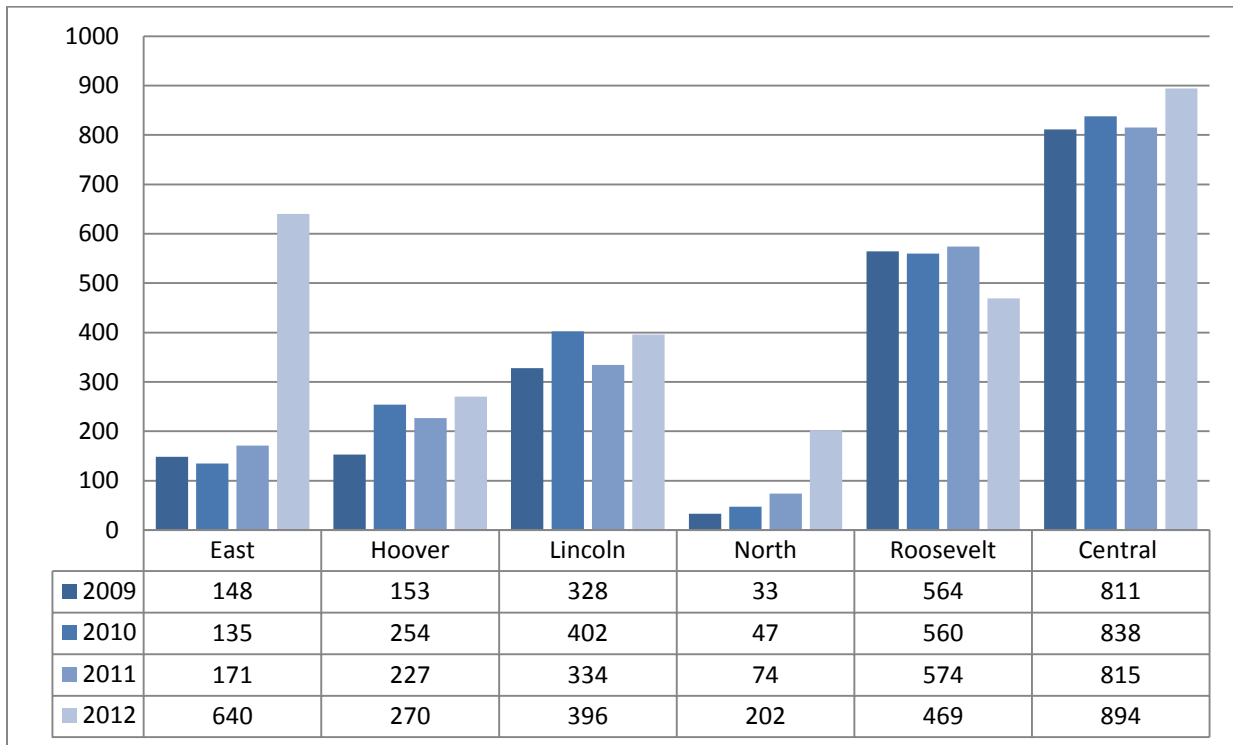
Appendix Item 13. Comparison of AP Exams Taken, by High School. 2011 and 2012.

	2011	2012	Difference
East	18	268	+250
Hoover	49	148	+99
Lincoln	69	181	+112
North	38	140	+102
Roosevelt	181	367	+186
Central	669	742	+73
TOTAL	**1,024**	**1,846**	**+822 / +80.3%**

	East	Hoover	Lincoln	North	Roosevelt	Central
2011	18	49	69	38	181	669
2012	268	148	181	140	367	742
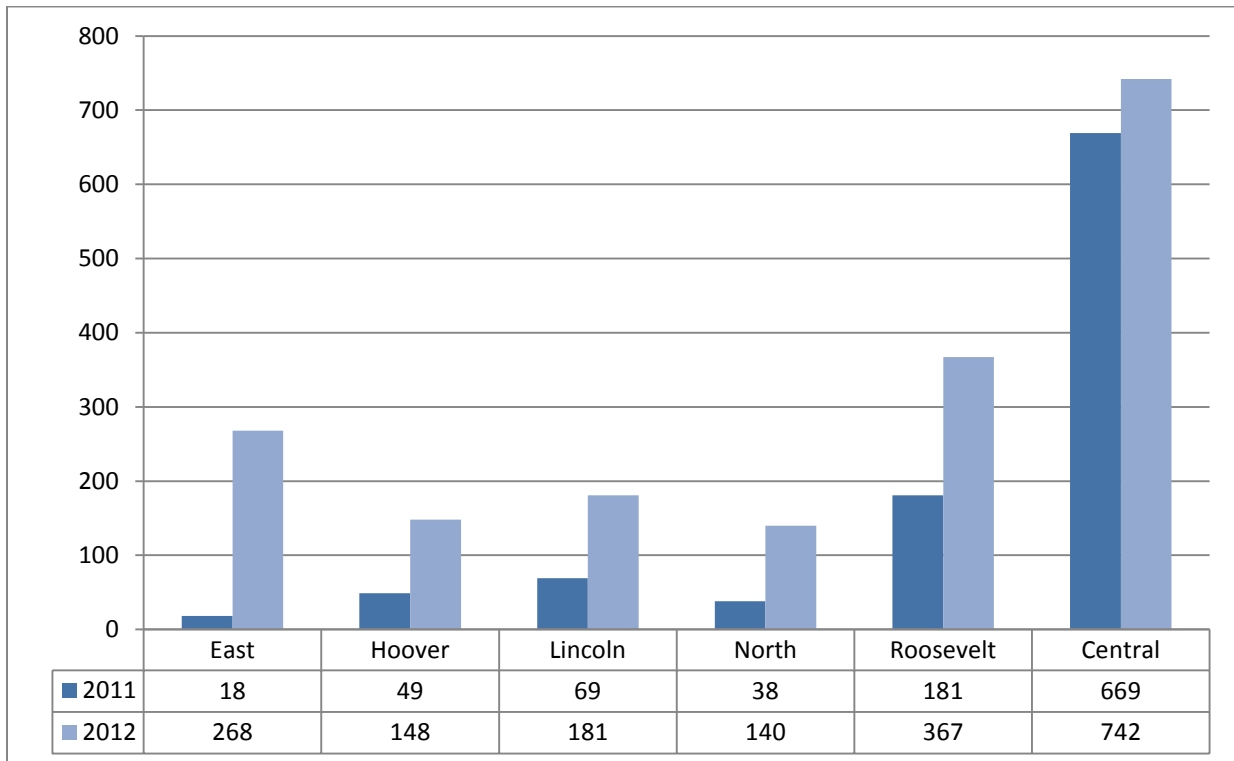
Appendix Item 14. DMPS and State of Iowa Four-Year and Five-Year Graduation Rates. 2008 – 2011

	Four-Year Rate		Five-Year Rate	
	DMPS	*Iowa*	*DMPS*	*Iowa*
Class of 2008	65.10%	88.71%	--	--
Class of 2009	72.68%	87.30%	76.97%	90.50%
Class of 2010	78.30%	88.80%	82.88%	91.80%
Class of 2011	75.68%	88.30%	Not yet calculated	Not yet calculated

Appendix Item 15. Four-Year and Five-Year Graduation Rates for DMPS. 2008 – 2011
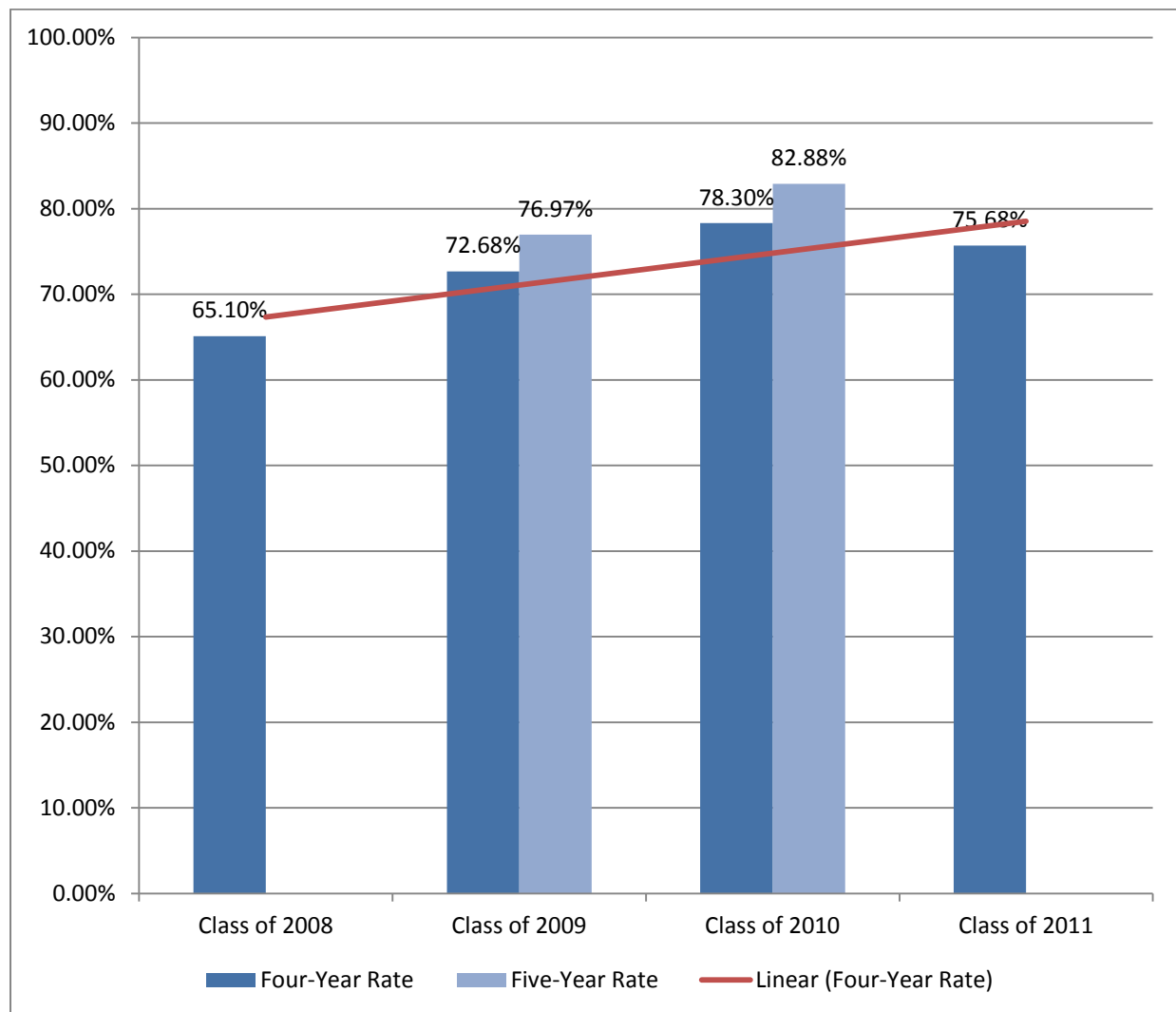
Appendix Item 16. DMPS Dropout Rates. 2008 – 2011

