



# Race to the Top - District

## Technical Review Form

Application #0468OR-1 for Canby School District

### 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>The vision is "...students....will assert....they have been supported by a system focused on their instructional and emotional needs....a shared success with their teachers, mentors, parents and themselves." This vision sees the school as a facilitator to success. Including mentors in the equation is a unique idea that needs a more detailed discussion in the vision section and the proposal. The applicant has been attempting to improve and personalize services to students. A variety of efforts have been undertaken in the last few years. A Fine Arts building, the introduction of mobile devices, involvement in the Oregon Data project, and a commitment to staff development are some examples of a progressive district. Race to the Top specifies that an applicant sets forth a comprehensive and coherent reform vision that builds on its work and serves to accelerate achievement. This involves a review of governance, policies, procedures and instructional methods and the organization of curriculum. More specific information is needed to substantiate claims of how governance, policy and procedures will be impacted by the proposal.</p> <p>The applicant has committed to the Common Core Standards and revising curriculum. The work with the the Oregon Data Project has started a process coupled with a new student information system designed to mange and use data. The applicant asserts that they are managers of data, but there is no mention of the district's use of data in helping to revise curriculum and content. The third area of assurance is the recruitment, rewarding and retaining effective educators where they are needed most. The applicant employs a specialized recruitment process. The applicant asserts that there is a collaborative team process and evaluation cycle to help induct and retain teachers. The process as described may be successful, but is not unique and follows the procedure of most school districts. The applicant needs to present some information about how their process of recruitment, induction and retention is linked to student achievement, especially in areas of high need. The fourth area of assurance is the ability to turn around low achieving schools. There is no evidence presented in this section or in Appendix A that supports the assurance the the applicant has "turned around" achievement in its schools. There is some anecdotal evidence about iPod use and achievement. There is testimony that many of the innovations have sparked teacher interest, visitations from many interested educators, commitment, and student motivation. More specific evidence is needed to provide a compelling case for the proposal.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	9
<p>(A)(2) Reviewer Comments:</p> <p>All schools in the district will be involved in the proposal. The poverty level is around 46% with about 15% of students with Limited English proficiency. The distribution of students allows the district to include all schools in the grant proposal. The district will take a holistic approach and include all teachers with a significant portion receiving specialized training. Appropriate charts indicate the number of teachers, students, low income, and limited English students. There is no mention of special education students in the implementation approach although they are included in the outcomes section (A) (4).</p>		
(A)(3) LEA-wide reform & change (10 points)	10	8
<p>(A)(3) Reviewer Comments:</p> <p>Since this is a district level grant involving all schools, the reform proposal will support district-wide change. In a small rural district this will be helpful to achieving goals and providing a model for other rural districts to implement reform. The change process should occur quickly with an infusion of funds and supports. Thus, parts of the theory of change model of technology implementation do not appear to connect with the reality of the current level of support and readiness of the administration and the staff. Another change theory is presented in section (A) (4) which describes a four stage process. Again, this process may not reflect current circumstances given the past work of the district and the documented support for the grant and its goals. The applicant, however, appears ready to embark on a plan that will connect with its commitment to improved student learning outcomes.</p>		

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	4
<p>(A)(4) Reviewer Comments:</p> <p>The applicant's goal is to increase the achievement for all students and bridge the gap between low achieving groups and others. The applicant does not compare the district's achievement to Oregon results. The performance goals are modest for at least two to three years in many categories. Thus, it is difficult to determine if the goals are equal to or exceed state ESEA targets for increased learning and equity. The annual goals are addressed in the narrative. The goals for staff development are ambitious and reasonable; however, the goals for student achievement are modest and not ambitious in terms of the time, money and energy directed at student learning.</p> <p>The applicant has made a commitment to increase college enrollment for all students. The anticipated rates of graduation gains and college attendance increases are modest.</p>		

**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	10
<p>(B)(1) Reviewer Comments:</p> <p>The district focus on Professional Learning Communities and Staff development is connected to instructional improvement and designed to enhance student learning. The district has many initiatives in place such as dual language schools, mobile devices for students, team planning, math studio and a new Head Start program. The applicant states that these initiatives slowed "...the downward trajectory in student achievement". The applicant refers to "bright spots" and uses two examples: Carus Elementary School demonstrated modest growth for students with special needs. Trost Elementary experienced some notable gains in reading achievement in one year especially among the LEP and Hispanic groups. These are modest results and are not systemic, since there is little evidence presented of similar or more significant gains for the past four years.</p> <p>The applicant does not present detailed information about how past activities have significantly improved high school graduation rates and college enrollment rates.</p> <p>The applicant discusses the release of annual reports that compile and present student achievement data. However, in this section, the applicant does not discuss how performance data has been made available to students and parents in special ways that inform them of progress. This would be especially important for students with special needs and parents who are not fluent in English.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	3
<p>(B)(2) Reviewer Comments:</p> <p>The applicant provides teacher-pupil ratios in the appendix with general budget figures. The Oregon budget process includes citizen involvement and the district provides information that can be used to compare staffing, financing and achievement results. The district communicates with the public via superintendent blogs, web site and local public access media. The actual personnel salaries for instructional staff and teachers only are not presented as separate items as per the grant specifications and it is not clear if this particular information is included in other venues.</p>		
(B)(3) State context for implementation (10 points)	10	9
<p>(B)(3) Reviewer Comments:</p> <p>The state of Oregon has passed legislation that has created conditions that require and empower districts to implement reforms and enhance learning environments. The applicant will adhere to state guidelines and rules. The applicant is asked to provide evidence of creating successful conditions in order to implement a personalized learning environment. The applicant notes several initiatives that relate directly to these state mandates including the enhancement of professional development, increased use of data, the use of the Danielson model, increased opportunities for self-reflection and the adoption of the core standards. Direct connections to the more of the specific elements of each of the Oregon regulatory measures are not included in such areas as multiple measures of administrator effectiveness.</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	5

