



# Race to the Top - District

## Technical Review Form

Application #0471IN-1 for Bartholomew Consolidated School Corporation

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	6
<p>(A)(1) Reviewer Comments:</p> <p>Over the past four years, Bartholomew Consolidated School Corporation (BCSC) has developed a theory of and commitment to what it calls “Deeper Learning.” The district has implemented this commitment district wide through 10 aligned and interconnected strategies. These strategies, as the application points out, align well and build on the four assurances. While the application describes a myriad of separate programs and initiatives, the overall impression gained is of a well-managed school district with a strategic vision that is thoughtfully and carefully, with the engagement of multiple stakeholders, making good progress towards building a coherent and aligned approach to ensuring that every student’s individual needs are met and that teachers and schools have the tools, training, resources, programs, and policies to effectively support students.</p> <p>BCSC vision in this application is to strengthen and expand its work on all of these 10 strategies. In some cases, the intent is to expand a program from some schools to all schools (e.g. Bring Your Own Device, Project Based Learning); in some cases, the intent is to improve implementation of existing strategies (e.g. training and central office staffing to strengthen Instructional Consultation Teams in high schools, PBIS, UDL); in some cases, the intent is to fill gaps in current implementation (e.g. upgrade IT and purchase hardware and software; develop evaluation measures for teachers in non-tested grades); and in some cases it appears that the intent is simply to use RTT-D funds to pay for current activities (e.g. ACT Explore and Plan; preschool if other funding sources are not available; math and reading interventions).</p> <p>A clear strength of the vision is that it builds on current work that has over the past four years has led to improved student results. The district has examined what it is doing, identified areas of weakness or need, and then crafted this proposal to address them. The district also presents a comprehensive plan, clearly recognizing that there is no silver bullet solution to improving learning and performance.</p> <p>However, the district does not make a strong case that sprinkling investments across all 10 strategies is the most effective way to accelerate achievement moving forward. The vision has other weaknesses as well. First, in the area of equity, there is clearly a focus on access to instruction (UDL), technology (purchasing devices for low income students) and ensuring students are not unnecessarily referred to special education (PBIS and IC Team). However, there is no attention to ensure students most in need have access to the most effective teachers. The vision (nor other sections of the application) does not put forward a strong approach to ensuring personalized student support grounded in “common and individual tasks.” At 12<sup>th</sup> grade there is an individually designed senior project requirement. Beyond that, there is general discussion of personalization, guidance, and pathways but no concrete and convincing evidence that actual student tasks are personalized in or outside the classroom. The proposal calls for significant investments in IT, including wireless networks, new computers, devices, upgrades for distance and on-line learning, new data warehouse, expansion of its on-line project based learning tool, and the iRubric evaluation management tool. Yet the vision (and indeed the entire application) does not provide significant insights into how all this technology would be used by students, teachers and parents to improve performance. Finally, the vision does not communicate how BCSC believes individual students’ learning experiences will feel and be “deeper” and more personalized or how teachers will be better prepared to support such experiences and facilitate student growth.</p> <p>Overall, the district builds on a strong and coherent base. Its vision for going forward has some significant strengths, but it does not fully articulate a clear and credible approach to deepening and personalizing student learning. For these reasons, the rating for this section is in the mid-range.</p>		
(A)(2) Applicant’s approach to implementation (10 points)	10	9

(A)(2) Reviewer Comments:

BSCS has proposed that all of the district's 16 schools and 11410 students participate in the RTT-D initiative. Slightly over 40% of students in the district (4789) are from low-income families. The district notes that given the many elements of the district's proposal, not all students (and perhaps not all schools) will be involved in each aspect. The district intends to tailor implementation in each school based on a needs assessment to be conducted if a grant is received.

One could argue that the district might be better served by deeper implementation in fewer schools or by a focus on their neediest students. Given that the district plan is not to create new initiatives but rather to accelerate work that is already taking place district-wide and to expand promising efforts in a handful of schools to district-wide implementation, choosing to work with all schools is reasonable and consistent with the district's overall approach in this proposal. However, the proposal would be stronger if it showed how while working with all schools the strategies were designed to ensure support and accelerated personalized learning for the neediest students.

Given the overall strength of this response, it is rated in the high range.

(A)(3) LEA-wide reform & change (10 points)	10	8
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(A)(3) Reviewer Comments:

Because the proposal is that all district schools participate in the initiative, BSCS understandably did not provide a plan for scaling into district-wide change beyond the participating schools. The district should not be penalized under these circumstances.

The district also failed to provide specific logic model or theory of change of how its plan will improve outcomes for all students. Looking at the application as a whole, it is evident that the district believes that embedding this initiative into their overall district improvement process will ensure effective and sustained implementation. However, the application would be strengthened by a clear argument about how the planned activities would be "value added" above the current work the district is doing and accelerate the district's improvement of student learning outcomes.

Looking globally at the response under these circumstances, this response receives a score in high range.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	6
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(A)(4) Reviewer Comments:

Most of BCSC's goals appear to be ambitious yet achievable. The one important exception is BCSC's goals for student performance on summative assessments. These goals are based on its state ESEA targets, which call for a 10% annual reduction in numbers of students not meeting proficiency. However, the district has a strong history of academic growth over the past four years. Meeting the ESEA targets for 2012-2016 would require *less growth* than the district has accomplished for the last four years.

In this section, the district does not address the likelihood that their vision will lead to improved learning, performance and equity. Looking at the proposal as a whole, it is clear that the district has a solid vision, it has implemented it well over multiple years, and this effort has led to significant achievement gains. The district makes a solid case that the investments it seeks will strengthen its current strategies and lead to improved results. It is less strong in making the case that its vision will drive increased equity within and across schools or personalize instruction.

Overall, a mid-range rating is appropriate for this response.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	11

(B)(1) Reviewer Comments:

BSCS record of success is extremely strong in improving achievement; but the district has had significantly less success in

increasing graduation and college going rates.

BSCS has achieved steady increases in student performance over the past four years for all subgroups, and extremely impressive gains for its African American, Hispanic and special education students. Overall, the percent of students at proficient or above in ELA and Math in all grades has risen from 62% in 2008-09 to 74% in 2011-12. The gains for African Americans in that same time period was from 24% to 54%, for Hispanics from 34% to 54% and for special education students from 10% to 44%. They have also seen very significant increases in college enrollment among their Hispanic students (from 45% to 59%) and low income students (from 72% to 84%) and extraordinary (and perhaps anomalous) increases among African American students (from 29% to 93%).

However, they have been less successful in improving graduation rates, which are low (84% overall, 75% for African Americans, 83% for Hispanics, 84% for whites, 58% for special education students), and have remained fairly stagnant over the past four years. College enrollment rates, other than for Hispanic and African American students, have not increased significantly. They are at 54% overall, 93% for blacks, 53% for Hispanics and 52% for Whites (a drop of 9 percent for Whites since 2008-09). Moreover, BSCS recognizes that their college enrollment data is not reliable and, indeed, as part of its proposal plans to hire staff to better track enrollment data.

In the area of low performing schools, BCSC points to schools that have made impressive gains on the Indiana accountability system. One elementary school improved from a D in 2008 to an A in 2011. Another elementary school moved from an F in 2010 to an A in 2011, winning recognition for the largest score improvement of any elementary school in the state. One middle school went from F in 2010 to A in 2011. The application does not make clear whether these three schools were "persistently lowest achieving" or "low-performing schools" as defined in the notice, but the schools' D and F ratings suggest that they were among the state's "low performing schools." The application does not describe the reforms that these schools undertook, their success speaks for itself..

The district appears to make some limited student performance data such as attendance and grades readily available to students, parents and teachers through an on-line portal. It is not entirely clear whether other student data relevant improving instruction and services (e.g. formative assessment results; sub-scores and item analysis on formative and summative tests; student's performance history in prior years) is easily accessible to teachers as well.

Given the totality of BSCS' record, their response is at the high end of the mid range.

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

5

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(B)(2) Reviewer Comments:

BSCS issues an annual Community Report Card that includes fiscal information about the district such as payments to vendors, salary schedules, and fund balances. The Report card includes actual personnel expenditures for teachers and instructional staff. However, it does not make the data available at the school level. Nor does it break it down by teachers only, instructional staff only, instructional and support staff, and by non-personnel expenditures. The application makes the case that the public can calculate a school-by-school breakdown by accessing data from a date website, cross-referencing it with the published salary schedule, and then doing the calculations. However, this selection criteria asks for evidence of a "high level of transparency" and having to root around in multiple websites to find information and then having to do calculations does not meet that standard. Thus, a low rating is warranted here.

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

10

8

(B)(3) Reviewer Comments:

BSCS makes the case that the state has provided conditions for success as well as flexibility in some areas that permit its reforms (e.g. local teacher evaluation design). It also demonstrate's the state's support for the district's reform efforts by explaining that the district has received waivers from state requirements to implement reforms in the past. However, it is not clear that all the planned reforms are permitted without waivers and no clear guarantee that waivers would be available from the state to allow for full implementation of the reforms. In particular, a full implementation of project-based learning that has implications for seat-time requirements would potentially raise policy issues. It is important to note, however, that the feedback on the application from SEA staff that is included in the application provides entirely positive feedback and raises no concerns about the district's ability to implement its plans consistent with state policies. Because there is incomplete evidence about successful conditions and autonomy under State requirements, this receives a score at the low end of the high range.