	7-12 grade	9-12 grade
2008	5.27%	7.72%
2009	5.15%	7.60%
2010	4.80%	7.00%
2011	4.80%	7.20%
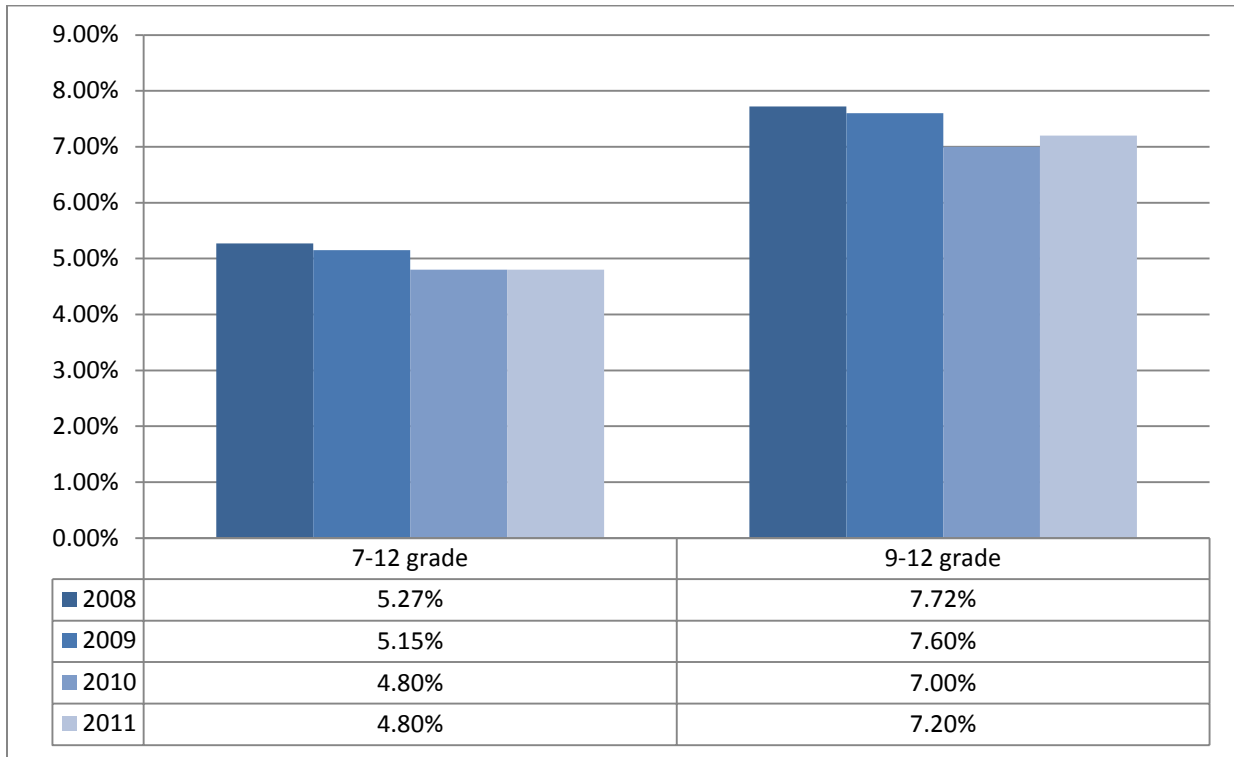
Appendix Item 17. Concurrent Enrollment Courses Taken by DMPS Students. 2009-10 – 2012-13

School	2009-10	2010-11	2011-12	2012-13	4 Year Total
Central	3,646	4,473	4,332	4,740	**17,191**
East	573	1,017	1,049	807	**3,446**
Hoover	363	343	436	688	**1,830**
Lincoln	683	619	666	563	**2,531**
North	165	286	272	209	**932**
Roosevelt	309	290	319	248	**1,166**
4 Year Total	**5,739**	**7,028**	**7,074**	**7,255**	**27,096**

Appendix Item 18. District Strategies to Transform Low-Performing Schools.

Turn-Around Strategies and Philosophy
• Belief among all district and school leadership that the district has the commitment and capacity to attain high levels of student achievement
• District wide focus on student achievement and high-quality instruction
• Commitment to district wide performance standards, curricula, instruction
• Close collaboration between district and school leaders
• Alignment of curriculum, materials, and assessments to performance standards
• System wide use of data to inform practice, hold school and district leaders accountable, and monitor progress
• Reform and improvement strategies that are phased in over time
• The principal is accountable for student learning and has the authority to make it happen
• Investment in the development of instructional leadership of principals and teachers
• District wide, job-embedded, instructionally-focused Professional Development
• District- and school-level emphasis on teamwork and professional community
• High expectations for students, adults, and parents
• Alignment of programs, services, and resources to focus on learning for all students
• Commitment to a common vision, but divergent ideas are honored and considered.

Appendix Item 19. Weeks Middle School 6th Grade Cohort Mathematics Proficiency. 2009-10 – 2011-12

	6th graders 2009-10	8th graders 2011-12
All students	53.9	67.5
FRPL	50.3	62.1
ELL	22.2	48.6
SPED	10.0	26.1
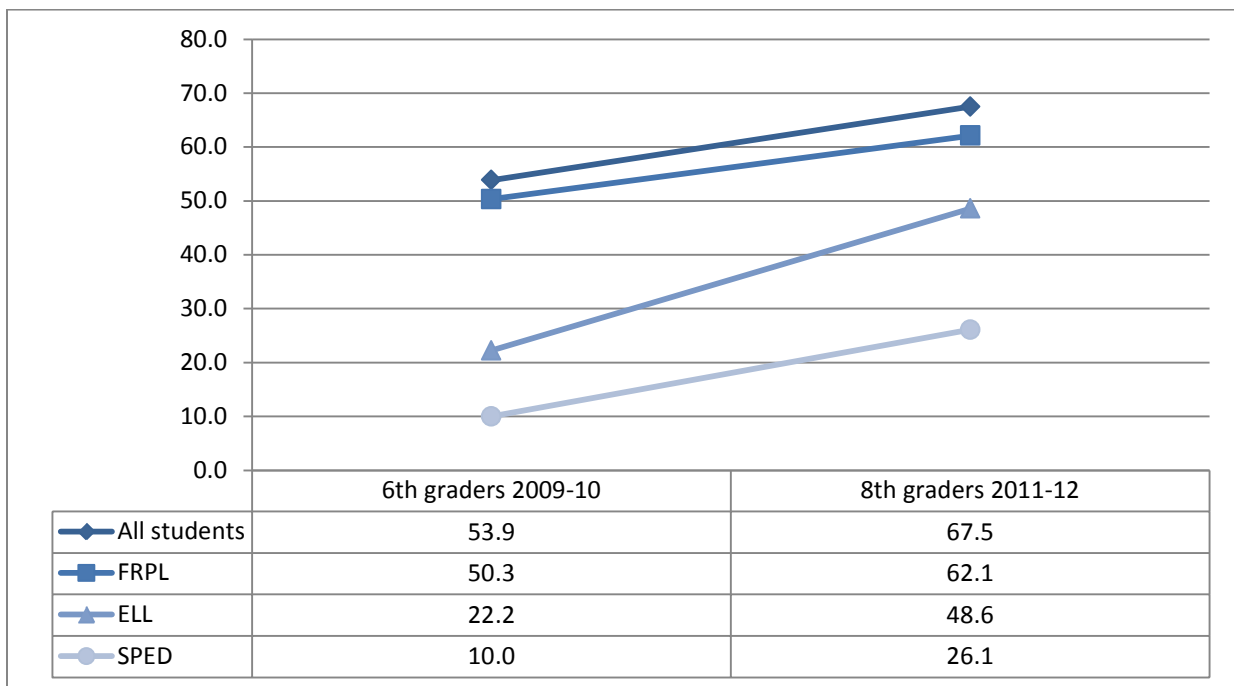
Appendix Item 20. Harding Middle School 6th Grade Cohort Mathematics Proficiency. 2009-10 – 2011-12

	6th graders 2009-10	8th graders 2011-12
All students	46.0	58.0
FRPL	42.8	54.8
ELL	24.2	31.3
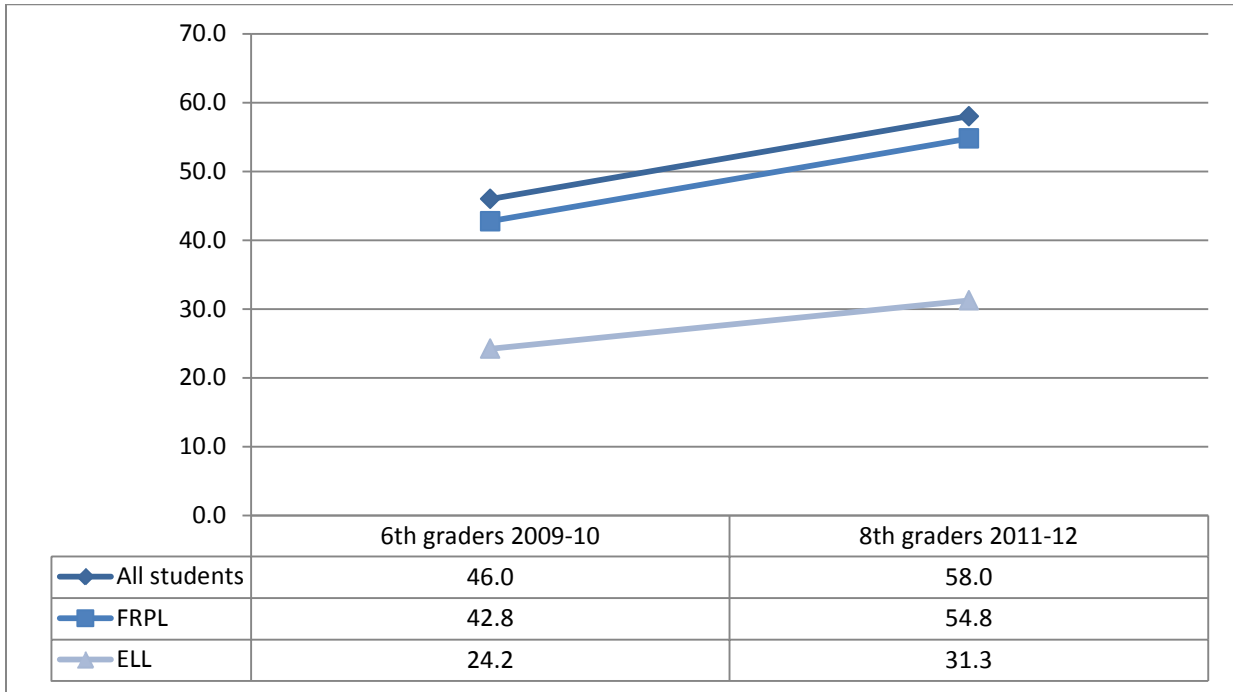
Appendix Item 21. Findley Elementary School Mathematics Proficiency. 2010-11 – 2011-12

	2010-2011	2011-2012
All students	66.4	70.6
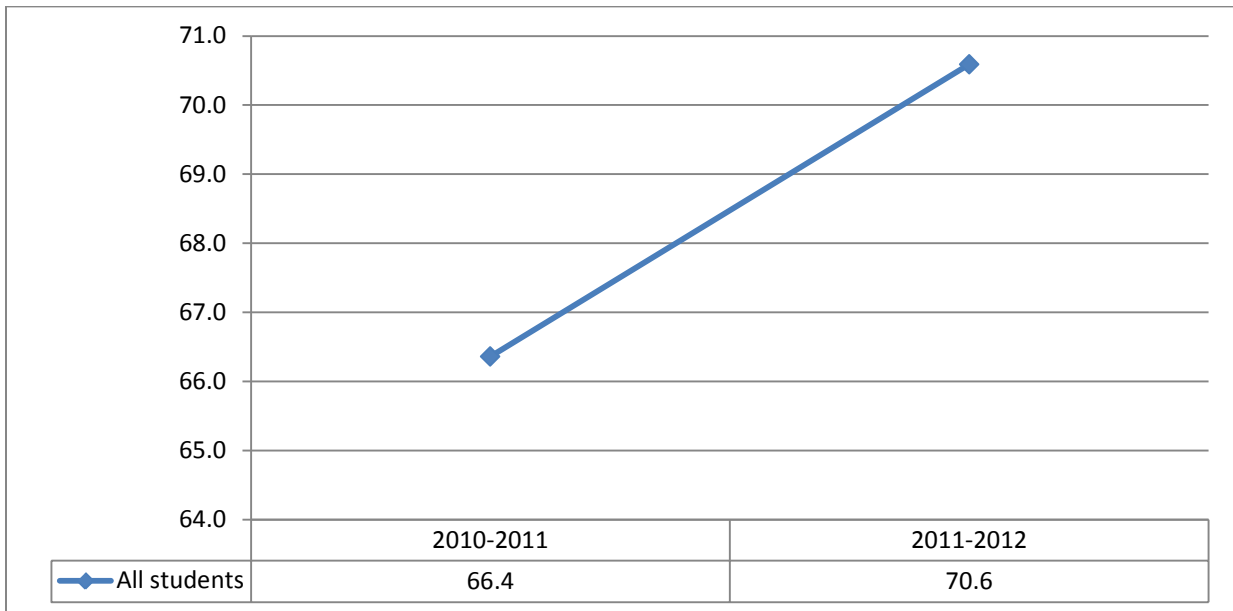
Appendix Item 22. Edmunds Elementary School 4th Grade Cohort Mathematics Proficiency. 2009-10 – 2010-11