(B)(4) Reviewer Comments:

The district leadership team has shared the general concept of the grant proposal with a variety of stakeholders including a student leadership class. Union members have been involved in the development of the proposal. The draft executive summary of the grant **does not include evidence** of support of at least 70% of the teachers from participating schools supporting the proposal. There is no **evidence** of support or involvement from teachers or their association. The executive summary is not evidence of teacher participation and approval.

There are appropriate letters of support from the community.

(B)(5) Analysis of needs and gaps (5 points)	5	2
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(B)(5) Reviewer Comments:

The applicant presents an action plan that involves creating a culture of collaboration and focus on improved instruction. The primary activities for these goals are creating and developing teams, investments in mobile devices and alignment to the CCSS standards. The district has begun efforts to involve and communicate with Hispanic families in different ways including a key communicators list. The district is going to place a communication device in each home so students can interpret information for their parents. This offers promise and the challenge that the **responsibility for communication** about school matters is being placed in the hands of young students who may misinterpret, misunderstand or not share vital information. Direct contact between school personnel and parents is the most successful form of communication. The applicant states that it has not been proactive in this area and does not offer activities to improve face to face communication with underserved students. Without an emphasis on two way communication, parent involvement may not be achieved at the rate desired for high quality achievement.

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

	Available	Score
(C)(1) Learning (20 points)	20	13

(C)(1) Reviewer Comments:

The purpose of this grant is to supply Ipads for all students in the district. The applicant properly emphasizes the need to increase student learning. It should be noted that the applicant plans to have students develop their own learning portfolios and this would be easily facilitated using Ipads, if teachers are trained to facilitate this activity. The use of technology in achieving learning goals is popular and effective with today's students. The applicant supports the implementation of the common core standards and will approach curriculum development from the student perspective using assessment to guide decision making. The applicant has been using hand held devices in some special needs classes and in some regular education classes. The applicant does not present significant evidence that the use of these devices has contributed to a significant gain in a significant number of high needs students. There are no specific plans in the proposal to emphasize access to diverse cultures and contexts that motivate learners.

The applicant is prepared to expand staff collaboration. Although staff and administration have been deeply involved in planning, goal setting, critical thinking, communication, and creative problem solving, plans for student mastery of these critical skills is not emphasized in this proposal. The staff model would be helpful in personalizing learning for students; however, emphasis on student needs in these areas is missing in the application.

The applicant has committed to designing curriculum to meet common core standards so individuals can meet goals. Current collaboration efforts are impressive and would be enhanced by the grant proposal.

The grant specifies that a personalized sequence of instructional content and skill development will enable students to reach graduation on time and/or be college and career ready. Adopting the standards and implementing curriculum using digital devices is a good first step. The applicant, however, does not list specific strategies and means to these ends. Although targets are presented, the means and methods of achieving a higher level of college attendance and a higher graduation rate are not detailed.

The applicant has been developing a data tracking system that will be available for use in two years. In the interim, plans need to be formulated and discussed so that individual progress is reported to ALL students and parents. There is a current on line system, but certain underserved students and their parents may not be receiving information. The solution to provide hand held devices and have students interpret information is a start, but direct face to face communication is still needed. The applicant's attempts to communicate with parents of English learners and underserved populations is not effective and minor changes using technology fall short of allowing parents to fully participate in their child's education. Special accommodations for high needs students and their parents are not presented.

The applicant has a strong track record of providing training to staff, parents and students in the use of technology. This will be enhanced

through this grant.

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

20

16

(C)(2) Reviewer Comments:

The applicant presents a strong case for professional learning and development. Release time for teachers, teacher coaches, a district in-grant innovation program and the development and use of Instructional Leadership Teams provide evidence that the applicant is committed to professional development that reviews instructional methods and student learning. The professional development plan for teachers includes aspects of using data to adjust student achievement plans, frequent feedback to teachers and principals on how to improve their practices, and the systems available to help teachers and leaders assess and improve their practices. A key component in this process is the high school advisory emphasizing the goals of graduation and future planning. SMART goals for every student is an ambitious undertaking. There is no discussion of the inclusion of parents and students in this process and this would support the implementation to personalized learning and creation of a strong school home partnership..