(B)(4) Stakeholder engagement and support (10 points)	10	5
<p>(B)(4) Reviewer Comments:</p> <p>BCSC has a number of on-going structures for engaging stakeholders. These include: (1) the Community Education Coalition (CEC), a partnership of the district, local business, and higher education; (2) the Corporate Continuous Improvement Council (CCIC), which includes family, community, business, and teachers' union representation and meets regularly to review progress toward goals in all school improvement plans and supports the scaling-up of effective strategies across the district; (3) the Business Advisory Group that advises on college- and career-readiness; (4) a Parent Advisory Group that advises on special education issues; (5) a Diversity Leadership Committee with family and community representation; and (6) a teacher evaluation committee that includes union representation. The district states that these groups were all asked to provide feedback on the application and that their feedback was incorporated. The district also provides letters of support from a local community college, the local chamber of commerce and the CEC.</p> <p>There does not appear to have been significant attention to engaging teachers and principals in the development of the proposal. While teachers and principals may well participate in some of the groups listed above, there is no explicit evidence of direct engagement and support for the proposal from teachers. The same is true of principals and of students. The application does mention getting teacher input on technology investments in the future, but this is not a substitute for formative input.</p> <p>Despite the fact the district has and used well-established vehicles for stakeholder engagement in development of the proposal, the lack of evidence of explicit student, principal, and particularly teacher engagement places this in the mid-range.</p>		

(B)(5) Analysis of needs and gaps (5 points)	5	3
<p>(B)(5) Reviewer Comments:</p> <p>BCSC's application provides a summary of the analyses that informed the development of its proposal. However, it does not describe in detail a plan going forward for analyzing the current state and the logic behind its proposal, including needs and gaps the plan will address.</p> <p>The application simply says that a project coordinator who will be hired to manage the RTT-D initiative will by May 2013 assess current status, identify additional needs, work with the IT department to identify and organize data related to the project, assess baseline implementation, and make recommendations for any changes. There is no indication that the district has developed a logic model and plans to analyze it as implementation begins; nor are there specifics that one would hope to see in a plan, including interim timelines and clear deliverables. For these reasons, a mid-level rating is appropriate</p>		

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

	Available	Score
(C)(1) Learning (20 points)	20	12
<p>(C)(1) Reviewer Comments:</p> <p>BCSC current work to deepen student learning consists of 10 inter-connected strategies. They are: 1. Alignment to and implementation of Indiana's Common Core Standards; 2. Educational Pathways (including strong high school guidance, a required senior project, and multiple choices for high school programs); 3. Modern and Collaborative Learning Environments (including updating IT infrastructure, modernization to accommodate problem based learning activities, and a Bring Your Own Device pilot); 4. Public Early Childhood Education; 5. a commitment to Universal Design for Learning in instructional design; 6. Project- and Problem-based Learning, specifically a PBL high school program; 7. Positive Behavior Instruction and Support; 8. a commitment to Culturally Responsive Practice; 9. Systematic Student and Teacher Assistance implemented through Instructional Coaching Teams that assist teachers in individualizing instruction and reducing special education referrals; and 10. Developing and piloting a local Teacher Evaluation system with a focus on educator growth. In its response to this selection criteria and elsewhere in the application BCSC describes the work it is doing in each strategy, including a robust high school guidance program, required senior projects, a project based learning high school, expansion of technology access, STEM pathways, and district-wide implementation of PBIS, UDL and instructional coaching teams.</p>		

In its plan, the district identifies next steps it would take to strengthen and/or expand its implementation of each strategy, including a project title, short activity description, deliverable and timeline, and party responsible. The application also maps each planned activity against the sub-elements of this selection criteria in order to demonstrate that each sub-element is addressed by one or more activities in the plan. Despite being extremely well-written and organized, overall, the application provides much more detail on what the district has done thus far than on the specifics of its plans moving forward, with much of the plan for the future being presented primarily in chart format with little explanation or rationale. There are over 35 separate activities listed, each with merely a bullet description (e.g. deliver professional development; purchase accessible and electronic media; provide project based learning instructional coaches to each school), making it difficult to assess the rationale for and potential quality of the activities, thus undermining the overall credibility of the plan.

Moreover, despite the apparent strength of many of the district's existing programs and of its plans, the mapping of strategies to sub-elements is not always convincing. For example, the district states that it meets sub-criteria (C)(1)(b)(i) through its current work on standards, pathways, and high school guidance as well as planned professional development on the common core. However, while those strategies clearly help students explore education and career options, set academic goals, choose which classes to take, and attain standards, there is no evidence that they truly focused on ensuring that all students have access to a personalized sequences of instructional content and skill development.

In addition, in this section (or elsewhere) the application does not make a credible argument about how its plans to increase access to public preschool will advance personalized learning. While increased access to pre-school is important and a worthy strategy, the district has provided scant detail about its pre-school approach and has not connected this activity (which, importantly, is more than 25% of the proposed budget to hire and train 20-30 teachers, buy furniture, pay for transportation, etc...) to its overall strategies and goals.

Overall, given its strengths and weaknesses, this response receives a mid-range score.

(C)(2) Teaching and Leading (20 points)	20	12
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(C)(2) Reviewer Comments:

BCBS has a comprehensive and thoughtful approach to its current training and professional teaming and most of the discussion in its response to (C)(2) focuses on its current work. However, it has not fully demonstrated that it has a high quality plan to build on and accelerate its current work and enable full implementation of personalized learning and learning.

The district appears to make professional learning and teaming a district wide priority and to design its professional learning based on the research on effective strategies. It also appears to be at the initial stages of implementing thoughtful linkages between teacher evaluation and professional development so that teacher evaluation will help drive the professional development available to each teacher and that in turn the effectiveness of teacher evaluation is judged in part by evaluation results.

In its listing of proposed activities, the district includes significant professional development and professional learning. This includes training on the Common Core, assessment literacy related to teacher evaluation, training on UDL and PBIS and district level coordinators for each who can coach teachers, school-level project-based learning coaches, training by a local university to strengthen the IC Teams, training on new technologies/IT systems (e.g., online instructional content, new data warehouse, Bring Your Own Device) etc...However, the application does not fully make the case regarding how all this professional development will enable teachers to adapt content and instruction (as described in (a)(ii); frequently measure student progress and use data to accelerate student progress ((a)(iii)), ensure teachers have actionable information to identify optimal learning approaches for each student or the tools to create and share new resources. Moreover, while the district has a commitment to ensuring equity through PBIS and UDL, the district provides no plan for increasing the number of students who receive instruction from effective educators, other than to state that with support teachers in the district will become more effective.

In conclusion, while the district appears to have a strong, well-functioning approach to professional learning and proposes significant additional investment in its educator development system, it has not demonstrated all the elements of a strong and credible plan for how these investments will enable educators to meet the full range of expectations laid out in the selection criteria, making a mid-range rating appropriate.