	4th graders 2009-10	5th graders 2010-11
All students	29.4	52.6
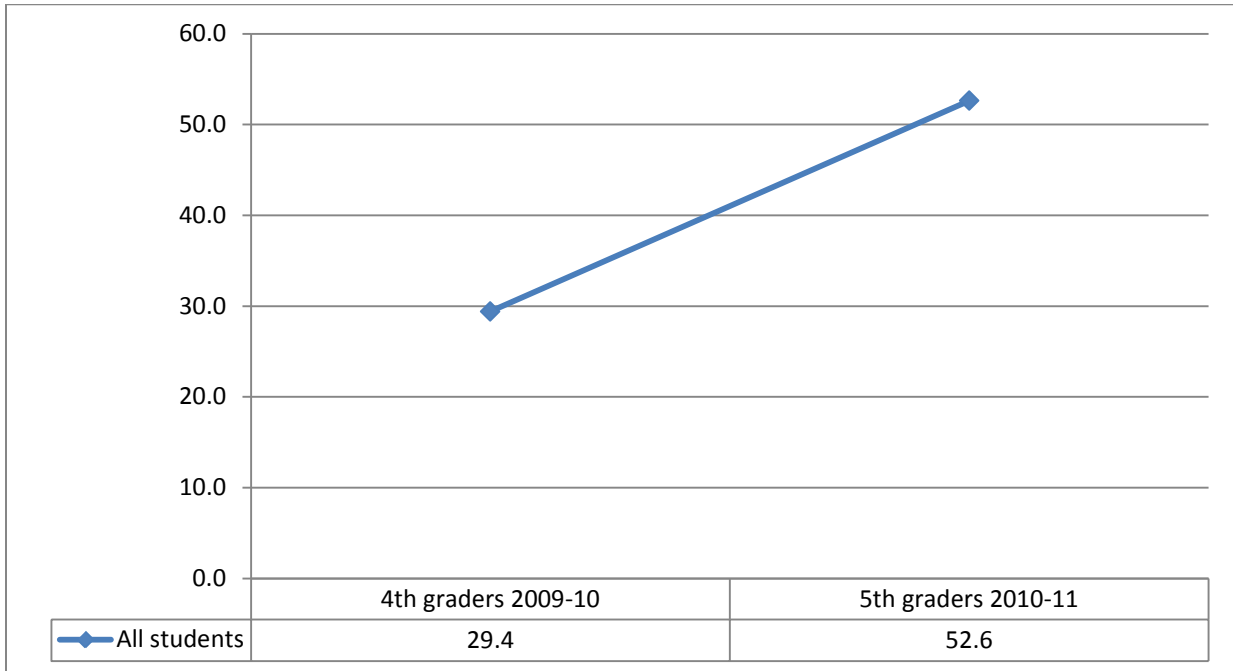
Appendix Item 23. Hoyt Middle School 7th Grade Mathematics Proficiency. 2010-11 – 2011-12

	2010-2011	2011-2012
FRPL	59.73	64.29
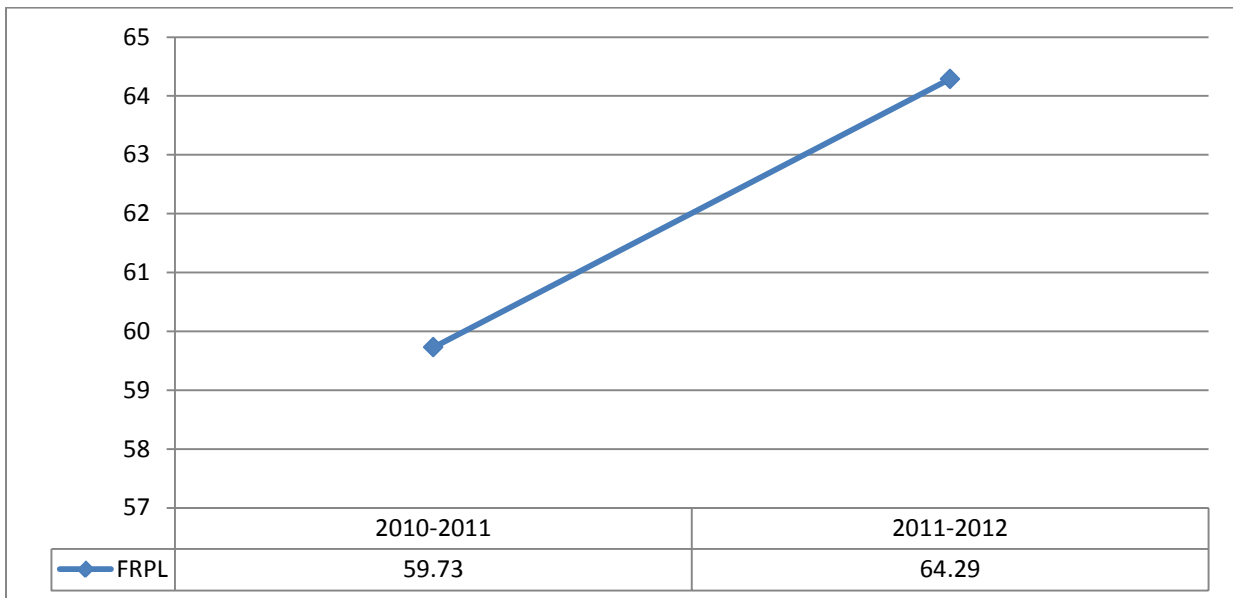
Appendix Item 24. Macro-level student performance data.

Facts and Figures: http://www.dmschools.org/about/facts-figures/	
Report	**Years**
Comprehensive School Improvement Plan	2011, 2010, 2009, 2008
Annual Progress Report	2011, 2010, 2009, 2008
Graduation Report	2011, 2010, 2009, 2008
Iowa Assessments Scores	2011, 2010, 2009, 2008
ACT Profile Report	2011, 2010, 2009, 2008
Enrollment Report	2011, 2010, 2009, 2008
Free & Reduced Lunch Percentages	2011, 2010
Parent-Teacher Conferences	2011, 2010, 2009
State Report Cards	2011, 2010, 2009, 2008
Student Mobility	2011, 2010, 2009
Suspensions	2011, 2010

256.11 Educational standards.
The state board shall adopt rules under chapter 17A and a procedure for accrediting all public and nonpublic schools in Iowa offering instruction at any or all levels from the prekindergarten level through grade twelve. The rules of the state board shall require that a multicultural, gender fair approach is used by schools and school districts. The educational program shall be taught from a multicultural, gender fair approach. Global perspectives shall be incorporated into all levels of the educational program. The rules adopted by the state board pursuant to section 256.17, Code Supplement 1987, to establish new standards shall satisfy the requirements of this section to adopt rules to implement the educational program contained in this section. The educational program shall be as follows:
…
2. The kindergarten program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development. A kindergarten teacher shall be licensed to teach in kindergarten. An accredited nonpublic school must meet the requirements of this subsection only if the nonpublic school offers a kindergarten program.
3. The following areas shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, age-appropriate and research-based human growth and development, physical education, traffic safety, music, and visual art. The health curriculum shall include the characteristics of communicable diseases including acquired immune deficiency syndrome. The state board as part of accreditation standards shall adopt curriculum definitions for implementing the elementary program.
4. The following shall be taught in grades seven and eight: English-language arts; social studies; mathematics; science; health; age-appropriate and research-based human growth and development; family, consumer, career, and technology education; physical education; music; and visual art. The health curriculum shall include age-appropriate and research-based information regarding the characteristics of sexually transmitted diseases, including HPV and the availability of a vaccine to prevent HPV, and acquired immune deficiency syndrome. The state board as part of accreditation standards shall adopt curriculum definitions for implementing the program in grades seven and eight. However, this subsection shall not apply to the teaching of family, consumer, career, and technology education in nonpublic schools. For purposes of this section, *"age-appropriate"*, *"HPV"*, and *"research-based"* mean the same as defined in section 279.50.

Appendix Item 26. Iowa Administrative Code, Chapter 12.

Chapter 12 of the Iowa Administrative Code describes mathematics instruction at grade levels 1-12, which includes the following:

```
 12.5 (3) Elementary program, grades 1-6.
  c. Mathematics. Mathematics instruction shall include number sense and
numeration; concepts and computational skills with whole numbers,
fractions, mixed numbers and decimals; estimation and mental
arithmetic; geometry; measurement; statistics and probability; and
patterns and relationships. This content shall be taught through an
emphasis on mathematical problem solving, reasoning, and applications;
language and symbolism to communicate mathematical ideas; and
connections among mathematical topics and between mathematics and other
disciplines. Calculators and computers shall be used in concept
development and problem solving.

12.5(4) Junior high programs, grades 7 and 8
  c. Mathematics. Mathematics instruction shall include number and
number relationships including ratio, proportion, and percent; number
systems and number theory; estimation and computation; geometry,
measurement; statistics and probability; and algebraic concepts of
variables, patterns, and functions. This content shall be taught
through an emphasis on mathematical problem solving, reasoning, and
applications; language and symbolism to communicate mathematical ideas;
and connections among mathematical topics and between mathematics and
other disciplines. Calculators and computers shall be used in concept
development and problem solving.
```

Appendix Item 27. Bibliography.

Achieve, Inc. & National Governors Association. (2005). *An action agenda for improving America's high schools*. Retrieved from http://www.achieve.org/files/actionagenda2005.pdf.

Achieve, Inc. (2009). *American diploma project (ADP) end-of-course exams: 2009 annual report*. Retrieved from http://www.achieve.org/files/AchieveADPEnd-of-CourseExams2009AnnualReport.pdf.

ACT. (2005). *Average national ACT score unchanged in 2005.* Retrieved from http://www.act.org/news/releases/2005/8-17-05.html.

ACT. (2007). *2007 ACT college readiness report news release*. Retrieved from http://www.act.org/news/releases/2007/ndr.html.

Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college.* Jessup, MD: ED Pubs. (ERIC No. ED490195)

Ainsworth, L., & Christinson, J. (2006). *Five easy steps to a balanced math program for primary elementary grades: Grades k-2.* Englewood, CO: Lead + Learn Press.

Ainsworth, L., & Christinson, J. (2006). *Five easy steps to a balanced math program for secondary grades: Middle school and high school.* Englewood, CO: Lead + Learn Press.

Ainsworth, L., & Christinson, J. (2006). *Five easy steps to a balanced math program for upper elementary grades: Grades 3-5.* Englewood, CO: Lead + Learn Press.

Ali, R., & Jenkins, G. (2002). *The high school diploma: Making it more than an empty promise*. Oakland, CA: Education Trust West. (ERIC No. ED474405)

Anyon, J. (2005). *Radical possibilities: Public policy, urban education, and a new social movement.* New York: Routledge.

Balfanz, R. (2009). *Putting middle grades students on the graduation path: A policy and practice.* Westerville, OH: National Middle School Association.

Balfanz, R., Herzog, L., & Mac Iver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist, 42*(4), 223-235.

Berg, A. C., Melaville, A., & Blank, M. (2006). Community & family engagement: Principals share what works. Retrieved from http://www.communityschools.org/assets/1/AssetManager/CommunityAndFamilyEngagement.pdf.

Berliner, D. C. (2006). Our impoverished view of education research. *Teachers College Record, 108*(6), 949-995.

Bishop, J. H. (2000). Curriculum based exit examinations: Do students learn more? How?

Psychology, Public Policy, and Law, *6*(1), 199-215.

Borko, H., & Elliott, R. (1998). *Tensions between competing pedagogical and accountability commitments for exemplary teachers of mathematics in Kentucky.* Retrieved from http://www.cse.ucla.edu/products/Reports/TECH495.pdf.

Boser, U. & Burd, S. (2009). *Bridging the gap: How to strengthen the pk-16 pipeline to improve college readiness.* Retrieved from http://www.newamerica.net/files/NAF%20Bridging%20the%20Gap.pdf.

Bradley, R. H., & Corwyn, R. F. (2002). Socioeconomic status and child development. *Annual Review of Psychology, 53*(1), 371-399.

Bridgeland, J. M., Dilulio Jr., J. J., & Morison, K. B. (2006). *The silent epidemic: Perspectives of high school dropouts.* Retrieved from http://www.gatesfoundation.org/united-states/Documents/TheSilentEpidemic3-06FINAL.pdf.