The advisory system, RTI interventions and some feedback mechanisms are in place at the high school and one of the elementary schools. There is no mention of the attempt to involve students and parents in all of these processes. High needs students need support of mentors, teachers and parents. This is not specifically addressed in the proposal. The use of technology could facilitate communication, but mechanisms such as student led conferences, personal phone calls, translators, home visits and other low tech and effective methods are not specifically detailed.

The applicant has consistently demonstrated that they are able to use leadership teams in setting goals for students. Again, a specific plan is needed to reach out to and communicate with parents who do not usually participate or are fearful of participation from a previous experience or due to a cultural or language issue.

The district works to maintain 100% highly qualified and the leadership teams have procedures for evaluation and remediation if necessary. Goal setting and formative and summative evaluations are part of the teacher evaluation process. The applicant does provide numerous opportunities for growth and development. However, the applicant does not explain how teachers are held accountable in the evaluation process for implementation of strategies and effective methods of teaching.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	7

(D)(1) Reviewer Comments:

The applicant is a small rural school district and does not have a large number of support staff. The district, however, has empowered schools with a formula driven allocation system that allows for input from building leadership teams. Thus, schools have support and autonomy. RTI personnel also serve to support teachers at all schools. There needs to be some substantial evidence that these systems are successful in areas such as satisfaction of teachers and parents, connection to increased achievement and adaptation to change. The calendar is set by the local board of education and staffing models and budgeting comes from the central office.

At the high school level there are a few proficiency based classes, but not in areas such science, math, history and English. At the middle school level in math and at some elementary schools there are a few programs that are mastery based, but this is not systemic. In general students do not have the opportunity to demonstrate mastery of standards at multiple times in comparable ways. Given the district's push in the use of Ipads, this is an area of weakness in the proposal.

Using technology in a personalized manner can provide special resources that are adaptable for special needs students; however, the applicant does not address specific learning resources and instructional practices that are fully adaptable to all students.

(D)(2) LEA and school infrastructure (10 points)	10	6
<p>(D)(2) Reviewer Comments:</p> <p>The applicant appears to be a pioneer in the attempt to provide on-line access to all stakeholders. Staff is well informed, connected and have the ability to access some information. A new data tracking system in 2014 will be helpful in this area. Visitors to the school have instant internet access. Parents and students have access to data for attendance, announcements and assignments. Special attention and techniques are needed for single parents without access and without language skills, and parents who do not have computer access or computer knowledge. Support and modifications are also needed for parents who do not have the ability to understand complicated assignments. It is possible that many underserved children come from these families. As per federal grant regulations the applicant meets the yearly requirement of parent feedback; however, a concentrated effort to elicit feedback from underserved families using two-way communication is not consistently applied. The applicant does not present significant additional information about special attempts to provide two way communication beyond using the internet.</p> <p>The applicant provides technical support from internal staff and a help desk. There is no evidence presented about the use and effectiveness of these measures.</p> <p>Parents have open access to grades. There is no information provided that discusses the possibility of home electronic tutoring, open records for parents and tools that make recommendations based on an analysis of data. The district currently uses a third party system for record keeping and it will be at least one or two years before a new system is fully operational. Teachers may not be able to access and use data due to this system.</p>		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	9
<p>(E)(1) Reviewer Comments:</p> <p>The applicant ascribes to a four stage improvement process for curriculum including research and assessment, content review, materials review and implementation. The applicant addresses the issues of of continuous improvement in teacher performance and goals for each student. STAR data collections will be used for student performance data. The information will be publicly shared on a Race to the Top web page after school level teams provide input. Agendas and minutes from meetings, deliverables and status reports.</p> <p>The applicant states that there will be some discussion if changes are needed. The applicant does not address on-going evaluation methods and how adjustments and revisions might be made if goals need revision or some strategies fail to achieve desired results. More information about project governance is needed.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	3
<p>(E)(2) Reviewer Comments:</p> <p>The teachers on assignment will be responsible for all communications using web based surveys and will provide some special e-mails for the Spanish speaking community. Making surveys available on paper will be helpful in achieving a wider response. The district does involve some parents of high need students at required federal grant meetings and a few other periodic meetings. The applicant does not discuss how the surveys will be used, how results will be shared and how the community and parents will engage the applicant in order to make adjustments. Media releases, attendance at community meetings information sessions and speaking at local clubs, churches and other venues are other effective ways to present findings and solicit feedback.</p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>The applicant clearly presents a rationale for each performance measure and meets the requirements of the grant in terms of numbers and percentages of students by subgroup and the additional age-appropriate measure in each of the applicable populations.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	3
<p>(E)(4) Reviewer Comments:</p> <p>This section is not formally addressed by the applicant. The proposal, however, does contain some information about district professional development activities that employ technology to communicate with staff and community. These have been deemed highly successful by the applicant. In other sections of the proposal there is an approach to evaluate and continuously improve methodology and adjust to student</p>		

needs. There is one evaluation of the impact of technology in survey form with strong results. The teaming approach and the encouragement of the central administration is evident throughout the proposal. There are no other formal evaluations of staff development activities included in the narrative so there is no evidence of teacher feedback and adjustments based on that feedback. The school leadership teams have been presented as important and effective in terms of governance and making curriculum decisions. However, there is no formal documentation of the success of these efforts.