D. LEA Policy and Infrastructure (25 total points)



	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	10
<p>(D)(1) Reviewer Comments:</p> <p>BCSC has worked to organize its central office and engagement with stakeholders in order to effectively support instruction. In 2007 it reorganized school supervision to increase contact with schools. It has set up a district-wide instructional coaching team model, with centralized training and support, to ensure a well-developed vehicle for supporting schools and teachers. It also has a well-established set of internal and outside stakeholder groups and processes (e.g. Corporate Continuous Improvement Council, Business Advisory Group, District Parent Advisory Group) that both advise the central office and are part of developing district and community wide vision and support for schools. Of course, BCSC is a relatively small district that does not share the organizational challenges of supporting schools that larger districts face.</p> <p>BCSC states that it provides schools with flexibility and autonomy regarding schedules, personnel, roles, and school level budget. However, it provides no specific examples of that autonomy or how schools have used it; nor does it divulge the extent of resources actually available to schools in a school level budget. Without any supporting evidence, it is difficult to evaluate BCSC's claim.</p> <p>BCSC states that it gives students the opportunity to progress and earn credit based on demonstrated mastery rather than seat time. The primary example it puts forward – the implementation of the state waiver on project based learning -- appears limited. Under that waiver, the district could release students from one hour of seat time in order to ensure time for more professional development. That does not constitute a robust, well-articulated approach.</p> <p>BCSC states that its implementation of UDL in all schools “gives students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways.” However, it provides no examples or evidence of how students may demonstrate mastery, making it difficult to evaluate this claim.</p> <p>BCSC is apparently a national leader in UDL, hosting an annual national conference on the issue. Through this and its commitment to PBIS, it appears to support accessible and adaptable resources and practices.</p> <p>Overall, BCSC demonstrates strengths regarding its central office organization and providing adaptable and accessible learning resources and practices. It provides only a limited opportunity for students to earn credit based on mastery rather than seat time. It states that it provides school level flexibility and multiple opportunities to demonstrate mastery but provides no evidence for those claims. Thus, a rating in the mid-range is appropriate.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	7
<p>(D)(2) Reviewer Comments:</p> <p>BCSC provides a suite of on-line tools to teachers, students and families for use in and out of school, including PowerSchool (communication, grades, assessments, tracking graduation progress, etc.); Naviance (college and career planning and tracking); and Echo (used currently in one school to support project based learning and to be extended to all schools). In addition, through their Bring Your Own Device program, the district encourages technology use and, with funding from RTT-D would purchase devices for use by low income students. It would also invest significant funds in upgrading IT infrastructure (e.g. Wireless networks in schools) and purchase new computers. It would also invest in a new data warehouse and an on-line tool to manage teacher evaluation. However, other than its discussion of Echo for project based learning and a reference to piloting new on-line math learning applications, the application does not provide much detail on how technology is actually used in enhancing instruction and personalizing learning at the individual student level.</p> <p>BCSC provides training for teachers on technology use and provides basic documentation on how to use its on-line systems. It also intends to expand its technical support for BYOD and make it available to teachers, students and families but does not provide significant detail about its plans. These training, documentation and tech support efforts all appear to be worthwhile and necessary. However, it is not clear that the district has a plan for coherent, intensive professional development and modeling of new approaches that would generally be needed to ensure that teachers truly become comfortable with using the technology and have the skills to use it to transform teaching and learning.</p> <p>BCSC states that PowerSchool allows exporting data in open formats and use in other systems. It is silent on the Naviance system. It states that all its systems are interoperable.</p> <p>Overall, a mid-range rating is appropriate.</p>		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	12
<p>(E)(1) Reviewer Comments:</p> <p>The district appears to have a well-established and well-functioning continuous improvement process based on the Baldrige system of management. It plans to apply that process to each of the projects proposed in the application and solicit input from a variety of existing stakeholder advisory groups on an on-going basis. A RTT-D coordinator will manage the projects and conduct an annual internal evaluation of implementation and outcomes (progress towards goals and performance measures) and an external evaluator will do the same. Internal and external evaluations will be published annually.</p> <p>The approach would be strengthened if: (1) there were attention not only to the success of each individual project but also to the district-wide theory of action and whether, collectively, these projects accelerate improvements; (2) there were deliberate steps to deeply engage teachers, principals and students in the continuous improvement process; (3) the district provided more specificity about the design and implementation of both the internal and external evaluations and a rationale for having concurrent evaluations.</p> <p>Overall, a rating at the bottom of the high-range is warranted.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	3
<p>(E)(2) Reviewer Comments:</p> <p>BCSC has a well-established and well-functioning set of stakeholder groups that meet regular to provide input and advice. Across these groups there is representation from parents, community leaders, the teacher union leader, and higher education. The application is unclear whether there is significant teacher, principal or student participation in any of these groups. The district will use these existing mechanisms for communication and engagement. Other than an annual report, there appears to be no concerted effort to engage parents (other than those on various advisory committees) in understanding these reforms it what it means for their children.</p> <p>Given the lack of clarity about engagement of teachers, principals and students in advisory committees and the lack of outreach to parents not on these committees, this response merits a mid-range score.</p>		
(E)(3) Performance measures (5 points)	5	3
<p>(E)(3) Reviewer Comments:</p> <p>Overall, the district has selected reasonable performance measures and, with one exception, has made an adequate case for their selection. However, several of these measures are not sufficiently ambitious. Moreover, the district has not made a strong case for how these are timely and formative. It has shown how it will review and improve them overtime.</p> <p>The district selected three social and emotional learning performance measures. Using a kindergarten readiness measure for young children and the High School Survey of Student Engagement for 9-12 students seems appropriate and aligned with the district's overall strategy. The selection of a bullying measure for grades 4-8 seems less clearly aligned to the proposal.</p> <p>The academic measures include percent above proficient on the state assessments in ELA and math at grades 3, 4, 6 ,and 10 as well as the ACT Test college readiness benchmark, ACT Plan Composite Score. The performance targets for the state assessments are the same as the state ESEA targets, which call for a 10% annual reduction in numbers of students not meeting proficiency.</p> <p>It also has performance measures regarding FAFSA and effective and highly effective teachers and principals.</p> <p>While these all appear to be appropriate, rigorous measures (excepting bullying, as noted above), the district does not make a clear case about how they are formative and timely since these all are annual measures and the district does not explain specifically how the data will shape practice.</p> <p>In terms of targets, some of the performance measure targets appear to lack ambition in two areas. First, the district has a</p>		

strong history of academic growth over the past four years and, in fact, meeting the ESEA targets for 2012-2016 would require *less growth* than the district has accomplished for the last four years. Second, the district has set 79% as its 2016-17 target for FASFA completion. The district starts from an extremely low base – only 39% FASFA submission. However, given that schools can fairly easily require students to submit a FASFA and reach 100% targets, taking 5 years to get to 79% is not a sufficiently ambitious target.

To its credit, the district has set annual targets for effective and highly effective teachers and principals. However, in the absence for any rationale or explanation of how it set its targets given that their system is just being piloted this year, determining whether these are ambitious yet achievable is speculative at best.

The district states that it will refine these measures overtime through its continuous improvement process and will also examine the sufficiency of the measurements in its internal and external evaluations.

Overall, this response is rated in the mid-range.

(E)(4) Evaluating effectiveness of investments (5 points)	5	2
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(E)(4) Reviewer Comments:

The one significant strength of the district’s response to this section is the district’s plans to evaluate professional development in terms of its impact on educators’ summative evaluation ratings and its impact on classroom practice as measured through observations using the district’s classroom success rubrics (which are also used for on-going teacher observation). Beyond this, on the issue of evaluation, the district provides no detail beyond the basics provided under E1.

The district does not describe how it will more productively use time, staff and other resources to improve results. As a result, this response warrants a mid-level rating.

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

	Available	Score
(F)(1) Budget for the project (10 points)	10	4

(F)(1) Reviewer Comments:

BCSC has identified all the funds that will support the project and, overall, the amount requested appears reasonable and sufficient to support the development and implementation each budget component. BCSC has also indicated which funds will be used for one-time investments and which for on-going costs. However, there is a misalignment between the budget and the vision and plan laid out in the application.

The district’s total budget is \$34,059,038 and it requests \$29,899,238. The remaining \$4,149,800 in funding comes from other sources. The district does not request indirect costs.

Of the approximately \$30 million requested, approximately \$13 million is for personnel and fringe benefits and thus represents on-going costs. The remaining \$17 million is for travel, equipment, supplies, contracts and training stipends and thus the district states they can be considered one-time investments.

At the project budget level, the most funding is allocated to the following projects (looking only at funds requested from ED):

1. Bring Your Own Device (equipment purchases and staff for tech support) - \$3.3 mil
2. Upgrade technology infrastructure (wireless networks, new hardware, virtual and distance learning upgrades, training, accessible media) – \$4.5 mil
3. Early Childhood (20-30 teachers, transportation, equipment, training, renovation, furniture) - \$8.7
4. Increase and Strengthen UDL Implementation (coordinator, travel, contracts, stipends) – \$2.7
5. Increase and Strengthen PBL Implementation (school coaches) - \$3 mil
6. Upgrade data management infrastructure (replace data warehouse, iRubric tool for evaluation data, training) - \$1.15 mi
7. Increase capacity for teacher evaluation (measures, training on assessment design) - \$3.2

Remaining funds are distributed in amounts of less than \$1 million to project management and various other projects (e.g. PBIS, Common Core implementation, Strengthening IC Teams, maintain literacy and math interventions).

By far the biggest budget item is \$8.7 million for early childhood. However, the application provides almost no information about the plans to expand public pre-K and provides no rationale for how this will advance personalized learning. While increased access to pre-school is certainly an important and a worthy strategy, the district has not connected this activity to its overall strategies and goals. Moreover, since the RTT-D funding would be the only source of support for 20-30 Pre-K teachers, sustainability of the effort is questionable (see discussion under (F)(2)).

The next biggest investments are for technology – a total of \$7.8 between Bring Your Own Device and IT. The proposal calls for wireless networks, new computers, devices, upgrades for distance and on-line learning and training and IT support related to these. Yet the district does not fully explain how all this technology would be used by students, teachers and parents to improve performance. For example, given upgrades for distance and on-line learning, one would want to know plans for integrating that into course offerings and instruction. Similarly, given availability of devices, one would like to hear the district's expectations for how students will use them and what will teachers do differently.

Given these factors, a rating at the low end of the mid-range is appropriate.

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

BCSC has not fully demonstrated a credible plan for the sustainability of its goals after the term of the grant.

It makes the case that its investments in building educator capacity and professional teaming as well as its planned sustainable digitally based learning platform using BYOD will ensure beyond the life of the grant.

It states that their strong connections with their community and local funders coupled with strong data following RTT-D implementation will enable them to make the case to state and local government, industry, foundations and the community for greater funding.

It also states that it believes that some of its activities can become revenue generating, including their annual UDL conference as well as future development of on-line courses that could be opened to outside customers.

Finally, the district states that it can phase out external and internal support over time so that the strategies of the proposal become their “daily work.”

While all these are reasonable albeit optimistic arguments, the district provides no concrete timelines, budget assumptions, projections, phase-down process or other specifics to suggest a high quality plan for long-term sustainability. As result, a rating in the low-range is appropriate.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	2

Competitive Preference Priority Reviewer Comments:

BCSC plans to contribute to a more comprehensive and systematic approach to children's mental health. The primary vehicle is to strengthen linkages among appropriate agencies by including school-based mental health managers, probation officers and caseworks for the Department of Children's Services on school based PBIS teams. The district has proposed 8 population-level results. They include, in addition to goals already proposed for the application, reduction in disciplinary referrals, reduction in disproportionality of such referrals, and increased family awareness of community and mental health supports.

The district has not demonstrated that it has a “coherent and sustainable” partnership with public or private organizations. There is no indication of how they already work with Children's Services and other relevant agencies and providers; no indication of a formal partnership; no indication of discussion or planning with relevant agencies in designing this proposal; and no indication of support from relevant agencies.

Moreover, while it has selected desired results and indicated in a general way how it would track the measures (other than awareness of mental health services), the proposal does not show how the partnership would use the data to improve results. Nor does it give more than cursory attention to how it would build capacity of staff to carry out the aims of the partnership.