Burg, S. S. (2008). *An investigation of dimensionality across grade levels and effects on vertical linking for elementary grade mathematics achievement tests.* Retrieved from http://teacher.scholastic.com/math-assessment/scholastic-math-inventory/pdfs/NCME_2008.pdf.

Caldwell, J. E. (2007). Clickers in the large classroom: Current research and best practice tips. *Life Sciences Education, 6*(1), 9-20.

Caliber Associates for the Center for Public Education. (2005). *Research review: High-performing, high-poverty schools.* Retrieved from http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/High-performing-high-poverty-schools-At-a-glance-/High-performing-high-poverty-schools-Research-review.html.

Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007). *The Turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools*. Retrieved from http://www.massinsight.org/publications/turnaround/51/file/1/pubs/2010/04/15/TheTurnaroundChallenge_MainReport.pdf.

Carey, K. (2005). *One step from the finish line: Higher college graduation rates are within our reach.* Retrieved from http://www.edtrust.org/sites/edtrust.org/files/publications/files/one_step_from.pdf.

Carnevale, A. P., & Desrochers, D. M. (2003). The democratization of mathematics. In G. Madison & L. A. Steen (Eds.), *Quantitative literacy: Why numeracy matters for schools and colleges* (pp. 21-31). Princeton, NJ: The Woodrow Wilson National Fellowship Foundation.

Conley, D. T. (2007). *Toward a more comprehensive conception of college readiness*. Retrieved from http://www.collegiatedirections.org/2007_Gates_CollegeReadinessPaper.pdf.

Cooney, S., & Bottoms, G. (2003). *Middle grades to high school: Mending a weak link.* Atlanta,

GA: Southern Regional Education Board. (ERIC No. ED479785)

Dahl, G., & Lochner, L. (2005). *The impact of family income on child achievement.* Retrieved from http://www.irp.wisc.edu/publications/dps/pdfs/dp130505.pdf.

Deke, J., & Haimson, J. (2006). *Valuing student competencies: Which ones predict postsecondary educational attainment and earnings, and for whom?* Retrieved from http://www.mathematica-mpr.com/publications/PDFs/valuestudent.pdf.

Duncan, G. J., & Brooks-Gunn, J. (Eds.) (1997). *Consequences of growing up poor.* New York: Russell Sage Foundation.

Duranczyk, I. M., & Higbee, J. L. (2006). Developmental mathematics in 4-year institutions: Denying access. *Journal of Developmental Education, 30*(1), 22-31.

Evans, M. (2012). *A guide to personalized learning.* Retrieved from http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/09/A-guide-to-personalizing-learning.pdf.

Fehrmann, P. G. (1987). Home influence on school learning: Direct and indirect effects of parental involvement on high school grades. *Journal of Educational Research 80*(6), 330-337.

Frederiksen, N. (1994). *The influence of minimum competency tests on teaching and learning.* Princeton, NJ: Educational Testing Service. (ERIC No. ED369820)

Grissmer D., Flanagan A., Kawata J., & Williamson, S. (2000). *Improving student achievement: What state NAEP test scores tell us.* San Monica, CA: RAND.

Hall, J. M. & Ponton, M. K. (2005). Mathematics self-efficacy of college freshmen. *Journal of Developmental Education, 28*(3), 26-33.

Hanushek, E. A. & Woessmann, L. (2008). The role of cognitive skills in economic development. *Journal of Economic Literature, 46*(3), 607-668.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81-112.

Hauser, R. M., & Sweeney, M. M. (1997). Does poverty in adolescence affect the life chances of high school graduates? In G. J. Duncan & J. Brooks-Gunn (Eds.), *Consequences of growing up poor* (pp. 541-595). New York: Russell Sage Foundation.

Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Washington, D.C.: National Committee for Citizens in Education. (ERIC No. ED375968)

Heyman, G. D., & Dweck, C. S. (1992). Achievement goals and intrinsic motivation: Their role in adaptive motivation. *Motivation and Emotion, 16*(3), 231-247.

Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology, 45*(3),

740–763.

Huebner, T. A., & Corbett, G. C. (2008). *Rethinking high school: Supporting all students to be college-ready in math*. Retrieved from http://www.wested.org/online_pubs/GF-08-01.pdf.

Jerald, C. D. (2009). *Defining a 21st century education.* Retrieved from http://www.centerforpubliceducation.org/Learn-About/21st-Century/Defining-a-21st-Century-Education-Full-Report-PDF.pdf.

Jerald, C. D., & Ingersoll, R. M. (2002). *All talk, no action: Putting an end to out-of-field teaching.* Retrieved from http://www.edtrust.org/sites/edtrust.org/files/publications/files/AllTalk.pdf.

Juvonen, J., Le, V., Kaganoff, T., Augustine, C., & Constant, L. (2004). *Focus on the wonder years: Challenges facing the American middle school.* Santa Monica, CA: RAND Corporation.

Kurlaender, M., Reardon, S. F., & Jackson, J. (2008). *Middle school predictors of high school achievement in three California school districts.* Retrieved from http://cdrp.ucsb.edu/pubs_reports.htm.

Lippman, L. (1996). *Urban schools: The challenge of location and poverty.* Ann Arbor, MI: University of Michigan Library.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: ASCD.

McCormick, N. & Lucas, M. (2011). Exploring mathematics college readiness in the United States. *Current Issues in Education*, *14*(1). Retrieved from http://cie.asu.edu/ojs/index.php/cieatasu/article/view/680.

MetaMetrics. (2009). *The Quantile Framework® for mathematics: Linking assessment with mathematics instruction.* Retrieved from http://teacher.scholastic.com/math-assessment/scholastic-math-inventory/pdfs/BriefingDocument.pdf.

Moore, K. A., Redd, Z., Burkhauser, M., Mbwana, K., & Collins, A. (2009). *Children in poverty: Trends, consequences, and policy options.* Retrieved from http://www.childtrends.org/Files/Child_Trends-2009_04_07_RB_ChildreninPoverty.pdf.

National Center for Children in Poverty. (1999). *Poverty and brain development.* Retrieved from http://www.nccp.org/publications/pub_398.html.

National Convocation on Mathematics Education in the Middle Grades, National Research Council. (2000). *Mathematics education in the middle grades: Teaching to meet the needs of middle grades learners and to maintain high expectations: Proceedings of a national convocation and action conferences.* Washington, D. C.: National Academies Press.

Nave, B., Miech, E., & Mosteller, F. (2000). A lapse in standards: Linking standards-based

reform with student achievement. *Phi Delta Kappan, 82*(2), 128-132.

Olson, L. (2006). Skills for work, college readiness are found comparable. *Education Week*, *25*(36), 1-19.

Perie, M., Moran, R., & Lutkus, A. D. (2005). *NAEP 2004 trends in academic progress: Three decades of student performance in reading and mathematics.* (U. S. Department of Education, Institute of Education Sciences NCES Publication No. 2005-464). Washington, D.C.: U. S. Government Printing Office.

Peske, H. G., & Haycock, K. (2006). *Teaching inequality: How poor and minority students are shortchanged on teacher quality.* Retrieved from http://www.edtrust.org/sites/edtrust.org/files/publications/files/TQReportJune2006.pdf.

Reynolds, A. J., Mavrogenes, N. A., Hagemann, M., & Bezruczko, N. (1993). *Schools, families, and children: Sixth year results from the longitudinal study of children at risk.* Chicago: Chicago Public Schools, Department of Research, Evaluation and Planning.

Rose, H., & Betts, J. R. (2004). The effect of high school courses on earnings. *The Review of Economics and Statistics, 86*(2), 497-513.

Rouse, C. E. (2005). *The labor market consequences of an inadequate education.* Retrieved from http://devweb.tc.columbia.edu/manager/symposium/Files/77_Rouse_paper.pdf.

Rumberger, R. W., & Lim, S. A. (2008). *Why students drop out of school: A review of 25 years of research.* Retrieved from http://cdrp.ucsb.edu/pubs_reports.htm.

Russell, A. (2008). *Enhancing college student success through developmental education.* Retrieved from http://congressweb.com/aascu/docfiles/pmaug08.pdf.

Schorr, J., & McGriff, D. (2011). Future schools. *EducationNext, 11*(3). Retrieved from http://educationnext.org/future-schools/.

Staker, H., & Horn, M. B. (2012). *Classifying k-12 blended learning.* Retrieved from http://www.innosightinstitute.org/innosight/wp-content/uploads/2012/05/Classifying-K-12-blended-learning2.pdf.

Stecher, B. M., Barron, S., Kaganoff, T. & Goodwin, J. (1998). *The effects of standards based assessment on classroom practices: Results of the 1996-97 RAND survey of Kentucky teachers of mathematics and writing.* Retrieved from http://www.cse.ucla.edu/products/Reports/TECH482.pdf.

Swanson, C. B. (2004). *Who graduates? Who doesn't: A statistical portrait of public high school graduation, class of 2001.* Retrieved from http://www.urban.org/UploadedPDF/410934_WhoGraduates.pdf.

Tyler, J., & McNamara, C. (2011). *An examination of teacher use of the data dashboard student information system in cincinnati public schools.* Retrieved from http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/85/SUERF%20VI.pdf.

U. S. Department of Education. (2007). *Mathematics equals opportunity: White paper prepared for the U. S. Secretary of Education Richard W. Riley.* Washington, D. C.: Author. (ERIC No. ED415119)

Uher, A., & Kober, N. (2012). *Student motivation: An overlooked piece of school reform.* Washington, D. C.: Center on Education Policy. (ERIC No. ED532666)

Wheelock, A. (1995). *Standards-based reform: What does it mean for the middle grades?* New York: The Edna McConnell Clark Foundation Program for Student Achievement.

Williams, T., Kirst, M. W., Haertel, E., et al. (2010). *Gaining ground in the middle grades: Why some schools do better.* Mountain View, CA: EdSource.

Winfield, L. F. (1990). School competency testing reforms and student achievement: Exploring a national perspective. *Educational Evaluation and Policy Analysis, 12*(2), 157-173.

Wright, V. R., Chau, M., & Aratani, Y. (2001). *Who are America's poor children? The official story.* Retrieved from http://www.nccp.org/publications/pdf/text_1001.pdf.

Zau, A. C., & Betts, J. R. (2008). *Predicting success, preventing failure: An investigation of the California high school exit exam.* Retrieved from http://www.ppic.org/content/pubs/report/R_608AZR.pdf.

Appendix Item 28. Letters of Support.

DMACC
DES MOINES AREA COMMUNITY COLLEGE

Office of the President
Borgen Administration Center
2006 South Ankeny Boulevard
Ankeny, Iowa 50023-3993

October 5, 2012

Ms. Holly Crandell
Executive Director of Curriculum, Instruction and Assessment
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Ms. Crandell:

Des Moines Area Community College is pleased to support the application from Des Moines Public Schools (DMPS) for the Race to the Top – District competition. We recognize the importance of education in the lives of students and communities. Students who graduate high school with a higher level of math proficiency are more likely to enroll in higher education and are also better prepared to be successful at the college level.

Des Moines Public Schools' education reform proposal will significantly improve student outcomes through the personalization of teaching and learning for elementary school and middle school mathematics that are aligned with college- and career-ready standards. Research has consistently shown that students' math competency has the greatest impact over any other competency on whether or not they enroll in higher education, whether or not they will complete four-year degrees, and their overall future earnings. DMPS will implement a personalized learning system that includes online learning, large group instruction, and small group instruction. Funding from Race to the Top – District will provide critical resources to transform traditional classrooms to this personalized learning system that is tailored to the needs of students in the critical area of mathematics.

This approach directly aligns with Race to the Top – District's core areas of support for school reform: (1) adopting standards and assessments that prepare students to succeed in college, the workplace, and the global economy; (2) building data systems that measure student growth and success and inform instructional improvement needs; (3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and (4) turning around lowest-achieving schools.

We fully support Des Moines Public Schools in their innovative plans for school reform. We believe that a strong, educated workforce is the backbone of our community. Together, our commitment to the community continues to strengthen children and families so they can reach their full potential. The future of Iowa depends on our collective, successful work. Thank you for considering Des Moines Public Schools' Race to the Top – District application.