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

	Available	Score
(F)(1) Budget for the project (10 points)	10	6
<p>(F)(1) Reviewer Comments:</p> <p>The applicant should be commended for a detailed plan for activities and budget connections. The district will contribute about \$1.7 million towards the proposal. It is not clear how those funds are broken down in terms of state and federal contributions. There do not appear to be other significant sources of funding such as private corporations or foundations.(small contribution may be expected from the foundation but not stated in this section) Over half of grant funds appear slated for software purchases, evaluation and technical support. The applicant has consistently noted that grant funds will not cover additional costs and many of the costs beyond the grant period will be assumed by the district. Thus, the sustainability of personalized learning environments may be in jeopardy because the district may not be able to train staff, support the technology platform and purchase needed upgrades.</p> <p>It is clear that the funds will be used for one time investments and not for ongoing costs since a majority of the investment is in materials and technical support. The technical support will need to continue beyond the grant period. Network administration, software upgrades and purchases, costs of continuous evaluation, support for continued curriculum development and modifications to devices as well as the possibility of newer and better technology are all costs that loom after the grant has been completed. There are no concrete plans for these contingencies.</p>		
(F)(2) Sustainability of project goals (10 points)	10	6
<p>(F)(2) Reviewer Comments:</p> <p>The applicant has some plans to continue some important activities after the grant period. Successful grant completion will eliminate the need for many activities and costs. Although the district has limited resources, careful planning will enable the district to continue with teacher training and many instructional improvements. The district has already made some plans in these areas. There are no potential funding sources included in the proposal and many ongoing costs will have to be absorbed by the district. The district has not provided a specific plan describing how it will continue with all of its initiatives after the grant period. A potential budget is not included in the application.</p>		

### Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	4
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The applicant lists several partners and provides some general descriptions of what level of services are provided to students. Several agencies are involved that provide health and social and emotional support. These partnerships have the potential to impact student achievement and well being. The application, however, does not provide any information about how the district works with these partners and how many students are currently served by these organizations. The applicant intends to survey the partners to determine effectiveness. This activity should have been initiated prior to the grant application to provide the data necessary to made judgments about the viability and current effectiveness of the partnerships. These partners could have a significant impact on many of the most needy students, but there is no data to support the level of service, cooperation and the current and potential impact on high needs students. There is an ambitious list of goals, but there has been no formal process to develop and enhance partnerships.</p> <p>There is an internal district governance and site based decision making procedure that has promise for grant activities and challenges. The applicant does not provide additional information about how decisions will be made in terms of policy or the role of families in the decision making process or a plan to provide for two way communication. Surveys and other means will be used to collect data and publish results. The grant does not make specific provisions for parent input into decision making during this grant period.</p>		

The district will develop a web site to keep citizens appraised of grant progress and challenges. Since technology is important to the success of this grant, this will be helpful for those who have access to the Internet.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

**Absolute Priority 1 Reviewer Comments:**

The applicant makes a strong case for communications using the internet. Although there are some modest efforts at grant meetings and periodic parent sessions, more face time with the neediest parents appears in order. The district has an exemplary formula for training and site based decision making. Although more evidence is needed as to its viability and effectiveness, the plan appears workable and achievable.

The applicant has committed to adoption of the core standards and desires to meet student needs by training staff and using data to make informed decisions about student needs. The emphasis on SMART goals for every student is ambitious, yet reachable. Educators will receive intensive training and support. The applicant has set modest goals in the area of increasing achievement and some may not be statistically significant due to the nature of the sample. However, in general the plan to personalize learning environments is reasonable and the attempt to increase graduation and college readiness is articulated, but needs more details.

Total	210	134
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## Race to the Top - District

### Technical Review Form

Application #0468OR-2 for Canby School District

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

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	6

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

Canby School District scored in the Medium range to implement a comprehensive and coherent form as evidenced by the goals set forth.

Canby form vision is evidenced by their vision to build on its work in the four core educational assurance areas:

1. Oregon adopted the Common Core State Standards to set a higher bar for instruction.
2. College & Career Readiness has been used as part of Canby's Applied Technology Center - an entire high school that is focused on such programs to prepare students for college and careers such as engineering, science, and technology.
3. Oregon Data Project - a data system to improve information for student achievement.
4. Rtl - Provides more information on the individual needs of students to personalize their learning environment.