As a result of these weaknesses, while the underlying concept may well be a worthy strategy, this competitive preference priority is rated in the low-range.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
<p>Absolute Priority 1 Reviewer Comments:</p> <p>Considered in its totality, the proposal meets the absolute priority. Over the past four years, Bartholomew Consolidated School Corporation (BCSC) has developed a theory of and commitment to what it calls "Deeper Learning." These strategies, as the application points out, align well and build on the four assurances. The district appears to be making good progress towards building a coherent and aligned approach to ensuring that every student's individual needs are met and that teachers and schools have the tools, training, resources, programs, and policies to effectively support students and ensure college and career readiness. In its proposal, it lays out plans to accelerate learning, close learning gaps, deepen learning by meeting student needs, increase educator effectiveness and increase graduation and college and career readiness. While there are weakness in the application that led to low scores in some areas, the absolute priority has been met.</p>		
<b>Total</b>	<b>210</b>	<b>126</b>



## Race to the Top - District

### Technical Review Form

Application #0471IN-2 for Bartholomew Consolidated School Corporation

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

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>The applicant, Bartholomew Consolidated School Corporation (BCSC), is able to articulate and comprehensive and coherent reform vision that builds on the four core assurance areas.</p> <ul style="list-style-type: none"> <li>The vision, <i>A Community Commitment to Deeper Learning for One...andAll</i>, consists of six goals that support the goal of the proposals.                     <ol style="list-style-type: none"> <li>Accelerate student achievement and deepen student learning by meeting the academic needs of each student and providing personalized student and teacher support</li> <li>Decrease achievement gaps across student groups</li> <li>Increase the effectiveness of teachers and leaders</li> <li>Expand student access to the most effective teachers and leaders</li> <li>Align learning and teaching with college and career-ready standards</li> <li>Increase rates at which students graduated high school prepared for college and careers</li> </ol> </li> </ul>		

- Ten strategies are outlined that will build on the core assurance areas and support the vision, and achieve the goals of the proposal.
  1. Indiana's Common Core Standards have been adopted by the state board of education and are expected to have fully aligned instruction and assessments by 2014. At that time, the statewide assessments used now will transition to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.
  2. Educational Pathways "support students to feel connected to their own education and to explore college and career opportunities that align with their interests, strengths and competencies." The proposal explains five examples of the pathways available to the students. They range from a graduation project, career work-based learning opportunities, engineering immersion program, K-12 project based learning magnet, AP courses, Alternative Education and an International pathway.
  3. Modern and Collaborative Learning Environments consist of increasing technology and adopting online tools and media that are aligned with college and career-ready standards and support teaching and learning. Classrooms are being redesigned to be conducive to Universal Design, Project-Based Learning and student collaboration. Students are encouraged to bring their own devices and the district is supporting technology by purchasing and providing hardware to benefit all students and families.
  4. Public Early Childhood Education is preparing four year olds for Kindergarten and offers full day programs five days a week.
  5. Universal Design for Learning is the underlying instruction framework. It "optimizes learning by reducing the barriers found in curricula and supports educators to design appropriately challenging instruction that meets the needs of all learners." Since this was adopted BCSC has experienced an 11% increase in the number of students with disabilities passing standardized tests and a 60% increase in fluency scores of English Language Learners."
  6. Project- and Problem-based Learning has been established. This allows students to work collaboratively to solve real problems. The skills of this include thinking and problem solving, communication, collaboration, and creativity and innovation. These skills are aligned with the CCSS and they prepare students for the work force.
  7. Positive Behavior and Instruction Support is in place to ensure that students "have access to the most effective instructional and behavioral practices possible." This allows educators develop progressive behavior and academic supports that are based on data.
  8. Culturally Responsive Practice is being supported to decrease achievement gaps across groups. Staff training has been provided and school-wide behavior expectations are put in place. There are now mentors for Latino students that has turned into an outreach program of advocacy and is increasing access to college and scholarships.
  9. Systematic Student and Teacher Assistance is in place and provides additional personalized supports and resources to students. These include a literacy task force, after-school learning centers, graduation coaching, and a fourth grade math skills program. Teachers are supported through one on one consultations for teachers who are struggling to design instruction that meets the needs of individual students, small groups, and/or whole classes. This has been documented to "increase teacher effectiveness, increase student achievement, reduce inappropriate referrals for special education services, and reduce racial and ethnic disproportionality in special education referrals."
  10. Teacher Evaluation includes a "system that will ensure fair and accurate judgments about the teaching and learning process, enable valid judgments/assessments of student growth, and include multiple measure of student achievement."

The comments stated above contribute to a very strong reform vision. It articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests. The goals and strategies are articulated well and cover all requirements of the grant. For this reason, a score of 10 is being given.

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

The approach to implementing the reform proposal will support high-quality district and school-level implementation.

All schools in the district will participate in the proposal to achieve the six goals addressed in the prior section. The support offered to each school will be based on need. In Section B5 this is explained as a needs assessment that focuses on a review of the infrastructure, analysis of implementation and outcome data, and surveys of staff needs.

The schools that are participating in the grant are listed along with the data required. This includes data for all sixteen schools in the district, ranging from PreK - High School. The percentages of low income students at each school range from 23% - 76%. The percent of high-need students mirrors the percent of low-income students.

This section is receiving 10 points because it provides all the information requested in the proposal.

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

10

10

(A)(3) Reviewer Comments:

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.

- All schools in the district are included
- The six goals of the plan will be met through the implementation on the ten strategies mentioned in a prior section.
- Teachers effectiveness will be increased through professional development focused on instructional design and behavior management. The Professional Development will include personal coaching, modern technology, and high-quality feedback on the teaching and learning observed in the classrooms.
- The goals and strategies have been established through extensive collaboration with stakeholders. These address policies, systems, infrastructure, capacity and culture.
- There is a reflective process in place to deepen their understanding of how progress is being made by students and teachers
- Systems will be built as necessary to provide ongoing support for students and teachers

Although this section is lacking in some details like how the plan will improve student learning outcomes, much of this was addressed in the prior Section A1. Taken with the first section, a hi-quality plan has been described. The applicant has listed goals, activities, a timeline, the deliverables and the responsible party through the narrative of that section and the Charts 1 and 2. Therefore, I am assigning a 10 to this section.

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

10

10

(A)(4) Reviewer Comments:

The applicant's vision is likely to result in improved student learning and performance and increased equity.

The performance on summative assessments is included. At this point in time, the district is using the Indiana Statewide assessments. In 2014/15, the assessment will transition to the assessments developed by PARCC. At that time, new benchmark data will be determined. The percent proficient is the means of determining status and the Indiana Growth Model provides the median growth percentage.

Summative, disaggregated data is provided for grades 3, 6, 8 and 10 in English/Language Arts and Math/Algebra 1. The methodology for determining performance is whether the student scores proficient or above. Baseline data is stated, and annual goals are determined. In addition, data is included for the Indiana Growth Model. This data is calculated with the median growth percentage. Again, baseline data is stated along with annual goals for each grade level and population.

Disaggregated Achievement data is provided to analyze achievement gaps. The methodology used is stated and goals are stated for each year.

Graduation rates are provided for each subgroup, along with annual goals. For this year, 2011/12, the data is estimated. Goals are provided for each year.

College enrollment data is also provided, along with annual goals.

The vision in this proposal is very likely to result in raising achievement rates, graduation and college enrollment rates. It will also, by raising the achievement level for all student, result in a decrease in the achievement gap. This section is receiving 10 points because it provided all data requested, and the goals are ambitious yet achievable.

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

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

(B)(1) Reviewer Comments:

There is evidence of a clear record of success in the past four years that is increasing student achievement and increasing equity in learning and teaching.

- There is an annual increase of percent proficient and above on achievement, both overall and by subgroup, on the Indiana Academic Standards in English/Language Arts and Math.
- Gaps in English/Language Arts and math proficiency between all subgroups and the highest achieving subgroup have declined.
- There is some fluctuation in high school graduation rates, but overall there has been an increase in the percentage of students graduating over the last four years. This is true for all subgroups.
- Data is included to analyze high school graduation rates and gaps between the subgroups. Two of the groups remained steady and did not increase or decrease. Gaps have been reduced for Black students, Hispanic students, Special Education and English Language Learners. Overall, there is an increase in equity.
- College enrollments rates increased for Black, Hispanic and Free/Reduced students. Graduation rates have increased for the other subgroups but the data does not support an increase in college enrollment. The plan is addressing this.

The A-F Accountability system is now in place in Indiana. This holds schools to higher standards and provides a more accurate picture of their performance by incorporating student academic growth and graduation rates, as well as college and career reading, as measures of success. Three schools have already moved from being labeled as F or D to being A or exemplary on these indicators. These reforms will affect all schools, especially those that are low achieving. Two other schools are included as examples of how the reforms are affecting performance indicators.

The district also has Instructional Consultation Teams that are demonstrating that instructional support is creating high implementation of the curriculum throughout the schools. Fifteen schools have completed training. Ten of these schools are achieving high implementation that advances student learning and achievement. 70% of the students served are attaining the academic goals set by the teachers.

Student performance data is available to students, educators and parents with the goal that this data will inform and improve participation, instruction and services. Enrollment, attendance, assessment and graduation data are available on the state education website. Administrator and teacher salaries are available also. Students, parents and teachers also have access to another website that allows students and families to access grades and attendance for all classes, communicate with teachers, access school bulletins, register for classes and track graduation progress.

The data included and the narrative indicate a strong response to this section for all the reasons stated above and is therefore receiving the full points available.