Sincerely,

Robert J. Denson
President

Ankeny Campus	Boone Campus	Carroll Campus	Newton Polytechnic Campus	Urban Campus	West Campus
2006 S. Ankeny Blvd.	1125 Hancock Dr.	906 N. Grant Rd.	600 N. 2nd Ave. W.	1100 7th St.	5959 Grand Ave.
Ankeny, IA 50023-3993	Boone, IA 50036-5399	Carroll, IA 51401-2525	Newton, IA 50208-3049	Des Moines, IA 50314-2597	WDM, IA 50266-5302
515-964-6200	515-432-7203	712-792-1755	641-791-3622	515-244-4226	515-633-2407

**OFFICES IN DES MOINES, ADEL,
OSCEOLA, CRESTON, INDIANOLA,
KNOXVILLE, MOUNT AYR, NEWTON
AND WINTERSET**

_____**JUVENILE COURT SERVICES**

Arthur E. Gamble
Chief District Judge

Marilyn S. Lantz
Chief Juvenile Court Officer

POLK COUNTY RIVER PLACE: 2309 Euclid Avenue, Des Moines, Iowa 50310 (515) 286-3960 Fax (515) 286-3029 TDD/TDY: 286-3911

October 8, 2012

Holly Crandell
Executive Director of Curriculum, Instruction and Assessment
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Ms. Crandell:

Juvenile Court Services is pleased to support the application from Des Moines Public Schools (DMPS) for the Race to the Top – District competition.

Juvenile Court Services is responsible for the supervision of all delinquent youth in the 5th Judicial District, which includes Des Moines, from the time of police arrest until they are discharged by the Court. Our probation officers supervise youth in diversion programs, on probation in the community, in detention, in foster care, in residential treatment facilities, at the State Training School and in the community after release from the State Training School.

For our young people to be able to turn their lives around and become productive citizens, they need to be able to reengage in school and learn skills that will help them gain employment. Failure in school is among the greatest predictor of continued criminal behavior.

Many of these youth, however, have struggled with traditional classroom approaches to learning. This is why I am particularly excited about the Des Moines Schools' proposal to personalize math instruction.

Des Moines Public Schools' education reform proposal will significantly improve student outcomes through the personalization of teaching and learning for elementary school and middle school mathematics that are aligned with college- and career-ready standards. Research has consistently shown that students' math competency has the greatest impact over any other competency on whether or not they enroll in higher education, whether or not they

will complete four-year degrees, and their overall future earnings. DMPS will implement a personalized learning system that includes online learning, large group instruction, and small group instruction. Funding from Race to the Top – District will provide critical resources to transform traditional classrooms to this personalized learning system that is tailored to the needs of students in the critical area of mathematics. This approach directly aligns with Race to the Top – District's core areas of support for school reform.

The Des Moines Schools has made a significant commitment, particularly over the last few years, to working with struggling, low achieving students. They have participated with us in a series of projects to improve outcomes for young people involved in the Court system. These are the most vulnerable, most at risk youth.

Juvenile Court Services fully supports the Des Moines Public Schools in their innovative plans for school reform. We believe that a strong, educated workforce is the backbone of our community. Together, our commitment to the community continues to strengthen children and families so they can reach their full potential. The future of Iowa depends on our collective, successful work.

Thank you for considering Des Moines Public Schools' Race to the Top – District application.

Sincerely,

Marilyn S. Lantz
Chief Juvenile Court Officer

EDUCATION. INCOME. HEALTH.

United Way
of Central Iowa

October 10, 2012

Holly Crandell
Executive Director of Curriculum, Instruction and Assessment
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Ms. Crandell:

United Way of Central Iowa is pleased to support the application from Des Moines Public Schools (DMPS) for the Race to the Top – District competition. United Way of Central Iowa has established bold but achievable Goals for 2020 in Education, Income and Health – the building blocks to a better quality of life. By 2020, United Way and our community plan to cut by half the number of high school students who do not graduate on time. We will achieve this goal by working to ensure that:

- Children enter kindergarten developmentally on track in terms of literacy, social, emotional and intellectual skills
- Children succeed in school
- Students graduate on time

We recognize the importance of education in the lives of students and communities. Too many young people in central Iowa do not complete high school on time. Research shows they stand to earn $648,000 less over their working lifetime. When you add the burden of increased social costs attributed to dropping out, every dropout truly does represent a million dollar problem. But a dropout is more than 12 years in the making. Young children who enter kindergarten unprepared can become a third grader who cannot read. And 22.5% of fourth graders are not proficient in reading - a strong predictor for future school success. That's why United Way of Central Iowa has embarked on a ten year plan to help students from Central Iowa graduate on time.

Des Moines Public Schools' education reform proposal will significantly improve student outcomes through the personalization of teaching and learning for elementary school and middle school mathematics that are aligned with college- and career-ready standards. Research has consistently shown that students' math competency has the greatest impact over any other competency on whether or not they enroll in higher education, whether or not they will complete four-year degrees, and their overall future earnings. DMPS will implement a personalized learning system that includes online learning, large group instruction, and small

GIVE. ADVOCATE. VOLUNTEER.
LIVE UNITED®

1111 NINTH STREET, SUITE 100 | DES MOINES, IOWA 50314 | TEL 515-246-6500 | UNITEDWAYDM.ORG

United Way
of Central Iowa

group instruction. Funding from Race to the Top – District will provide critical resources to transform traditional classrooms to this personalized learning system that is tailored to the needs of students in the critical area of mathematics.

This approach directly aligns with Race to the Top – District's core areas of support for school reform: (1) adopting standards and assessments that prepare students to succeed in college, the workplace, and the global economy; (2) building data systems that measure student growth and success and inform instructional improvement needs; (3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and (4) turning around lowest-achieving schools.

United Way of Central Iowa fully supports Des Moines Public Schools in their innovative plans for school reform. We believe that a strong, educated workforce is the backbone of our community. Together, our commitment to the community continues to strengthen children and families so they can reach their full potential. The future of Iowa depends on our collective, successful work.

Thank you for considering Des Moines Public Schools' Race to the Top – District application.

Sincerely,

Elisabeth Buck

Elisabeth Buck
Senior VP of Community Impact

(515) 246-6549 direct line
ebuck@unitedwaydm.org

October 2, 2012

Holly Crandell
Executive Director of Curriculum, Instruction and Assessment
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Ms. Crandell:

The Evelyn K. Davis Center for Working Families is pleased to support the application from Des Moines Public Schools (DMPS) for the Race to the Top – District competition. The Evelyn K. Davis Center offers education and employment services including: job search assistance, job interview preparation, short-term certificate training, creation of employment plans, career resume preparation assistance, job placement, job preparation, GED classes (referral), digital literacy, basic literacy and career assessments. We recognize the importance of education in the lives of students and communities.

The Evelyn K. Davis Center is located in Des Moines' Urban Core. Over the past fifty years, Des Moines' Urban Core has lost population to the suburbs and has seen urban decay intensify. The Urban Core has more persistently low-achieving schools, higher rates of minority incarceration, and higher poverty rates than any other pocket of the state. Comparing data from the Urban Core to the state of Iowa as a whole, children in our neighborhood are twice as likely to live below the poverty level; young adults are four times more likely to be disconnected from either school or work; and adults are twice as likely to be without a high school diploma. For these reasons we support the DMPS application for the Race to the Top – District Competition.

Des Moines Public Schools' education reform proposal will significantly improve student outcomes through the personalization of teaching and learning for elementary school and middle school mathematics that are aligned with college- and career-ready standards. Research has consistently shown that students' math competency has the greatest impact over any other competency on whether or not they enroll in higher education, whether or not they will complete four-year degrees, and their overall future earnings. DMPS will implement a personalized learning system that includes online learning, large group instruction, and small group

Evelyn K. Davis Center For Working Families | 801 University Avenue, Des Moines, IA 50314
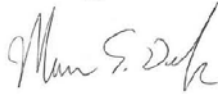Phone: 515-697-7700 | www.evelynkdaviscenter.org

225

instruction. Funding from Race to the Top – District will provide critical resources to transform traditional classrooms to this personalized learning system that is tailored to the needs of students in the critical area of mathematics.

This approach directly aligns with Race to the Top – District's core areas of support for school reform: (1) adopting standards and assessments that prepare students to succeed in college, the workplace, and the global economy; (2) building data systems that measure student growth and success and inform instructional improvement needs; (3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and (4) turning around lowest-achieving schools.

The Evelyn K. Davis Center for Working Families fully supports Des Moines Public Schools in their innovative plans for school reform. We believe that a strong, educated workforce is the backbone of our community. Together, our commitment to the community continues to strengthen children and families so they can reach their full potential. The future of Iowa depends on our collective, successful work.

Thank you for considering Des Moines Public Schools' Race to the Top – District application.

Sincerely,

Marvin DeJear
Operations Manager
Evelyn K. Davis Center for Working Families
mdejear@evelynkdaviscenter.org
515-697-1476

October 16, 2012

CITY OF DES MOINES
POLICE DEPARTMENT

Holly Crandell
Executive Director of Curriculum, Instruction and Assessment
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Ms. Crandell,

The City of Des Moines Police Department is pleased to support the application from Des Moines Public Schools (DMPS) for the Race to the Top – District competition.

The City of Des Moines Police Department operates a School Resource Officers Program which is designed to establish a positive working relationship between the community, schools and the police department to help build trust and cooperation. This program provides guidance, counseling and support where necessary to assist students, parents and school staff while dealing with legal and police matters. This program assists principals and staff in and around the school environment to maintain a safe, peaceful and orderly atmosphere in which students pursue their education during the day and/or engage themselves in extracurricular activities before and after school. The expertise of the School Resource Officers assists school administrators in taking immediate action and provides them with direct access to police assistance. We recognize the importance of education in the lives of students and communities.

Improving education is a top priority to the City of Des Moines Police Department because we realize an effective education empowers students and empowered students are less likely to participate in delinquent behaviors.

Des Moines Public Schools' education reform proposal will significantly improve student outcomes through the personalization of teaching and learning for elementary school and middle school mathematics that are aligned with college- and career-ready standards. Research has consistently shown that students' math competency has the greatest impact over any other competency on whether or not they enroll in higher education, whether or not they will complete four-year degrees, and their overall future earnings. DMPS will implement a personalized learning system that includes online learning, large group instruction, and small group instruction. Funding from Race to the Top – District will provide critical resources to transform traditional classrooms to this personalized learning system that is tailored to the needs of students in the critical area of mathematics.
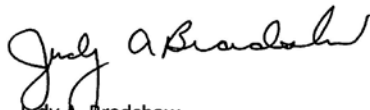
Chief of Police • T 515.283.4800 • F 515.237.1665 • www.dmgov.org   Des Moines Police Department • 25 E. 1st Street • Des Moines, IA 50309

227

This approach directly aligns with Race to the Top – District's core areas of support for school reform: (1) adopting standards and assessments that prepare students to succeed in college, the workplace, and the global economy; (2) building data systems that measure student growth and success and inform instructional improvement needs; (3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and (4) turning around lowest-achieving schools.

The City of Des Moines Police Department fully supports Des Moines Public Schools in their innovative plans for school reform. We believe that a strong, educated workforce is the backbone of our community. Together, our commitment to the community continues to strengthen children and families so they can reach their full potential. The future of Iowa depends on our collective, *successful work.*
Thank you for considering Des Moines Public Schools' Race to the Top – District application.

Sincerely,

Judy A. Bradshaw
Chief of Police

October 15, 2012

Holly Crandell
Executive Director of Curriculum, Instruction and Assessment
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Ms. Crandell,

Big Brothers Big Sisters of Central Iowa (BBBSCI) is pleased to support the application from Des Moines Public Schools (DMPS) for the Race to the Top - District competition. BBBSCI exists to provide children with strong, enduring and professionally supported one-to-one relationships that change their lives, and their communities, for the better. We strive to change children's lives by providing them with a strong foundation that will help them succeed in the classroom, go on to college and be a part of a strong community. Our mission directly aligns with that of the Des Moines Public Schools and Race to the Top will help us continue our partnership and solidify the importance of education to our students, parents and communities. A strong educational foundation for our youth is essential so our world can continue to develop and flourish for tomorrow's generations.