Canby's School District demonstrated a strong track record as a state leader in educational change in the use of mobile devices to engage and personalize the learning environment. Canby's goal is to continue some of their reform that already exists and shift to a highly personalized

learning environment with the use of more digital mobile devices for all students..

Canby' reform vision extends its ambitious goals based on a variety of measures such as:

- Accelerating student achievement through adoption of Common Core Standards
- Deepening student learning by incorporating performance tasks across multiple areas
- Adopting career and college preparation
- Selecting a recruitment process that places teachers throughout the District based on need
- Using the Oregon Data Project to manage data for student achievement

Canby provided limited information on how the new SIS will be utilized and limited information on the differences of the new in-house data tools regarding the different information that it will provide. Additional information is needed on what the personalized instruction components would consist of.

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

10

6

(A)(2) Reviewer Comments:

Canby School District scored in the Medium range.

Canby School District proposed a holistic district vision by including all schools at all levels within their district. By including all students, the total student population is about 5K students. Canby School District provided detailed evidence of their sub population - Hispanics = 29%, Special Education = 12.3% and Limited English Proficiency = 15%.

Canby School District approach to implement reform is evidenced by:

- Description of the process that will be used to select schools
- List of schools
- Total number of students

The applicant needs more details about the individual schools and grade level instructions.

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

10

5

(A)(3) Reviewer Comments:

Canby School District scored in the Medium range based on their description to scale up their reform.

Canby School District described a reform proposal that would be scaled up based on several reforms that are already in place. Evidence of their model that would be utilized is the "Innovation Adoption Life Cycle." Teachers have already used this model to integrate the use of instructional technology to enhance teaching practices. Also, the use of iPod Touch devices to all their 3rd and 4th grade students. Limited information is provided on what the focus would be on other grade levels.

Canby School District supports the use of instructional technology and new teaching strategies to transition to Common Core State Standards. Canby School District also documented the foundation of their proposal to use grant resources for completion of the district-wide initiatives. Their goal is to provide a proposal that would be a replicable model for other districts across the country to follow. The applicant did not describe what this looks like.

Canby School Districts provided limited information regarding teachers who do not have current technology since all the teachers are not presently equipped. Canby School Districts also provided limited information of how teachers will utilize Common Core State Standards to evolve their teaching methods for delivery on improving improve student learning.

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

10

5

(A)(4) Reviewer Comments:

Canby School District scored in the Medium range for evidenced provided on their goals to improve student outcomes.

Canby School District demonstrated evidence of a four - phase curriculum review as the procedures for improved instruction. The four phases identified are as follow:

1. Research Development and Assessment

- 2. Curriculum/Content and Review
- 3. Materials Review
- 4. Implementation

More details are needed on implementation of this model that will effect student outcomes.

Canby School District provided some procedures for results in improved student learning and performance, and equity evidenced by:

- Continuous curriculum improvement planning process
- Materials aligned with CCSS
- Collaborative Team process
- Formative Assessment
- Combination of several programs to improve student outcomes

Evidenced for performance on summative assessment based on their growth model to have an increasing rate of reduction of the percentages of students not meeting standards. Canby School District provided a good rationale for using this growth model based on their transition to Common Core State Standards aligned with teaching standards. More details are needed on how this process would be implemented.

Canby School District provided evidence of the subpopulation reduction in achievement gap to set these as goals such as

- Economically Disadvantaged - 3%
- Limited English Proficiency = 2%
- Students and Disabilities = 2%
- Hispanic Students = 2%

Additional details are needed to provide how the goals will be implemented to narrow the achievement gaps.

Canby School District graduation information rates was reported as 83%. Canby School District goal is to reduce the non-graduates by 50%. This information to improve is provided based on their reform goals. Their college enrollment rate is 61.12% Limited information was provided on how they would increase college enrollment especially for Limited English learners since their college enrollment rate is the lowest.

The vision proposed by the applicant is achievable to improve student learning and performance for its students. Using various assessments to address the achievement gaps and then apply them to instruction.

## 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	9
(B)(1) Reviewer Comments: Canby School District scored in the Medium range on demonstrating a clear record of success evidenced by: <ul style="list-style-type: none"> <li>• Collaborative teams that promote setting goals and measurement</li> <li>• Formative assessment for student achievement</li> <li>• Instructional Leadership teams to analyze and data and establish action plans</li> <li>• Systems set in place for each school to analyze their data and urgent need areas</li> <li>• BERC-STAR Protocol Instructional Framework for college and career readiness strategies</li> <li>• Success from Innovation grant</li> <li>• Observation of teacher using mobile technologies in the instructional program</li> </ul> Canby School District provided several examples of closing the achievement gaps supported by the number of economically disadvantaged students which grew from 15% to 46%. One of their elementary schools showed a record of success in improving math. Limited information is provided on the achievement gaps. Also, Canby provided limited evidence that data was shared with parents and what schools are the lowest performing. Additional information is needed on what will be done with the lowest-achieving schools.		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	2
(B)(2) Reviewer Comments:		

Canby School District scored in the Medium range based on the evidence provided for increasing transparency in their processes, practices, and investment.