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

There is a high level of transparency in processes, practices and investments for the district, itself. Actual school expenditures for regular K-12 instruction, instructional support, pupil support, and school administration is included in the Community Report Card which is published annually in the newspaper and is included in the appendix. This includes an Annual Financial Report and details all annual financial receipts and expenditures. It includes personnel and non-personnel expenditures for the district. Individual personnel expenditures can be accessed from a website and then calculated for each teacher.

This section is receiving a three instead a five because it does not offer personnel salaries at the school level without having to calculate the figures. Real transparency exists when the figures are available without needing to calculate them.

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

The state of Indiana provides autonomy to school districts by providing waivers for specific projects. Waivers that BCSC have received included increased teacher professional development within the school day, content licensing requirements, course titles, textbook choices to allow digital media, flexibility in professional development days, physical education and the implementation in Response to Instruction (RtI) efforts.

In addition each district is able to develop an evaluation and compensation system that align with state guidelines. This include flexibility in pay reflecting experience and well as classroom contributions. The evaluation system being designed will "ensure fair and accurate judgments about the teaching and learning process, enable valid assessment of student growth, and include multiple measures of student achievement." This is being designed with collaboration with the Center on Education and Lifelong Learning at Indiana University Bloomington.

The section is receiving a full 10 points because the State legal, statutory and regulatory requirement provide sufficient autonomy to implement the personalized learning environments described. Waivers have been granted in the areas desired.

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

10

10

(B)(4) Reviewer Comments:

The LEA has demonstrated evidence of meaningful stakeholder engagement in the development of the proposal and for the support of the proposal.

- The vision outlined has been developed over the last four years with input from students, families teachers and principals.
- Partnerships between the district and local business and education institutions are in place and have resulted in efforts around the Culturally Responsive Practices
- A council exists which includes family, community, business and teachers' union representatives. This council meets regularly to review progress toward school improvement goals and supports the scaling-up of effective strategies across the district. Each school also has a council with similar membership
- A business advisory group meets monthly for the last seven years to support aligning teaching and learning with college and career-readiness
- A parent advisory group meets with the Director of Special Education
- Positive Behavior Instruction and Support teams exist in each school with family and community representation
- A diversity Leadership Committee advises Culturally Responsive Practices and has family and community representation
- The president of the Teacher Union participates on the teacher evaluation committee

Each group provided feedback on this application which was incorporated into the proposal

Teacher engage in providing input on all decisions around technology hardware and software, accessible media and data management systems.

Comments from the Indiana Department of Education and from the Mayor were incorporated into the proposal. There are letters of support from Ivy Tech Community College, the Columbus Area Chamber of Commerce and the Community Education Coalition

This section is comprehensive and is receiving the full allotted 10 points because it demonstrates a collaboration with many stakeholders who also were able to provide feedback on the proposal. There is evidence of direct engagement of the teacher's union. This collaboration between the various groups has been ongoing and is providing evidence that this proposal will be widely supported.

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

5

5

(B)(5) Reviewer Comments:

This LEA has demonstrated evidence of a high-quality plan for an analysis of the status in implementing personalized learning environments and the logic behind the reform proposal.

- A needs assessment has been conducted on each of the ten strategies. Each strategy was analyzed for the following elements: review of infrastructure, analysis of implementation and outcome data, surveys of staff needs.
- Chart 2 is the result of this analysis. It contains the goals, activities, timelines, deliverables and responsible parties for each strategy.

Some identified needs and gaps that the plan addresses are:

- A need for targeted professional development, increased family/community awareness and alignment of district initiatives
- The need to strengthen data gathering, management and analysis on college and career-readiness and postsecondary outcomes, especially by subgroup
- The need to increase capacity to implement the Bring Your Own Technology initiative
- A need to upgrade the technology infrastructure
- A need to strengthen and expand public early childhood programs
- A need to develop a systematic approach to increasing and strengthening the implementation of the ten strategies
- A need to increase and strengthen support at the secondary level
- A need for interim support to maintain literacy and math interventions
- A need to upgrade the overall data management system

A need to increase staff capacity around teacher evaluation

A coordinator will be hired who will oversee the implementation of the personalized learning environments and identify any additional needs and gaps. This person will make recommendations for modifying timelines and/or initiating additional activities as necessary.

This narrative provides a focused analysis of the current status of implementation and also a complete plan of how the identified needs and gaps are being addressed. It is receiving a full five points for these reasons.

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

	Available	Score
(C)(1) Learning (20 points)	20	20
<p>(C)(1) Reviewer Comments:</p> <p>The applicant has developed a high-quality plan to personalize the learning environment in order to provide all students the support to graduate college- and career-ready. The district has adopted CCSS and the PARCC assessments, when they are available.</p> <p>There are four pathways to personalized learning that have been described in Section A1, the Senior Project and career partnerships, An Engineering pathway is being developed in collaboration with local universities and colleges. Students will have the opportunity to begin earning manufacturing or engineering degrees while still in high school. Another example is an Academy that has a STEM focus. This school offers partnerships with Purdue and Indiana Universities and the Columbus Philharmonic Orchestra. All of the different pathways available allow students to be involved in areas of academic interest.</p> <p>All students in grades 9 - 11 are required to take guidance programs that enable students and families to be supported in making educational pathway choices. The guidance classes and the use of Naviance, an online program that helps connect academic achievement to academic goals, helps students understand that what they are learning is key to accomplishing goals. It helps set goals and priorities. The program can track progress and measure outcomes for students. The guidance classes, along with the personalized learning that is offers, helps students master academic content and develop skills and traits stated in the scoring guide above. Supports are in place to provide training and support to students that will ensure they understand how to use the tools and resources provided to track and manage their learning.</p> <p>Each student has access to a personalized sequence of content and skill development. The district supports the use of Universal Design for Learning (UDL) which is a set of principles for curriculum development that give all individuals equal opportunities to learn by providing multiple ways to access information and multiple means to demonstrate learning. Project and problem-based learning activities and assessments also provide a personalized sequence of content and skill development. Skills involved include critical thinking and problem solving, communication, collaboration and creativity and innovation. Students are able to work at their own pace. Positive Behavior Instruction and Support guides "selection, integration, and implementation of the best evidence-based behavioral practices for improving academic and behavior outcomes for all students." Culturally Response Practice is a set of strategies that make education more relevant, effective and equitable for students from diverse backgrounds. These strategies are aimed to provide equity for students from diverse groups. The use of these strategies increase student achievement and improve intergroup relations. Teacher support is also personalized by the use of Instructional Consultation Teams that provide individual support in lesson design.</p> <p>Students and families are provided with ongoing and regular feedback through the use of the Power School Student Information System and the Naviance system. These two systems provide frequent updates data that can be used to determine progress towards mastering college- and career-ready standards, content and instructional approaches and support. Accommodations and high quality strategies for high-need students are provided by Universal Design for Learning and the Instructional Consultation Teams.</p> <p>This is a high-quality plan and a strong narrative that addresses each part of the question and scoring guide, as explained above. In addition, Chart 2 provides the goals, activities, timeline, deliverables and the responsible parties that will make these goals happen. Because the narrative addressed and answered all parts of the question, it is receiving a full score of 20.</p>		
(C)(2) Teaching and Leading (20 points)	20	20

## (C)(2) Reviewer Comments:

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

All participating educators engage in training, and in professional teams or communities, to support their individual and collective capacity. Training is offered that develops awareness of new information and practices, deepens conceptual understanding, provides feedback on practice in simulated situations, and provides coaching during application in authentic contexts. This type of training has been in place in this district since 2008, and has built capacity for educators and leaders. The Universal Design for Learning focus allows teachers to adapt content and instruction and provide opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches.

Professional teaming is integral to the approach of teaching and leading in this district. Teaming develops the capacity to sustain professional development, and is integral for educators to provide personalized learning as mentioned in the prior section. Teaming begins at the district level where district-wide professional learning teams meet monthly to provide professional development to building-based coaches and the Instructional Consultation Teams. These building-based coaches and teams then meet individually or with groups of teachers at each site. Each school site also have a Critical Friends Group that has been trained and meets regularly to improve their practice through collaborative learning.

All of the training and professional teaming support the implementation of personalized learning environment and strategies that help ensure all students can graduate on time and college- and career-ready. The various teams referred to in the prior section support teachers to adapt content and instruction and provide opportunities for students to engage in common and individual tasks. Teachers and Leaders use of the Power School Student Information System and the Naviance system to measure student progress toward meeting college- and career-ready standards, and they use data from these systems and evaluations and observations to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators.

The teacher evaluation system was developed collaboratively with administrators, principals, teachers and the president of the teachers' union. Feedback was received from all the stakeholder groups mentioned in a previous section. From these discussions an observation rubric was developed to evaluate educator practice and its impact on student learning. The evaluation contains components around three areas:

- UDL - Planning and organization, instruction and assessment
- Academic Citizenship - Participation in professional learning, leadership, mentoring and supervision, and reflective practice
- PBIS - Classroom culture and management

This rubric is used to evaluate all general and specialized teachers. Similar rubrics have been developed to evaluate the performance of every staff member including district and school administrators, guidance counselors and athletic directors. Each year, teachers and leaders set professional goals that to improve practice and effectiveness for school improvement. The evaluation system is being piloted in this school year with the intention that it will be implemented fully in 2013/14. The plan contains goals, activities, timelines and deliverables, and responsible parties for the implementation of this. In addition, teachers may request the Instructional Consultation Team to assist in improving individual effectiveness. These coaches help educators use a problem solving approach to match student needs with specific resources and approach to provide continual feedback of their practice and how their practice affects student outcomes. An Instructional Consultation Team member may also be referred to a teacher based on observational data.