Des Moines Public Schools' education reform proposal will significantly improve student outcomes through the personalization of teaching and learning for elementary school and middle school mathematics that are aligned with college- and career-ready standards. Research has consistently shown that students' math competency has the greatest impact over any other competency on whether or not they enroll in higher education, whether or not they will complete four-year degrees, and their overall future earnings. DMPS will implement a personalized learning system that includes online learning, large group instruction, and small group instruction. Funding from Race to the Top - District will provide critical resources to transform traditional classrooms to this personalized learning system that is tailored to the needs of students in the critical area of mathematics.

This approach directly aligns with Race to the Top - District's core areas of support for school reform: (1) adopting standards and assessments that prepare students to succeed in college, the workplace, and the global economy; (2) building data systems that measure student growth and success and inform instructional improvement needs; (3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and (4) turning around lowest-achieving schools.

Big Brothers Big Sisters of Central Iowa fully supports Des Moines Public Schools in their innovative plans for school reform. We believe that a strong, educated workforce is the backbone of our community. Together, our commitment to the community continues to strengthen children and families so they can reach their full potential. The future of Iowa depends on our collective, successful work.

Thank you for considering Des Moines Public Schools' Race to the Top - District application.

Sincerely,

Kit Curran
Chief Executive Officer

October 22, 2012

Holly Crandell
Executive Director of Curriculum, Instruction and Assessment
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Ms. Crandell,

Employee & Family Resources (EFR) is pleased to support the application from Des Moines Public Schools (DMPS) for the Race to the Top – District competition. EFR has been a community partner with the Des Moines Public Schools for over thirty years providing mental health and substance abuse services. We recognize the importance of education in the lives of students and communities, as we recognize that education is an essential element and predictor of a person's current and future health and wellbeing.

Des Moines Public Schools' education reform proposal will significantly improve student outcomes through the personalization of teaching and learning for elementary school and middle school mathematics that are aligned with college- and career-ready standards. Research has consistently shown that students' math competency has the greatest impact over any other competency on whether or not they enroll in higher education, whether or not they will complete four-year degrees, and their overall future earnings. DMPS will implement a personalized learning system that includes online learning, large group instruction, and small group instruction. Funding from Race to the Top – District will provide critical resources to transform traditional classrooms to this personalized learning system that is tailored to the needs of students in the critical area of mathematics.

This approach directly aligns with Race to the Top – District's core areas of support for school reform: (1) adopting standards and assessments that prepare students to succeed in college, the workplace, and the global economy; (2) building data systems that measure student growth and success and inform instructional improvement needs; (3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and (4) turning around lowest-achieving schools.

EFR will fully support Des Moines Public Schools in their innovative plans for school reform. We believe that a strong, educated workforce is the backbone of our community. Together, our commitment to the community continues to strengthen children and families so they can reach their full potential. The future of Iowa depends on our collective, successful work.
Thank you for considering Des Moines Public Schools' Race to the Top – District application.

Sincerely,

Tammy Hoyman, CEO

Our full attention. Your full potential.

October 8, 2012

ORCHARD PLACE
DEVELOPING STRONG FUTURES

Holly Crandell
Executive Director of Curriculum, Instruction and Assessment
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50309

Dear Ms. Crandell,

Orchard Place is pleased to support the application from Des Moines Public Schools (DMPS) for the Race to the Top – District competition. Orchard Place is a mental health organization which works very closely with DMPS in many capacities. We understand that our work with children has to be approached in a holistic manner, and one of the main ways we measure our effectiveness is how well children perform in school. We support the DMPS in the effort to become the best system they can be. We recognize the importance of education in the lives of students and communities. It is a top priority for this community moving forward.

Des Moines Public Schools' education reform proposal will significantly improve student outcomes through the personalization of teaching and learning for elementary school and middle school mathematics that are aligned with college- and career-ready standards. Research has consistently shown that students' math competency has the greatest impact over any other competency on whether or not they enroll in higher education, whether or not they will complete four-year degrees, and their overall future earnings. DMPS will implement a personalized learning system that includes online learning, large group instruction, and small group instruction. Funding from Race to the Top – District will provide critical resources to transform traditional classrooms to this personalized learning system that is tailored to the needs of students in the critical area of mathematics.

This approach directly aligns with Race to the Top – District's core areas of support for school reform: (1) adopting standards and assessments that prepare students to succeed in college, the workplace, and the global economy; (2) building data systems that measure student growth and success and inform instructional improvement needs; (3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and (4) turning around lowest-achieving schools.

Orchard Place Administrative Office	Orchard Place Campus	Child Guidance Center	PACE Juvenile Center	Orchard Place Foundation
2116 Grand Avenue	925 SW Porter Avenue	808 Fifth Avenue	620 Eighth Street	925 SW Porter, PO Box 35425
Des Moines, Iowa 50312	Des Moines, Iowa 50315	Des Moines, Iowa 50309	Des Moines, Iowa 50309	Des Moines, Iowa 50315
Phone: (515) 246-3514	Phone: (515) 285-6781	Phone: (515) 244-2267	Phone: (515) 697-5700	Phone: (515) 285-6781
Fax: (515) 246-3599	Fax: (515) 287-9695	Fax: (515) 244-1922	Fax: (515) 697-5701	Fax: (515) 287-9695

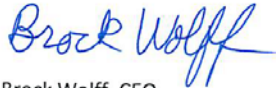United Way of Central Iowa   United Way

Accredited by
The Joint Commission

Orchard Place fully supports Des Moines Public Schools in their innovative plans for school reform. We believe that a strong, educated workforce is the backbone of our community. Together, our commitment to the community continues to strengthen children and families so they can reach their full potential. The future of Iowa depends on our collective, successful work.
Thank you for considering Des Moines Public Schools' Race to the Top – District application.

Sincerely,

Brock Wolff, CEO
Orchard Place
515-246-3575

Appendix Item 29. Math at a Glance: Grades 2 – 5 Math Units.

Math Units: Grades 2 – 5

2nd Grade			
	Unit	**Time Frame**	
TRI 1	1: Addition and Subtraction (within 20)	7 weeks	8/27 - 10/12
	2: Data/Measurement	5 weeks	10/15 - 11/27
TRI 2	3: Addition and Subtraction (within 100 - Developing Skills)	6 weeks	12/3 - 1/18
	4: Addition and Subtraction (within 100 - Fluency)	6 weeks	1/21 - 3/1
TRI 3	5: Geometry	5 weeks	3/4 - 4/12
	6: Addition and Subtraction (within 1,000)	6 weeks	4/15 - 5/30

3rd Grade			
	Unit	**Time Frame**	
TRI 1	1: Addition and Subtraction (Within 1,000)	7 weeks	8/27 - 10/12
	2: Multiplication and Division: Models within 100	5 weeks	10/15 - 11/16
TRI 2	3: Geometry/ Measurement	4 weeks	11/19 - 12/21
	4: Multiplication and Division: Properties within 100	5 weeks	1/2 - 2/8
TRI 3	5: Fractions	8 weeks	2/11 - 4/12
	6: Multiplication and Division: Application & Fluency within 100	7 weeks	4/15 - 5/30

4th Grade			
	Unit	**Time Frame**	
TRI 1	1: Multiplication and Division Concepts	6 weeks	8/27 - 10/5
	2: Multi-Digit Multiplication	6 weeks	10/8 - 11/16
TRI 2	3: Measurement/ Geometry	4 weeks	11/19 - 12/21
	4: Multi-Digit Division	7 weeks	1/2 - 2/22
TRI 3	5: Fractions	7 weeks	2/25 - 4/19
	6: Decimal Fractions	6 weeks	4/22 - 5/29

5th Grade			
	Unit	**Time Frame**	
TRI 1	1: Multi-Digit Multiplication and Division	7 weeks	8/22 - 10/12
	2: Measurement/ Geometry	4 weeks	10/15 - 11/9
TRI 2	3: Addition and Subtraction of Fractions	8 weeks	11/12 - 1/18
	4: Decimals	8 weeks	1/22 - 3/14
TRI 3	5: Multiplication and Division of fractions	9 weeks	3/25 - 5/30

Appendix Item 30. Progression through CCS and Correlating SMI.

K	1	2	3	4	5	6	7	8
Know number names and the count sequence Count to tell the number of objects Compare numbers Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from Work with numbers 11-19 to gain foundations for place value	Represent and solve problems involving addition and subtraction Understand and apply properties of operations and the relationship between addition and subtraction Add and subtract within 20 Work with addition and subtraction equations Extend the counting sequence Understand place value Use place value understanding and properties of operations to add and subtract Measure lengths indirectly and by iterating length units	Represent and solve problems involving addition and subtraction Add and subtract within 20 Understand place value Use place value understanding and properties of operations to add and subtract Measure and estimate lengths in standard units Relate addition and subtraction to length	Represent & solve problems involving multiplication and division Understand properties of multiplication and the relationship between multiplication and division Multiply & divide within 100 Solve problems involving the four operations, and identify & explain patterns in arithmetic Develop understanding of fractions as numbers Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects Geometric measurement: understand concepts of area and relate area to multiplication and to addition	Use the four operation with whole numbers to solve problems Generalize place value understanding for multi-digit whole numbers Use place value understanding and properties of operations to perform multi-digit arithmetic Extend understanding of fraction equivalence and ordering Build fractions from unit fractions by applying and extending previous understandings of operations Understand decimal notation for fractions, and compare decimal fractions	Understand the place value system Perform operations with multi-digit whole numbers and decimals to hundredths Use equivalent fractions as a strategy to add and subtract fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition Graph points in the coordinate plane to solve real-world and mathematical problems	Apply and extend previous understandings of multiplication and division to divide fractions by fractions Apply and extend previous understandings of numbers to the system of rational numbers Understand ratio concepts and use ratio reasoning to solve problems Apply and extend previous understandings of arithmetic to algebraic expressions Reason about and solve one-variable equations and inequalities Represent and analyze quantitative relationships between dependent and independent variables	Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers Analyze proportional relationships and use them to solve real-world and mathematical problems Use properties of operations to generate equivalent expressions Solve real-life and mathematical problems using numerical and algebraic expressions and equations	Work with radical and integer exponents Understand the connections between proportional relationships, lines, and linear equations Analyze and solve linear equations and pairs of simultaneous linear equations Define, evaluate, and compare functions Use functions to model relationships between quantities
SMI Proficient Band by Grade Level	220-420	400-520	470-720	680-820	780-950	890-1040	1030-1140	

Appendix Item 31. DMPS Brief Overview of Math Skills.

Elementary Mathematics	
GRADE	**Brief overview of math skills:**
Kindergarten	Know number names and the counting sequence, count objects to tell how many, understand addition as putting together and subtraction as taking apart, add and subtract small numbers, identify and describe shapes
1st Grade	Add and subtract within 20, solve problems involving addition and subtraction, understand place value, order lengths, reason with shapes, tell time
2nd Grade	Solve one and two-step problems involving addition and subtraction, make and read graphs, measure lengths, reason with shapes
3rd Grade	Solve multiplication and division problems, use place value to solve multi-digit arithmetic, develop an understanding of fractions, recognize perimeter and area
4th Grade	Multiply and divide multi-digit numbers, use factors and multiples, solve problems with fractions and decimals, convert measurements from a larger unit to a smaller unit, measure angles
5th Grade	Analyze patterns, add, subtract, multiply and divide fractions, understand volume, graph points

Middle School Mathematics	
GRADE	**Brief overview of math skills:**
6th Grade	Solve ratio and rate problems, understand division of fractions by fractions, use positive and negative numbers, solve problems involving surface area and volume, write equations to solve problems
7th Grade	Solve percent problems, add, subtract, multiply, and divide negative numbers, use scale drawings, use statistics to make inferences
8th Grade	Understand slope, solve linear equations, work with positive and negative exponents, understand congruence and similarity, use the Pythagorean Theorem

High School Mathematics	
COURSE	**Brief overview of math skills:**
Algebra	Create equations to represent relationships, use functions, represent data as tables and graphs, solve quadratic equations,
Geometry	Prove theorems about triangles and other figures, solve problems involving trigonometry of right triangles, analyze deCSions using probability concepts
Algebra 2	Solve systems of linear equations, use matrices to represent data, derive the equation of a circle using the Pythagorean Theorem, extend trigonomic functions

Appendix Item 32. Common Core Standards for Mathematics.