The evidence provided showed communication is accomplished by several ways. The superintendent posted a series of blogs, which are emailed to all parents. Also the budget process included a Budget Advisory Committee that is open to all stakeholders. Evidence of personnel salaries are posted and made available.

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

10

4

(B)(3) Reviewer Comments:

Canby School District scored in the Medium range on the State context for implementation.

Canby School District provided several evidence of legislative directives adopted through the Senate to enhance personalization of student learning:

- Oregon adopted the Common Core Standards to focus on student achievement for all students
- Oregon adopted an ambitious goal for all students to graduate and be college and career ready
- Senate Bill 1581 was passed to revise and reform Oregon's educational structure
- House Bill 220 was passed for student tracking
- Senate Bill 290 Adopted core teaching.

Canby School District multiple measures provided evidence of a system to support their individualized learning model. These measures definitely provided evidence to build on their reform.

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

10

5

(B)(4) Reviewer Comments:

Canby School District scored in the Medium range for stakeholder engagement and support.

Canby School District provided evidence by their stakeholders who were engaged in the process. Canby School District superintendent started a Vision Team of community members to work on plans for their district. This plan represented feedback received from over 500 community members and educators. The Vision Team supported the reform proposal, which showed a good representation based on the data submitted.

Canby School District used additional measures for the development of the reform proposal that was addressed such as:

- Superintendents presentations to staff members
- Principals' feedback
- Union leadership members involved in the planning process
- Student leadership involved in the planning process.

Many stakeholders supported this reform as evidenced by the many support letters received. Canby School District met this criterion by the support received from the community, parents, students, teachers, and the administration. Additional information is needed on how the stakeholders will be engaged.

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

5

2

(B)(5) Reviewer Comments:

Canby School District scored in the Medium range for identifying needs and gaps.

Canby School District provided limited information in closing the achievement gaps. Additional information is needed for the subpopulations on what will be done.

Canby School District shared its record from several years on their implementation of a District-wide Innovation grant. An Action Plan that reported goals, activities, timelines, deliverables, and responsible parties from 5 years ago, 2 years ago, to present. Even though Canby School District has been successful with their previous grant, evidence supported a need to still close the achievement gaps for Hispanics and families in poverty. More details are needed on what will be done presently.

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

	Available	Score
(C)(1) Learning (20 points)	20	8
<p>(C)(1) Reviewer Comments:</p> <p>Canby School District scored in the Medium range on the Learning process.</p> <p>Canby School District proposal is to build on their present work. Limited information is provided on how the program has been successful and what learning procedures would be implemented.</p> <p>Canby School District goals are linked to college and career ready standards based on their four primary project areas:</p> <ol style="list-style-type: none"> <li>1. One to one mobile devices for students</li> <li>2. Digital curriculum, scope, sequence, and content development</li> <li>3. Math and Language Arts instructional coaching</li> <li>4. Project evaluation and assessment.</li> </ol> <p>The experiences adopted for learning provided support for deep learning by implementation of the Common Core State Standards as well as their digital curriculum, sequence and content development. The fact that the Common Core State Standards will be implement does not totally mean this will deepen the learning experiences. Other factors need to be considered on instruction and how teachers are trained to implement the standards. More detail is needed to address what deep learning would look like and how feedback will be implemented.</p> <p>Canby School District provided limited information on students having access to a diverse culture in order to motivate and deepen each student learning. The applicant stated what programs are in place but did not provide enough detail on the effects of individualize student learning. Very little information was provided on what the personalized sequence would look like.</p>		
(C)(2) Teaching and Leading (20 points)	20	9
<p>(C)(2) Reviewer Comments:</p> <p>Canby School District scored in the Medium range to implement the criterion for teaching and leading.</p> <p>Canby School District provided evidence to enhance their learning environment by focusing on building teachers as leaders to support students to graduate college and career-ready. Limited information is available on how this process will occur and how will the teachers be evaluated.</p> <p>Limited information was provided on how each of these learning strategies would be implemented.</p> <p>Canby School District reported consistent use of collaborative teams to focus on instructional individualized learning environment. The team process identified academic needs to assist students meet their college and career-ready standards. Canby School District objective is to build teachers and leaders as experts in order to become proficient as personalized learning and prepare students. Since a lot depends on the development of teachers for implementation of their goals, limited information is provided on what happens if the teacher does not believe in the collaborative team approach.</p> <p>Canby School District identified several assessments that are used to see if students are meeting their goals. Canby high school students will create a personalized 6-year plan. Academic counselors assist students with their plan. Canby School District provided limited information when there are or are not enough counselor available to assist students. Most counselors are over worked based on the number of students in high school. Additional guidance is needed to support this alignment. The applicant mentions that there are struggling teams, however, additional information is not provided for their support.</p> <p>Canby School District has access to many tools and resources available to accelerate student progress. The STAR Framework and CCSS have been identified as specific strategies by teachers to promote their personalized learning environment. Canby School District did not provide sufficient evidence on the effectiveness of these programs. Canby School District provided evidence on how their learning resources are being used such as iPads to set goals for students to track their learning goals. Some students are using this to track fluency in reading. Additional details are needed on what the other students are doing.</p> <p>Canby School District plan does focus on providing the necessary training for school leaders and school leadership teams. Evidence also supports the district's teacher evaluation system to improve instruction.</p>		