These practices will help school leaders and leadership teams to have the training, resources, data and tools necessary to to structure an effective learning environment that meets individual student academic needs and accelerates student progress.

Included in this plan are strategies to create, hire and retain effective and highly effective teachers and principals. Training and support is provided on all levels from district personnel and trainers from Indiana University. There is a commitment to improve teacher effectiveness through research-based, systemic forms of support. All teachers participate in the training necessary and receive high-quality feedback. The data from the evaluations allows intervention in a timely manner, if needed. The personalized learning environments have assisted in the hiring of skilled teachers in math and science. The ongoing training and assistance have resulted in decreased unnecessary referral to special education and other programs, resulting in the retention of teachers.

This is a strong narrative that is receiving the full 20 points because it is thorough and provides a rationale for each component in the section, as addressed above. Again, Chart 2 includes the key goals, activities, timelines, deliverables and the responsible party.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
<p>(D)(1) Reviewer Comments:</p> <p>This district has implemented comprehensive policies and infrastructure that provide every student, educator and level of the education system with the support and resources they need.</p> <ul style="list-style-type: none"> <li>• Changes in the district leadership structure has increased contact time with schools and made instruction a priority.</li> <li>• The educator evaluation system provides every educator with the support needed to be effective or highly effective.</li> <li>• There is a systematic approach to increase and strengthen the implementation of Universal Design for Learning, Positive Behavior Instruction and Support, and the Instruction Consultation teams. Positions have been established at the central office to support these initiatives.</li> <li>• The central district has organized stakeholder groups with the intent to communicate and collaborate to improve student achievement.</li> </ul> <p>School leadership teams are provided with flexibility and autonomy over school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school level budgets. Each school has a council that meets regularly to review progress towards goals.</p> <p>The Department of Education has provided the district with a waiver for students to have the opportunity to progress and earn credit based on mastery and not the time spent on a topic.</p> <p>Students are given the opportunity to demonstrate mastery of standards in multiple ways through the initiatives referred to in prior sections, including Universal Design for Learning principles, and Project Based Learning</p> <p>Universal Design for Learning provides learning resources and instructional practices that are adaptable and accessible to all students, including students with disabilities and English learners.</p> <p>The proposal answers all requirements of this section. I am giving this section 15 points because this is part of a high-quality plan (Chart 2) that provides support and resources at every level of the system as needed.</p>		

(D)(2) LEA and school infrastructure (10 points)	10	8
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<p>(D)(2) Reviewer Comments:</p> <p>The district and the schools' infrastructure supports personalized learning.</p> <ul style="list-style-type: none"> <li>• Parents, students, educators, and other stakeholders have access to the Power School Student Information System, Naviance, and the Echo learning management system that supports Project Based Learning, facilitates communication and collaboration and improves teacher practice. These provide the content, tools and other learning resources to support the implementation of the proposal.</li> <li>• Students, parents, educators and other stakeholders have a level of technical support. The district website contains User Guides as well as links to Naviance and the Naviance podcasts. The Bring Your Own Device and the purchase of additional technology of the school will make the technical support available to all.</li> <li>• Power School allows students and parents to export data and use in electronic learning system</li> <li>• All of the data systems are inter-operable and use a structure where data can flow from one system to another.</li> </ul> <p>This section states that students, parents, educators and other stakeholders have appropriate levels of technical support, which may be provided through a range of strategies. The description in the narrative is lacking for that section because it does not address how parents and other stakeholders receive face to face technical support. It only addresses support via User Guides and Podcasts. For that reason, two points are being deducted, giving 8 points for this section. Other requirements are</p>		
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addressed.

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

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>A strategy exists 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.</p> <p>The district has used a system since 2000 that includes strategic planning that relies on information and analysis from leadership, key stakeholders, student and staff. Structures (councils, parent advisory and diversity groups) are in place at the district, school and teacher team level. This system provides a 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 grants.</p> <p>The District Grant Coordinator will solicit feedback on a regular basis as well as monitor progress and identify needs and gaps as they arise. An external evaluation of the implementation of the goals, strategies, and outcomes will be conducted annually. Internal and external evaluation results will be published annually in the Community Report Card and be communicated to stakeholder advisory groups.</p> <p>This section completely describes how the district will conduct a continuous process and communicate those results to the public and to stakeholders. Based on the narrative in this and other sections it is evident that this is an ongoing reflective process and that feedback on progress toward project goals will create opportunities for ongoing corrections and improvements during and after the grant. I am awarding a full 15 points because of this.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>Strategies are in place for ongoing communication and engagement with internal and external stakeholders.</p> <p>Previous sections have described the variety of stakeholder and advisory groups. These groups ensure that the district leadership receives feedback from students, families, community members and teachers. The District Grant Coordinator will solicit feedback from stakeholder groups on an ongoing basis to identify needs and gaps. All evaluation results will be shared with these groups with the intent to ensure continuous improvement.</p> <p>This plan has demonstrated a clear and high-quality approach to continuously improve its plan. The already established use of advisory stakeholder groups demonstrate an ongoing focus on transparency and a system that creates continuous improvement. This section receives the full five points for those reasons.</p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>This section includes ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. Most annual targets have been based on the state targets, which call for a 10% annual reduction in the students meeting proficiency levels and includes 100% of the students in the district. These measures will be reviewed and improved over time using the continuous improvement process outlined in the prior sections. The rationale for including each measure is stated in the narrative. There are at least 12 measures that address career and college readiness, academic achievement and social-emotional indicators.</p> <p>The measures include:</p> <ol style="list-style-type: none"> <li>1. Number and percentage of participating students, by subgroup, whose teacher of record and principal are a highly effective teacher and a highly effective principal.</li> <li>2. Number and percentage of participating students, by subgroup, whose teacher of record and principals are an effective teacher and an effective principal.</li> <li>3. An age-appropriate non-cognitive indicator of growth is identified for grades Pre-K - 3, the Indiana Standards Tool for</li> </ol>		

Alternate Reporting of Kindergarten Readiness Social Emotional Skills assessment for Pre-K.

4. The Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness in English/Language Arts and Math for Pre-k
5. The Indiana State English/Language Arts and Math assessments will be used in Grade 3
6. The Indiana State English/Language Arts and Math assessments will be used in Grades 4 and 6
7. The Act Explore English and Math Assessments will be used in grade 8. This assessment provides baseline data for longitudinal student monitoring and identifies areas of academic risk and intervention. This assessment measures whether students are career and/or college ready.
8. The Olweus Bullying Prevention Program Questionnaire will be used as the grade 5 - 8 social-economic indicator and will service as data about bullying behavior, attitudes and other issues in the school environments.
9. The number and percentage of participating students who complete and submit the FAFSA form
10. Grade 9 - 12 academic achievement indicator will be the composite score of the Indiana End-of Course Assessments in English 10 and Algebra 1.
11. Grade 10 students will be taking the ACT Plan assessment that will help students measure their readiness for career and college.
12. The social-emotional indicator for grades 9 -12 is the High School Survey of Student Engagement. This measures the attitudes, perceptions, and beliefs that students have about their work, the school learning environment and their interaction with the school community.

This section meets all the requirements because it includes ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. For each measure, the rationale for selecting the measure is described, how the data from the assessments will be used is described, and how the measures and outcomes will be reviewed over time by the advisory stakeholder groups. For these reasons this section receives a full 5 points.

(E)(4) Evaluating effectiveness of investments (5 points)	5	3
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(E)(4) Reviewer Comments:

There are plans in place to evaluate the effectiveness of Race to the Top – District funded activities.

- Each stakeholder advisory group will provide ongoing feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the grant.
- The District Grant Coordinator will solicit feedback on an ongoing basis and conduct an annual internal evaluation
- The District Grant Coordinator will make ongoing recommendations to the Superintendent and leadership regarding ways to use time, staff, money and other resources more productively
- Professional development will be evaluated in terms of participant satisfaction, implementation, and student and teacher outcomes. All participants will be completing satisfaction surveys
- Implementation will be measured through the observation Success Rubrics
- Student learning outcomes will be measured through the teacher evaluation system
- Professional development will be evaluated by analyzing its impact on educators' summative evaluation ratings which are tied to educator compensation

The above plans to evaluate the effectiveness of the activities does not address technology and barely touches on compensation reform. Although these and other issues listed in the request have been addressed in other sections, the limited discussion here is resulting in a loss of two points. This section is receiving a score of three because the response should have included this.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	7

(F)(1) Reviewer Comments:

The applicant's budget, including the budget narrative and tables does not identify all funds that will support the project. The budget seems reasonable and sufficient to support the implementation of the grant.

- The budget line titled Funds from other sources used to support the project is completed but there is no description of

all the funds being used in the narrative for both the Summary Table and for the Project-Level Summary Tables. Since part c of this section is asking for a clear, thoughtful rationale that includes a description of all funds, three points are deducted for this lack in both the narrative and the budget tables.

- There is an explanation and identification of funds that will be used for one-time investments versus those that will be used for ongoing operational costs. This rationale is included in that narrative for Budget Subpart 2.

This section is lacking in detail and is therefore receiving seven out of ten points for the reasons listed in the first bullet.

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

The applicant has a plan for sustainability of the project's goals after the term of the grant.