Iowa CORE

Mathematics

November 17, 2010

http://educateiowa.gov/index.php?option=com_content&view=article&id=2243&Itemid=4341

Appendix Item 33. Iowa Teaching Standards and Criteria.

Iowa Teaching Standards and Criteria

The Iowa Teaching Standards appear in Iowa Code section 284.3. The Model Criteria were developed by the Iowa Department of Education with input from stakeholders and adopted by the State Board of Education on 5/10/02. Changes to the criteria were adopted by the State Board of Education on 5/13/10. The amendments strengthen Iowa's commitment to using student performance data to evaluate educators. They specifically address 281--Iowa Administrative Code 83, Teacher and Administrator Quality Programs.

Standard 1
Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Criteria
The teacher:
a. Provides multiple forms of evidence of student learning and growth to students, families, and staff.
b. Implements strategies supporting student, building, and district goals.
c. Uses student performance data as a guide for decision making.
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
e. Creates an environment of mutual respect, rapport, and fairness.
f. Participates in and contributes to a school culture that focuses on improved student learning.
g. Communicates with students, families, colleagues, and communities effectively and accurately.

Standard 2
Demonstrates competence in content knowledge appropriate to the teaching position.

Criteria
The teacher:
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
c. Relates ideas and information within and across content areas.
d. Understands and uses instructional strategies that are appropriate to the content area.

Standard 3
Demonstrates competence in planning and preparing for instruction.

Criteria
The teacher:
a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.

Iowa Department of Education   1

237

b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
d. Selects strategies to engage all students in learning.
e. Uses available resources, including technologies, in the development and sequencing of instruction.

Standard 4
Uses strategies to deliver instruction that meets the multiple learning needs of students.

Criteria
The teacher:
a. Aligns classroom instruction with local standards and district curriculum.
b. Uses research-based instructional strategies that address the full range of cognitive levels.
c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
f. Uses available resources, including technologies, in the delivery of instruction.

Standard 5
Uses a variety of methods to monitor student learning.

Criteria
The teacher:
a. Aligns classroom assessment with instruction.
b. Communicates assessment criteria and standards to all students and parents.
c. Understands and uses the results of multiple assessments to guide planning and instruction.
d. Guides students in goal setting and assessing their own learning.
e. Provides substantive, timely, and constructive feedback to students and parents.
f. Works with other staff and building and district leadership in analysis of student progress.

Standard 6
Demonstrates competence in classroom management.

Criteria
The teacher:
a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
b. Establishes, communicates, models, and maintains standards of responsible student behavior.
c. Develops and implements classroom procedures and routines that support high expectations for student learning.

d. Uses instructional time effectively to maximize student achievement.
e. Creates a safe and purposeful learning environment.

Standard 7
Engages in professional growth.

<u>Criteria</u>
The teacher:
a. Demonstrates habits and skills of continuous inquiry and learning.
b. Works collaboratively to improve professional practice and student learning.
c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
e. Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.

Standard 8
Fulfills professional responsibilities established by the school district.

<u>Criteria</u>
The teacher:
a. Adheres to board policies, district procedures, and contractual obligations.
b. Demonstrates professional and ethical conduct as defined by state law and district policy.
c. Contributes to efforts to achieve district and building goals.
d. Demonstrates an understanding of and respect for all learners and staff.
e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Appendix Item 34. DMPS Graduate Ends.

DesMoines PUBLIC SCHOOLS Graduate Ends

The mission of the Des Moines Public Schools is to equip students for life by challenging each one to achieve rigorous standards in academics, arts, and career preparation.

The Des Moines Public Schools exists so that graduates possess the knowledge, skills, and abilities to be successful at the next state of their lives.

Graduates will demonstrate the ability to adapt successfully in educational, workplace, and community settings through their ability to think, communicate, and interact.

End 1: Graduates demonstrate strategies for life-long learning
1.1. They exhibit competent thinking
1.2. They exhibit intuitive thinking
1.3. They understand systems and processes, including the understanding of underlying structures
1.4. They exhibit creative and innovative thinking
1.5. They anticipate future trends
1.6. They demonstrate critical thinking and problem solving abilities

End 2: Graduates demonstrate knowledge and understanding of a rigorous curriculum integrated into all content areas
2.1. They demonstrate proficiency in reading, writing, speaking and listening
2.2. They demonstrate proficiency in mathematics, including algebra and geometry
2.3. They demonstrate proficiency in science, including life, earth and physical science
2.4. They demonstrate proficiency in civics and government
2.5. They demonstrate financial and economic literacy
2.6. They demonstrate an understanding of the value of fine and applied arts in society

End 3: Graduates possess technological and information literacy
3.1. They can access and evaluate information from a variety of sources to continue their learning
3.2. They understand, manage and create oral, written and multimedia communication
3.3. They utilize appropriate technology to apply or analyze information

End 4: Graduates have world awareness
4.1. They understand the rights and obligations of citizenship at local, state, national and global levels
4.2. They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work and community contexts
4.3. They are aware of issues facing the world
4.4. They are actively engaged in community life

End 5: Graduates possess the knowledge and skills to be self-directed and autonomous
5.1. They demonstrate an understanding of the attributes of physical and mental well-being
5.2. They act responsibly with the interests of the larger community in mind
5.3. They exerCSe sound reasoning in making complex choices
5.4. They monitor their own understanding and learning needs
5.5. They understand the role of work and productivity in shaping the circumstances of their daily lives
5.6. They have identified career interests and developed related academic and technical skills.

Appendix Item 35. DMPS Policies and Procedures. Series 600 – Educational Programs. Code 610.1 Student Use of Educational Technology.

Series 600
Code 610.1
Title: Student Use of Educational Technology

Introduction
These procedures are applicable to all student use of Network and Internet systems while using personal or school district property at any location or during school activities at any location.

All use of educational technology must be in support of education and research and be consistent with the mission of the district. The district will provide a network account, cloud storage along with an email account for every student. In addition, educational technology may only be used in a manner consistent with federal and state law, license agreements and district policy.

Access
Network, Email and Internet access is a privilege which requires a high level of personal responsibility and may be denied due to inappropriate use. Inappropriate use shall include but not be limited to

1. Using the district system for commercial and/or personal purposes.
2. Using the system to transmit inaccurate information.
3. Using the system to send, receive or view objectionable material.
4. Damaging the security system.
5. Using another individual's system account.
6. Forging or attempting to forge electronic mail messages.
7. Attempting to read, delete, copy or modify electronic mail of other system users.
8. Misusing electronic mail retention guidelines.
9. Exceeding resource quotas or disk usage quotas.
10. Failing to conduct virus checks on downloaded material.
11. Vandalizing the system.
12. Violating the copyright laws.
13. Failing to follow network etiquette procedures.
14. Submitting false or misleading information to obtain or retain access to the system.
15. Accessing the system in any manner inconsistent with the mission of the school district.
16. Interfering with official school district communications.

The network administrators may withdraw access at any time as required. The administration, faculty and staff of the district may request the network administrator to deny, revoke or suspend specific system user access.

Teachers who wish their students to have Internet access must first complete training on the Internet offered by the district or show evidence of comparable knowledge of the Internet.

Student privileges will be granted only after the student has received instruction from a district staff member who has completed the district's acceptable use training and has access privileges. In addition to other access requirements, students under the age of 18 must have the written approval of a parent or guardian. A signed Individual System User Release Form must be on file with the district. Student privileges will be granted only for one academic year. Access privileges will be indicated on the student's ID card. A signature on the Individual System User Release Form indicates that the person signing the permission form has read and understood any supplemental information which may be provided with the permission form.

Security and Usage Guidelines
System accounts are to be used only by the authorized owner of the account for the authorized purpose. System users will not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.

Appropriate language will be used in electronic mail and other electronic communications.

System users will be respectful of others' opinions.

System users should change passwords regularly and avoid easily guessed passwords.

System users will not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other system users, or misrepresent other system users, or attempt to gain unauthorized access to the system.

Communications may not be encrypted so as to avoid security review.

Personal information such as addresses and telephone numbers will remain confidential when communicating on the system. Students will never reveal such information without permission from their teacher or other adult.

Students will never make appointments to meet people in person that they have contacted on the system without district and parent permission.

Students will notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.

A system user guide will be published and available for student distribution.

All Internet account holders are responsible to notify a system administrator or building administrator promptly upon discovery of any suspected security breach.

Communication over networks should not be considered by students to be private from acceptable use review by the district. However, to the extent allowed by law, communication shall be maintained as confidential as related to the Code of Iowa, Chapter 22.

The district unconditionally reserves the right for authorized personnel to review system use and file content. The district reserves the right to remove a system user account on the system or to disconnect any system user to prevent unauthorized activity.

BYOD (Bring your own device)
Students are allowed to use their own device to access the District's wireless network, including the Internet, for instructional purposes and in accordance with the Acceptable Use Policy. Limited personal use of the system shall be permitted if the use:

- Imposes no tangible cost to the District;

- Does not unduly burden the District's computer or network resources;

- Has no adverse effect on a student's academic performance

Access to the District's electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall comply with such regulations and guidelines. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with District policies.

Violations of law may result in criminal prosecution as well as disciplinary action by the District.

See Administrative Procedures Code 520: School Discipline
Code 780: Reproduction of Copyrighted Materials
Code 513: Student Records/Distribution of Student Rosters
Approved October 21, 1997
Revised August 2012

Appendix Item 36. DMPS Instructional Practices for English Language Learners.

The goals of the DMPS ELL program are:

- To educate English Language Learners to the same rigorous curriculum standards as all students in the district while achieving English language objectives in the areas of listening, speaking, reading, and writing.
- To promote pride in students' cultural and linguistic identities, maintain cultural heritage, and prepare students to actively participate within American society.
- To ensure that the educational process is a cooperative effort between home and school by creating opportunities to involve family, community, and DMPS staff.
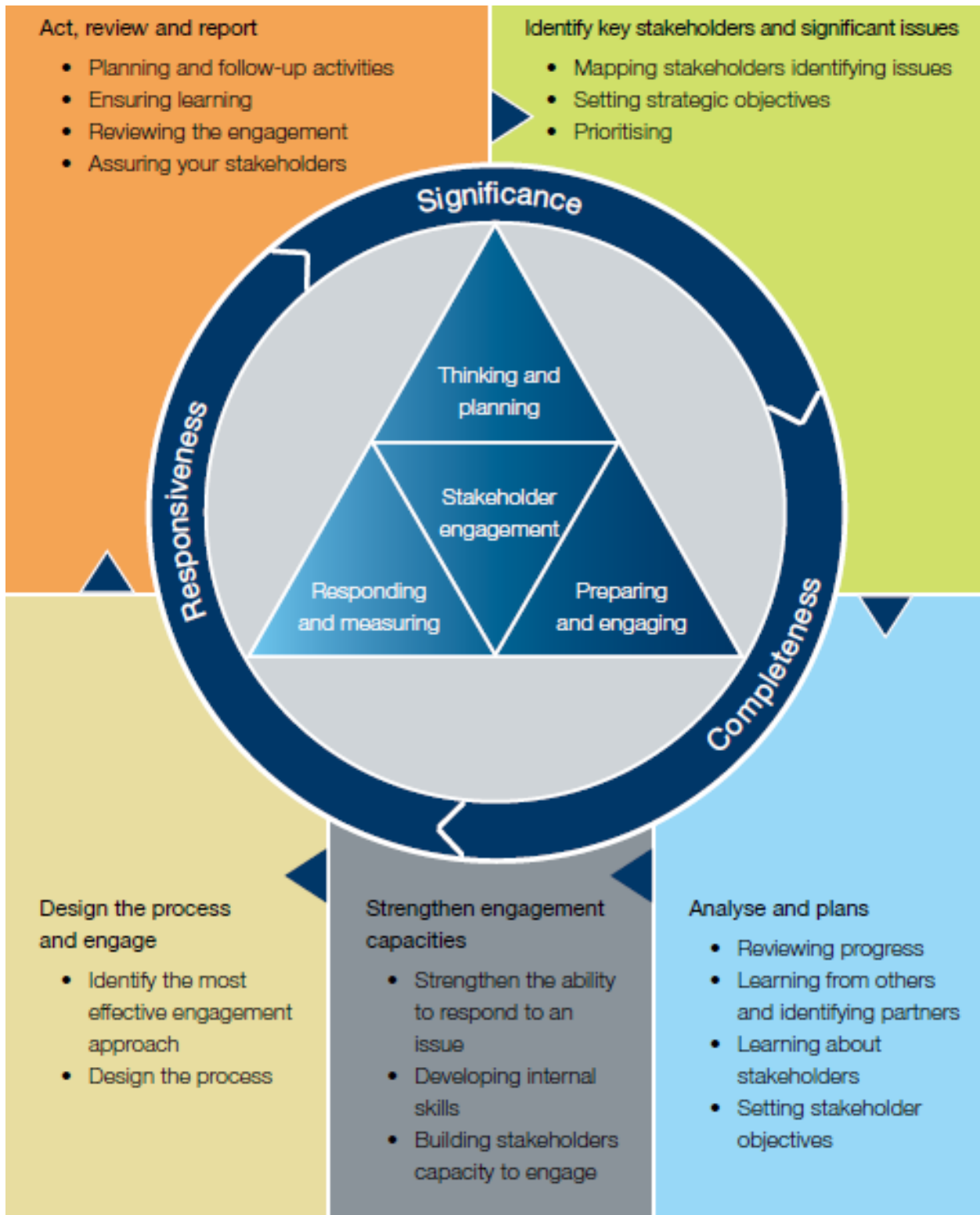
The ELL Program addresses these goals through several different approaches that vary according to the student's age and level of English language proficiency:

PLACEMENT	STUDENT PROFICIENCY
Newly Arrived with limited formal schooling	•Non-literate in native language. •Speaks little or no English. •Little/no previous school experience.
Newly Arrived	•Speaks little or no English. •May demonstrate grade-level literacy skills in native language. •May be able to respond to "yes/no" questions or to simple questions with one or two word responses.
Early Intermediate, Intermediate	•Has limited oral English skills. •Has minimal reading and writing skills in English.
Advanced	•Near oral proficiency in English. •Has reading and writing skills, but not on grade level.
Transitional	•Is orally proficient in English. •Has reading and writing skills near grade level.

The DMPS ELL Program has also incorporated various types of services:

TYPES OF ELL SERVICES
Intensive English Language Center: Provides social skills; acculturation; oral language; emergent literacy; and basic math, science, and technology to newly-arrived children with limited formal schooling and to newly-arrived children.
ELL Class (Newly Arrived, Early Intermediate, Intermediate, or Advanced): Provides English language and academic instruction to students (time scheduled time depends on student).
ELL Sheltered Class: Provides content area instruction in English, Math, Social Studies, and Science at the secondary level, with materials specifically designed for ELLs.
In-Class Collaboration: Provides instruction in reading and the content areas to ELLs in mainstream classrooms with the classroom teacher, ELL teacher, and Title teacher jointly acting as a literacy team.
Native Language Support: Provides reinforcement of instruction given by ELL or classroom teachers to enhance learning.

Appendix Item 37. Stakeholder Engagement.

Act, review and report
- Planning and follow-up activities
- Ensuring learning
- Reviewing the engagement
- Assuring your stakeholders

Identify key stakeholders and significant issues
- Mapping stakeholders identifying issues
- Setting strategic objectives
- Prioritising

Significance

Responsiveness

Completeness

Thinking and planning

Stakeholder engagement

Responding and measuring

Preparing and engaging

Design the process and engage
- Identify the most effective engagement approach
- Design the process

Strengthen engagement capacities
- Strengthen the ability to respond to an issue
- Developing internal skills
- Building stakeholders capacity to engage

Analyse and plans
- Reviewing progress
- Learning from others and identifying partners
- Learning about stakeholders
- Setting stakeholder objectives

Adapted from Stakeholder Engagement Standard AA1000SES
(Institute of Social and Ethical Accountability 2005)

Appendix Item 38. Indirect Cost Rate.

Indirect Cost Rates
Indirect Cost Rates for FY2012-2013 Programs
Source: FY2010-2011 Certified Annual Report

District #	Name	Restricted Indirect Cost Rate	Unrestricted Indirect Cost Rate
1737	Des Moines Independent	2.68	12.77

Iowa Department of Education

http://educateiowa.gov/index.php?option=com_content&view=article&id=1429&Itemid=2971

Indirect cost rates, restricted and unrestricted, are calculated annually for school districts and area education agencies (AEAs) from data submitted on their certified annual report chart of accounts (CAR-COA). The unrestricted rate is used when federal funding allows indirect cost recovery and does not include a "supplement, not supplant" clause. The restricted rate is used when the federal funding allows indirect cost recovery and includes a "supplement, not supplant" clause. Indirect cost rates are not used with any state categorical funding unless Iowa Code specifies that indirect cost recovery is allowed.

The plans for calculating the indirect cost rates are negotiated and must be approved by the federal government. The current plan for Iowa school districts and AEAs is delineated on the Web site listed above.

Iowa Department of Education Contact:
Janice Evans
515-281-4740
janice.evans@iowa.gov

Appendix Item 39. Intergovernmental Review of Federal Programs.

Iowa
Fields of Opportunities

STATE OF IOWA

TERRY E. BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF MANAGEMENT
David Roederer, Director

May 21, 2012

Thomas Ahart
Interim Superintendent
Des Moines Public Schools
901 Walnut Street
Des Moines, Iowa 50309-3506

RE: Federal Grant Review Process

Dear Dr. Ahart:

Under the provisions of Federal Executive Order 12372, each state develops their own federal grant review process. Iowa's grant review process focuses on competitive grant applications filed by state agencies and, beginning July 1, 2007, members of Iowa's Councils of Government. Therefore, it is not necessary to submit your grant applications for review.

If you are completing the Standard Form 424 as part of your grant application, please check "No- Program has not been selected by the State for review" in either Section 10 or 16, whichever is applicable for the form you are using.

Feel free to contact me with any questions or concerns you have about the grant review process. You can reach me at kathy.mabie@iowa.gov or 515-281-7076.

Sincerely,

Kathy Mabie
Iowa Grants Management Coordinator

DEPARTMENT OF MANAGEMENT
Website: www.dom.state.ia.us

CAPITOL BUILDING, ROOM 13
Phone (515) 281-3322

DES MOINES, IOWA 50319
Fax (515) 242-5897

To see what state government is accomplishing for Iowans, go to www.resultsiowa.org

246

Appendix Item 40. Application Requirement – State Comment Period.

Crandell, Holly

From:	Crandell, Holly
Sent:	Friday, October 12, 2012 8:23 PM
To:	'jason.glass@iowa.gov'
Cc:	Ahart, Thomas; Gajdel, Wilma
Subject:	Race to the Top DMPS application
Attachments:	DMPS RTT-D Proposal for Review.pdf; DMPS RTT-D Draft Budet Proposal.pdf

Dr. Glass -

Greetings! We hope this note finds you well. This email is to inform you that Des Moines Public Schools has completed the attached Race to the Top-District (RTTT-D) grant application for approximately $30 million. The primary objective of the grant is to implement a personalized learning system that embodies the customization of instructional practice, data utilization, and appropriate interventions in real-time to ensure that the unique needs of each student are met. Essentially, we would purchase adaptive software and hardware that would be used within a balanced assessment framework to establish, monitor, and meet individual learning needs for students K-8.

Per the RFP guidelines, we are providing you 10 business days to comment on the proposal. If you choose to comment on the proposal, your feedback must be received by our office by Friday, October 26, 2012. The grant application must be signed by the superintendent, school board and local education association. It is our hope that DMEA will commit to supporting the application, however that commitment has not been received as of the writing of this email. We appreciate your time to review this application. Please feel free contact us with any questions you may have regarding the application.

Regards,
DMPS Leadership Team

Holly Crandell
Executive Director of Curriculum, Instruction and Assessment
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50319
O: 515.242.7568
F: 515.242.8296

1

247

Appendix Item 41. Application Requirement – Mayors Comment Period.

Crandell, Holly

From:	Crandell, Holly
Sent:	Friday, October 12, 2012 8:40 PM
To:	'fcownie@dmgov.org'
Subject:	Race to the Top DMPS application
Attachments:	DMPS RTT-D Proposal for Review.pdf; DMPS RTT-D Draft Budet Proposal.pdf

Mr. Cownie -

Greetings! We hope this note finds you well. This email is to inform you that Des Moines Public Schools has completed the attached Race to the Top-District (RTTT-D) grant application for approximately $30 million. The primary objective of the grant is to implement a personalized learning system that embodies the customization of instructional practice, data utilization, and appropriate interventions in real-time to ensure that the unique needs of each student are met. Essentially, we would purchase adaptive software and hardware that be used within a balanced assessment framework to establish, monitor, and meet individual learning needs for students K-8.

Per the RFP guidelines, we are providing you 10 business days to comment on the proposal. If you choose to comment on the proposal, your feedback must be received by our office by Friday, October 26, 2012. The grant application must be signed by the superintendent, school board and local education association. It is our hope that the education association will commit to supporting the application, however that commitment has not been received as of the writing of this email. We appreciate your time to review this application. Please feel free contact us with any questions you may have regarding the application.

Holly Crandell
Executive Director of Curriculum, Instruction and Assessment
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50319
O: 515.242.7568
F: 515.242.8296

1

Crandell, Holly

From:	Crandell, Holly
Sent:	Friday, October 12, 2012 8:27 PM
To:	'jsullivan@windsorheights.org'
Subject:	FW: Race to the Top DMPS application
Attachments:	DMPS RTT-D Draft Budet Proposal.pdf; DMPS RTT-D Proposal for Review.pdf

Documents attached.

From: Crandell, Holly
Sent: Friday, October 12, 2012 8:26 PM
To: 'jsullivan@windsorheights.org'
Cc: Ahart, Thomas; Gajdel, Wilma
Subject: Race to the Top DMPS application

Mr. Sullivan -

Greetings! We hope this note finds you well. This email is to inform you that Des Moines Public Schools has completed the attached Race to the Top-District (RTTT-D) grant application for approximately $30 million. The primary objective of the grant is to implement a personalized learning system that embodies the customization of instructional practice, data utilization, and appropriate interventions in real-time to ensure that the unique needs of each student are met. Essentially, we would purchase adaptive software and hardware that would be used within a balanced assessment framework to establish, monitor, and meet individual learning needs for students K-8.

Per the RFP guidelines, we are providing you 10 business days to comment on the proposal. If you choose to comment on the proposal, your feedback must be received by our office by Friday, October 26, 2012. The grant application must be signed by the superintendent, school board and local education association. It is our hope that DMEA will commit to supporting the application, however that commitment has not been received as of the writing of this email. We appreciate your time to review this application. Please feel free contact us with any questions you may have regarding the application.

Regards,
DMPS Leadership Team

Holly Crandell
Executive Director of Curriculum, Instruction and Assessment
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50319
O: 515.242.7568
F: 515.242.8296

1

249

Crandell, Holly

From:	Crandell, Holly
Sent:	Friday, October 12, 2012 8:29 PM
To:	'mrichardson@pleasanthilliowa.org'
Cc:	Ahart, Thomas; Gajdel, Wilma
Subject:	Race to the Top DMPS application
Attachments:	DMPS RTT-D Draft Budet Proposal.pdf; DMPS RTT-D Proposal for Review.pdf

Mr. Richardson -

Greetings! We hope this note finds you well. This email is to inform you that Des Moines Public Schools has completed the attached Race to the Top-District (RTTT-D) grant application for approximately $30 million. The primary objective of the grant is to implement a personalized learning system that embodies the customization of instructional practice, data utilization, and appropriate interventions in real-time to ensure that the unique needs of each student are met. Essentially, we would purchase adaptive software and hardware that would be used within a balanced assessment framework to establish, monitor, and meet individual learning needs for students K-8.

Per the RFP guidelines, we are providing you 10 business days to comment on the proposal. If you choose to comment on the proposal, your feedback must be received by our office by Friday, October 26, 2012. The grant application must be signed by the superintendent, school board and local education association. It is our hope that DMEA will commit to supporting the application, however that commitment has not been received as of the writing of this email. We appreciate your time to review this application. Please feel free contact us with any questions you may have regarding the application.

Regards,
DMPS Leadership Team

Holly Crandell
Executive Director of Curriculum, Instruction and Assessment
Des Moines Public Schools
901 Walnut Street
Des Moines, IA 50319
O: 515.242.7568
F: 515.242.8296

1