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

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	8
<p>(D)(1) Reviewer Comments:</p> <p>Canby School District scored in the Medium range based on the evidence provided for practices and rules that facilitate personalized learning.</p> <p>Canby School District administration structure include a central office, administrative and supervisory positions. The central office has a lean staff. Canby School District provided evidence of some support with the individual schools having autonomy for regular operation. Limited information was provided regarding the impact of the structure would have on the reform proposal.</p> <p>Canby School District leadership team has the authority to adjust the resources; however, control seems to be top down for approval. Canby School District provided limited information on the role and support of the superintendent to implement change. There is evidence of a supportive staff and an intervention specialist that would assist the reform proposal. Many procedures will be set by the Board of Directors such as the district calendar. Limited information is provided on flexibility for school autonomy to provide an individualized learning environment.</p> <p>Canby School District provided some evidence of demonstrated mastery such as students having the opportunity to earn proficiency based on credit for their graduation requirements. Other examples include: performance demonstrations, presentations, portfolios, projects, and exams. Although a digital portfolio is not currently in place, Canby School District will use this tool to track their progress.</p> <p>Canby School District did not address what resources would be applied for sub groups and educational disadvantaged students. Additional information is required on what learning resources would be used and evidence of those resources having an impact.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	6
<p>(D)(2) Reviewer Comments:</p> <p>Canby School District scored in the Medium range for the school infrastructure to support personalized learning.</p> <p>Canby provided some evidence of detailed examples available for access to content, tools, and learning resources such as the following:</p> <ul style="list-style-type: none"> <li>• Learning resources subscription paid by District</li> <li>• Support from PTA (parents) to purchase on-line math program</li> <li>• Professional Development provided for parents</li> <li>• All stakeholders have access to the wireless network.</li> </ul> <p>In order to address the schools use of inter operable data, Canby School District is in the implementation phase of this new resource. More information is needed on what is available now and the impact on personalized learning for student achievement.</p>		

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

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	9
<p>(E)(1) Reviewer Comments:</p> <p>Canby School District scored in the Medium range for Continuous Improvement Process.</p> <p>Canby School District provided evidence on how the district has experience with critical components of continuous improvement based on a State audit. Commendations were given previously for collaboration, integration of technology aligned to the district program. Canby School District provided support for a continuous curriculum improvement process based on 4 phases:</p> <ul style="list-style-type: none"> <li>• Phase 1: Research Development and Assessment</li> <li>• Phase 2: Curriculum/Content Review</li> <li>• Phase 3: Materials Review</li> <li>• Phase 4: Implementation</li> </ul> <p>Canby School District will monitor the program by implementation of the 4 Phase Cycle. A website was designated to share information regarding Race to the Top and specific areas that will be shared such as agendas, minutes, professional development, and up-to-date reports. Limited information is provided on what happens to parents that have no website availability. More information is needed on how</p>		

the district revise their plan if it is not working.

Use of external evaluator, Education Northwest, to audit procedures. It will be critical that the outside auditor will continue to provide data in a timely manner for changes and improvement.

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

5

3

(E)(2) Reviewer Comments:

Canby School District scored in the Medium range for ongoing communication and engagement.

Although Canby School District already shares it practices throughout the world, limited information is provided on how communication will be addressed with English Language learners other than an email list. Many of these students may not have emails. More details are needed on how to address the sub groups.

Canby School District provided evidence for ongoing communication through several sources:

- Stakeholders
- Apple tour participants.
- Innovation Wiki page and web site.
- 2 District level teachers on special assignment to support communication.

Additional is needed on how the communication process will be ongoing by stakeholders. Limited information was provided on engagement by all stakeholders.

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

5

3

(E)(3) Reviewer Comments:

Canby School District scored in the Medium range on Performance Measures. Canby School District provided evidence for Performance Measures to identify powerful teaching and learning by the STAR Protocol. Multiple performance measures were identified such as:

1. STAR Classroom Observation Protocol - research based for powerful teaching and learning.
2. Measurement tools - Dibels, Performance tasks in reading and math.
3. 16 assessments.
4. Growth model.
5. Co-hort graduation rate.

The performance measures selected seem reasonable to measure student achievement. Canby School District provided data that showed 49% of their teachers receive a score of 4 or 3 to be classified as powerful teaching. Canby School District provided no evidence to support the 51% teachers who do not meet these standards. Limited information was provided on how these performance will improve instruction over time.

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

5

2

(E)(4) Reviewer Comments:

Canby School District scored Medium range on evaluating effectiveness of Race to the Top.