- The training and professional development models are focused on building district and school capacity to provide ongoing professional development that increases teacher effectiveness and creates a core group of teacher leaders in each building
- The plan describes developing a sustainable digitally-based learning platform. The cost of purchasing technology for each student and maintaining the equipment for each student was prohibitive. Each student will bring their own device to school and technology will be provided to those that can't afford or don't have technology. This initiative will sustain the development of modern and collaborative learning environments.
- The district will continue to host forums on the Universal Design for Learning. Participation is increasing and it is expected that these forums will generate revenue.
- The district also is expecting to provide professional development courses to national and international professional audiences on how to deliver online, virtual and distance learning. This, too, should generate additional revenue.
- There are strong ties to the community which has financially supported initiatives in the past. The district is expecting to solicit funding from business and industry foundations to extend funding beyond the grant.
- It is expected that having successful implementation will allow the district to seek additional support from state and federal sources

Although this is a plan, it does not meet the requirements of a high-quality plan to sustain the goals after the project. This narrative lists activities, but it does not provide goals, timelines, deliverables and who would be responsible for doing what. For this reason, I am assigning five points to this section.

### Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	3

Competitive Preference Priority Reviewer Comments:

There is a description throughout the proposal of the partnerships that this district has made with organizations and agencies. However, in the narrative in this section, there is a description of a project but there is little or no evidence that a partnership has been created for the purposed described. The narrative states, "The wrap-around process will integrate UDL, PBIS, and IC Teams and will include collaboration with juvenile justice and community mental health providers." These providers are not mentioned by name. Further evidence that there is no partnership is in the second paragraph that states, "The proposed project will strengthen linkages among appropriate agencies through school-based PBS teams." The narrative then talks about who would be in the teams, but it is very general in its description and doesn't list the agencies involved (... "school-based mental health case managers, probation officers, and caseworkers from the Department of Child Services.

Population-level desired results for students in the district that align with and support the applicant's broader Race to the Top – District proposal have been identified and include both educational results and other education outcomes. These include student growth in English/Language Arts and math, student growth in Social-Emotional skills, student growth in college- and career-readiness, reduction in school disciplinary referral and across subgroups, reduction in bullying, increase in student engagement and an increase of family awareness of community mental health supports.

This response is inadequate in that questions three, four and five are not addressed at all in this section. The response to the first question is also weak because it is evident that partnerships have not been made and that this part of the plan has not been completely thought out as to what resources will be integrated. It is for these reasons that I am assigning three points in this section. The three points are being assigned for the response to question 2.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

#### Absolute Priority 1 Reviewer Comments:

This plan coherently and comprehensively addresses how it will create learning environments that are designed to improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college and career-ready standards.

- The adoption of the Common Core State Standards and the PARCC assessment, along with the strategies described in the proposal will personalize the learning environment and create data that will be used to inform instruction in order to accelerate student achievement and deepen student learning. The use of Universal Design for Learning (UDL) give all individuals equal opportunities to learn by providing multiple ways to access information and multiple means to demonstrate learning. Project and problem-based learning activities and assessments also provide a personalized sequence of content and skill development.
- The supports through the data systems, the observational rubrics, focused on-going professional development, and the Instructional Consultants will increase the effectiveness of educators. These systems will be useful and valid tools to achieve the goals set forth.
- The personalized learning and the rigor of the instruction and assessment data will decrease the achievement gap and increase the graduation rates.

The learning environments described will significantly improve learning and teaching through the personalization of strategies, tools, and supports that are aligned to college- and career-ready standards and requirements. It will increase the effectiveness of educators, decrease achievement gaps and increase the rates at which students graduate from high school prepared for college and careers.

Total	210	189
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## Race to the Top - District

### Technical Review Form

Application #04711N-3 for Bartholomew Consolidated School Corporation

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

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7

(A)(1) Reviewer Comments:

The Bartholomew Consolidated School Corporation (BCSC) adopted the vision, Deeper Learning. Deeper Learning is their individualized approach for preparing our children to succeed in the competitive global economy and democratic society and to tackle the complex issues they will inherit. The District indicated it would center on six goals and Ten Principle Strategies.

- a. Accelerate student achievement
- b. Decrease achievement gaps
- c. Increase teacher and leader effectiveness
- d. Align learning and teaching with college and workforce standards
- e. Increase graduation rates

The District stated it would employ ten strategies identified in the American Reinvestment and Recovery Act to enhance the above goals. In addition, the District listed and summarized other state and local initiatives. The District stated it would accelerate student achievement, deepen student learning, and increase student equity.

Bartholomew Consolidated School Corporation (BCSC) failed to articulate a clear and credible approach to make any connections on these four core educational reform areas. The applicant is awarded a medium score (7).

(A)(2) Applicant's approach to implementation (10 points)	10	7
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(A)(2) Reviewer Comments:

The District did not provide a description of the process because all of its schools will benefit from the grant, if funded. They indicated that a process is not necessary because goals cannot be achieved in isolation. Moreover, they have taken an all or nothing approach without giving specifics for the selection of schools. However, a listing of the total number of participating students and low-income families is included. Based on the table of information, the District meets the requirements of low-income families whose students are high-need.

BCSC choose a more philosophical argument (isolation) rather than providing a description of their process for selecting participating schools. For this reason,

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

Because the BSCS did not describe or explain district-wide change, it needs assessment was difficult for the reviewer to understand. For example,

- a. High quality professional development is not defined.

- b. The person(s) to receive one-on-one problem solving support is unclear.
- c. The definition of instructional design is not stated.
- d. Reasons for behavior management should be described.
- e. Modern classroom technology does not detail the type of technology.

The applicant does not create a clear picture of its approach to scale-up meaningful reform.

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

The District included the *Indiana Statewide Testing for Educational Progress Plus* assessments chart as reference to achieve “annual goals presented in the charts below.” According to the District, the Indiana summative assessment referenced proficiency scores, not goals. BCSC stated that Indiana is transitioning from its current assessment tool and End-of-Course Assessments (ECA) to use assessments developed by the Partnership for Assessment of Readiness for College and Careers. BCSC states it plans to design goals for decreasing achievement gaps among subgroups by analyzing differences in ISTEP and ECA performance. When designing goals for high school the District plans to use ESEA targets to measure graduation rates. Finally, BSCS states determining goals for college enrollment has been a challenge and they offer a quote from the National Center for Education Statistics as a guideline.

The narrative for this section was confusing and inadequate. It did not demonstrate evidence of how its vision is to result in improved student learning or provide any documents to compare its data with state ESEA targets. The applicant scores medium on this section.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	8

(B)(1) Reviewer Comments:

The District’s students have demonstrated increased student learning for the past four years. Subgroups also have improved student learning. Unfortunately, the District did not share how or if its reform efforts contributed to raising tests scores. The District makes performance data available to students, educators, and parents through the School and Corporation Reports website, the Power School Student Information System, and the Parent Portal. This section received a medium score.

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

The District states that it demonstrates “a high level of transparency ....and school administration.” Their Community Report Card does publish personnel expenditures for teachers and instructional staff and non-personnel expenditures in its annual report.

The weakness is that the corporation does not report data by schools. The corporation received a low high score for this section.

(B)(3) State context for implementation (10 points)	10	2
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(B)(3) Reviewer Comments:

The BCSC defines its autonomy based on state waivers of key state regulations in order to facilitate the implementation of personalized learning environments. The District states it received a waiver to shorten the student day up to one hour a week of the minimum school day. The District failed to specify how the time is used and how abbreviated week schedules support the implementation of personalized learning environments. Nor did they discuss evidence of successful conditions as a result of the waivers.

Additionally, BCSC received permission(waiver) to hire science generalists teachers to teach high school biology and chemistry; however, it failed to articulate how this practice results in successful conditions. They leave the reviewer to conclude that they believe, without providing evidence, that generalist are more capable than higher level academic specialty teachers of implementing personalized learning environments.

While BCSC has been granted a number of waivers, the District failed to produce any evidence that waivers facilitate its implementation of personalized learning environments. This section received a low rating.

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

10

2

(B)(4) Reviewer Comments:

The BCSC report indicated that stakeholders were involved in the development of the proposal. Examples of support included comments from the State Department of Education regarding their draft proposal, an email from the Mayor and numerous letters from local organizations. However, there is no evidence that the development of this proposal had participation of families, teachers, and principals of its schools.

Clearly, they engaged the community and other stakeholders to support the development of their vision of "Deeper Learning." And they have worked toward a formalized partnership with local businesses, post secondary and public education institutions over a fifteen year period.

The extent to which their efforts translate into implementation of a personalized learning environment with the support of stakeholders was not clearly stated or well defined.

Based on their reported efforts, a glaring weakness is evident in that the District failed to include evidence of collective bargaining representatives or that at least 70% of the staff support the proposal, letters from parents, parent organizations, student organizations or advisory groups. In light of the significant weaknesses, this section received a low score.

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

5

1

(B)(5) Reviewer Comments:

This section requires a high quality plan that describes current status in implementing personalized learning environments and/or its high quality plan for meeting the criteria. Relative to the current status the District indicated that it conducted a preliminary needs assessment. Results from the preliminary needs assessment indicated that they would review its technology infrastructure, analyze outcome data and survey staff needs. They concluded that they need to upgrade their school technology infrastructure, that teachers need targeted professional development, that they need to strengthen their data gathering, management and they must conduct an analysis on college- and career-readiness and post secondary outcomes.

Relative to the plan or perspective plan they provided six stated goals. They also provided ten principal strategies along with project, activities, deliverables, timelines and responsible parties. On the surface they seem to have met the requirements for a high quality plan. However, they failed to describe and align the extent to which the goals, strategies, and/or projects that they plan to use.

BCSC also recognized, based on their preliminary findings, and strengthen their capacity to collect and analyze data by subgroup. This section called for an analysis of the applicant's current status however, BCSC shared its preliminary findings. In light of the information provided, this section received a low score.

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

	Available	Score
(C)(1) Learning (20 points)	20	4

(C)(1) Reviewer Comments:

According to BCSC, they developed an approach for improving learning and teaching by personalizing the learning environment. They begin by including a list of partnerships including (i.e., The Senior Project) a local provider for career and technical education and college and university partnerships. Unfortunately, BCSC does not link the support of parents and educators to engage and empower all learners, in particular high-need students. In addition, the reviewer could not discern their approach for engaging and motivating deep learning with all students having access and exposure to diverse cultures and that what they are learning is key to their success.

While BCSC can partner with a business academy that offers the opportunity to integrate business courses beyond the classroom by allowing students opportunities to become entrepreneurial in their learning and partner with a dental tech program offering dual credits, it does not explain how these partnerships will impact the learning and the development of students related to college and career-ready standards.

Like all school districts, BCSC discusses the common use of its guidance program available for students and parents, but the reviewer could not discern any assurance that a personalized sequence of instructional content and skill development is being designed so that all students can graduate on time and be college and career-ready.

The District does give detail about the Naviance technology platform which is available to educators, students, and parents to help connect academic achievement to post-secondary goals. The use of Naviance is for schools and districts to set goals and priorities for individual students. Accordingly, it does not provide training or support to students to ensure that they understand how to track and manage their learning.

Based on the review of this section, the District did not address personalized learning environments that offer a sequence of instructional content and skill development, a variety of high-quality approaches, or digital learning opportunities. This section was rated low, due to the applicant not fully answering the question. They merely describe a number of programs that may or may not be available or appropriate for high need students.

(C)(2) Teaching and Leading (20 points)	20	4
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(C)(2) Reviewer Comments:

C. The BCSC indicated that it developed a high-quality approach to teaching and leading where all participating educators engage in training and in professional teaming. It cited research that concluded that fewer than 10% of educators changed their practice as a result of participating in traditional PD opportunities. BCSC 's approach is to offer "new" training of information and practices. After citing research, the District did not clarify what new training might be.

While the District has access to actionable information that helps educators identify optimal learning approaches, it does not indicate whether it frequently measures student progress toward meeting college-and-career-ready standards.

Overall, the District shared professional training from 2008-2011. The District believes these training sessions align with this section, the reviewer saw little evidence related to an approach to teaching and learning that helps educators to improve instruction and increase their capacity to support student progress. Also there was no specific and focused discussion of how these sessions would strengthen teacher skills, use tools, or data and resources to accelerate student progress toward meeting college and career-ready graduation requirements. This section received a low rating.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	8

(D)(1) Reviewer Comments:

BCSC has developed success rubrics for all educators to ensure fair and accurate judgments of teaching and learning. One of the programs the District cited is Universal Design for Learning. This project instructs teachers on how to motivate students to learn. Positive Behavior Instruction and support initiatives are designed to improve academic and behavioral practices. These approaches are being facilitated by three district coordinators who lead monthly team meetings and support building based coaches.

Unfortunately, the District did not describe or define opportunities where students earn credits based on demonstrated mastery, or students are given opportunity to demonstrate mastery of standards at multiple times or that learning resources and instructional practices are adaptable and fully accessible to all students. In light of this review, the District has tools to rate teachers on continuous improvement, but this section was designed to evaluate supports and resources for not only teachers but also for students. A major weakness in this section is that the District did not identify providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners. Therefore, this section was rated medium.

(D)(2) LEA and school infrastructure (10 points)	10	4
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(D)(2) Reviewer Comments:

BCSC revealed students, parents, and teachers have access to the PowerSchool Student Information System which provides tools for communication, instructional design, assessment, grading, accessing school information, register for classes, and tracking graduation progress. Students, parents, teachers, and guidance counselors also have access to Naviance which

provides comprehensive college and career planning information, planning, and tracking.

The District intends to assure students, parents, educators, and other stakeholders have appropriate levels of technical support, but currently it does not exist. The applicant explained the use of PowerSchool and Pearson's Alleyoop. However, BCSC did not indicate that they are using either information technology system in the district. However, they did say that all of their data systems are interoperable and use a common structure such that data can easily flow from one system to another. In light of the information provided, the applicant scored low medium.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	8
<p>(E)(1) Reviewer Comments:</p> <p>BCSC described the Baldrige System which is built around seven criteria that include measurement analysis and knowledge management. They state that the use of Baldrige is aligned through structures that include key stake holders and staff. The District described the system but did not give examples of how the theory was to be applied to this proposal. The District did state that the system would provide feedback on progress toward project goals during and after the term of the grant.</p> <p>They also noted that a coordinator would be hired to manage deliverables, timelines, and conduct an initial review and an internal and external annual evaluation. Other than producing a publication to report its findings, opportunities for ongoing corrections and improvements during and after the term of the grant were not explained. The while District has a system to make adjustments and revisions, the District did not explain how it can apply change in a given school year. In this section, the applicant received a low score.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	1
<p>(E)(2) Reviewer Comments:</p> <p>The District described the stakeholder advisory groups that receives from students, families, community members and teachers. In addition, evaluations are shared with these to shape ongoing projects. While the District has been using this model since 2000, the District did not share how or when ongoing communication and engagement occurs. This section received a low rating.</p>		
(E)(3) Performance measures (5 points)	5	2
<p>(E)(3) Reviewer Comments:</p> <p>The BCSC states and proposes measures it uses for identified subgroups. The described measures are based on federal and state guidelines. The measures include the Indiana Common Core Standards, ACT Explore English and Math Assessments, Olweus Bullying Prevention Questionnaire, and the High School Survey of Student Engagement.</p> <p>While the District described the measures, there is little evidence of how the measures provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action. The rating for this section is low medium.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	1
<p>(E)(4) Reviewer Comments:</p> <p>In terms of evaluating effectiveness of investments, the District states that BCSC uses continuous improvement process. They rely on stakeholders and advisory groups to provide regular and timely feedback. In addition, the grant coordinator will be responsible for making ongoing recommendations to the superintendent's cabinet to improve results. Professional development will be evaluated based on participant satisfaction and student and teacher learning outcomes which are measured using BCSC success rubrics. Finally, they will use the summative rating to connect their model for educator compensation.</p> <p>While charts have been included and referred to indicate their planning processes, the information is not initiative of the employment of technology for professional development, but more for computer access for students that bring their own computer devices. A weakness is that not all students may have computer technology readily available. The applicant indicated there was information on a chart in another section related to of how more productivity of use of time, staff, money, or other resources would improve results. The reviewer did not find the chart referred to by the applicant. Therefore, this section has been rated a low score.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	9
<p>(F)(1) Reviewer Comments:</p> <p>BCSC has presented budget that will support the proposed project. It has included a description of budget by project. The District indicated that they will receive funding from other unspecified sources in the amount of \$3,080,000. All funds will be ongoing operational costs. According to the District, the overall budget summary is related to the ten principle strategies and a summary project list for each project to be implemented. In the section, District has detailed the cost of each identified project. This section received a high rating.</p>		
(F)(2) Sustainability of project goals (10 points)	10	8
<p>(F)(2) Reviewer Comments:</p> <p>The District has a competitive plan for sustaining project goals after the term of the grant.</p> <ol style="list-style-type: none"> <li>1. BCSC will seek support from state and local government</li> <li>2. The residents of Columbus recently voted on a referendum to fund Pre-K</li> <li>3. BCSC will request financial support from the Cummins Foundation</li> <li>4. The District will pilot high school students bringing their own technology to be coupled with BCSC- owned technology</li> </ol> <p>Based on the District's proposed plan, following the term of the grant, the District has a budget plan for sustainability and is rated high.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	8
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The BCSC has not explicitly identified and/or provided examples of coherent and sustainable partnerships. However, they have suggested that state and local entities and the the Cummins Foundation have previously provided monetary support. Although a local tax referendum for Pre-K funding was scheduled for a vote. There is no evidence that the vote on the referendum was affirmative. They express that other funding is available and the budget indicates high expectations in that regard. Moreover, there is evidence in the budget and narrative that sustainable funding is eminent.</p> <p>BCSC had population-level desired results for students in their district that align with and support their Race to the Top District proposal.</p> <p>Each of the District's advisory committees will provide timely and regular feedback regarding progress toward project goals and opportunities for ongoing corrections and improvement. In addition, the District will hire a Grant Coordinator to use the feedback of the advisory committees to conduct annual internal evaluations of implementation and outcomes to make recommendations to the superintendent's cabinet.</p> <p>The extent to which sub-groups are targeted in selecting highest priority needs is not specified. With documented expectations of ongoing partnerships, they meet the criteria of this section, however the applicant did not provide specific feedback related to how the partnership and District will build capacity of staff in anticipating schools. The rating in this section is a reflection of the fact that District has considered results, resources, and intergrated services. Therefore the rating is low high score.</p>		

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not	Met

	Met	
<p>Absolute Priority 1 Reviewer Comments:</p> <p>Over the past four years, BCSC has produced evidence that they have a clear record of success in advancing student learning and achievement and increasing equity in learning and teaching. They have adopted the four core educational areas and they continue to build on their approach to develop modern and collaborative learning environments that will result in upgraded technology infrastructure in all schools.</p> <p>Each year, their goal for teachers and leaders is to set professional goals that inform, and are informed by, the collection of evaluation data. And based on their technology plan, they will ensure that teacher have input into all decisions around technology hardware and software, accessible media, and data management systems. In addition, all participating educators engage in training and in professional teaming that support their individual and collective capacity to create personalized learning environment. With the adopting of the four education reform areas as imbedded in their plan, BCSC met the criteria of Absolute Priority 1.</p>		

Total	210	95
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