The applicant provided the required performance measures. Canby School District will be using the various performance tasks to measure student growth. The applicant provided evidence of all the performance measures that would be used.

Canby School District provided multiple measures to address this criterion such as:

- Quality of teaching
- STAR data collection
- Student growth - Dibels reading assessment, OAKS, performance tasks in ELA and math
- Math and Language Arts scope, sequence and content

Northwest was identified as the evaluator for providing expertise for their evaluation. Based on the information provided, multiple measures will be used to address the effectiveness of implementation of Race to the Top

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	6
<p>(F)(1) Reviewer Comments:</p> <p>Canby scored in the Medium range for their budget.</p> <p>Evidence was provided on each budget narrative and how expenditures would be used. Identification for the use of funds were also addressed. The expenditures for the budget seemed reasonable based on the applicant's categories. Other sources of funding will be used. Explanations were evidenced by Canby School District for using expenditures in each area of the budget.</p> <p>Canby School District provided evidence on Canby School District goals to sustain their budget such as reducing the number of TOSA positions to one. A key strength of the budget is the fact that the applicant considered alternative avenues such as the work can be accomplished through online collaboration. Information was provided on what would be done at the completion of the project. Funding would come from recovery of state funding or natural attrition. More details are needed on how these funds will be able to support the budget and if these funds will be available at that time.</p> <p>Canby School District procedures to assist with sustainability to accomplish their goals provided some support to make this happen. Lack of evidence on what will happen after 4 years to maintain the proposal.</p>		
(F)(2) Sustainability of project goals (10 points)	10	2
<p>(F)(2) Reviewer Comments:</p> <p>Canby School District scored in the Medium range for sustainability of the project's goal after the grant.</p> <p>Information provided was based on a projection of future enrollment growth will provide some assistance with the project long-term growth.</p> <p>More evidence is need to explain what will be done after the grant. Reducing personnel may help, but what happens to the quality of the reform when this happens. The applicant did not provide evidence of long term sustainability.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	6
<p>Competitive Preference Priority Reviewer Comments:</p> <p>Canby School District scored in the Medium range based on the reform proposal to integrate public or private resources.</p> <p>Canby School District provided evidence that integrated public and private resources will be used by 16 partnerships to support the educational outcomes.</p> <p>Some of the partnerships that would provide support include:</p> <ul style="list-style-type: none"> <li>• Canby Educational Foundation - Generous donation, previous donations were \$350K. The applicant did not address how much would be given this time.</li> <li>• CEF Critical Thinking Grant - A source for funding to hire part time coordinators and guest speakers</li> <li>• The Canby Center - A resource to provide school supplies, tutoring support and financial support</li> <li>• Head Start Program</li> <li>• Parent Advisory Committee</li> <li>• Life Work - Outreach for parents</li> </ul> <p>Identification of partnerships addressed by the applicant provided excellent ways to assist with the daily operations of the school so that individualized student learning would address. Partnership indicators would be used to measure pre and post survey data to determine their effectiveness to student achievement. Evidence was provided that school resources provided support for students and families.</p> <p>Canby School District addressed the needs of the partnerships by surveys. Goals will be created for each partnership to ensure that the needs are being met. More evidence is needed on how the partnerships will align to the reform proposal core educational goals. The support provided is excellent. The partnerships should be made aware of the goals for this reform proposal and detail information on what assistance</p>		

they will provide.

The partnerships that were identified seemed that they will provide additional social-emotional behavioral support

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

**Absolute Priority 1 Reviewer Comments:**

Canby School District met this priority based on their reform measure to provide an instructional program for improving student achievement with a coherent reform program that will address learning and teaching through personalization strategies. Canby School District has a proven record of success from their previous Innovation grant. Canby School District goal is ambitious to provide digital resources for all students and to align their instruction with Common Core State Standards for students to become college and career ready. Canby School District still has to concentrate on their gaps in order to meet their goals.

<b>Total</b>	<b>210</b>	<b>106</b>
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# Race to the Top - District

## Technical Review Form

Application #0468OR-3 for Canby School District

### A. Vision (40 total points)

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

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

The applicant successfully details its existing strengths and ongoing initiatives, as well as its general orientation as an innovator, as a rich context for potential acceleration through this RttD grant possibility.

- Oregon has adopted the Common Core State Standards and as a result, the applicant district translation deepened its reform efforts and focus on performance tasks, while also focusing on orienting all of its teachers to the related shifts.
- The applicant has been recognized as an innovator related to its technology usage, creation of an Arts facility and expansion of other professional and technical programs, demonstrating its current leadership position in relation to other state school districts.
- The described intentional and directive hiring protocols, and the piloting of the Oregon Data project, are practices that demonstrate a particular attentiveness to meeting the needs of individual school contexts and students.

The applicant also demonstrates an attentiveness to providing personalized student support through careful placement of staff, providing differentiated levels of technology for students who need more personalized learning and instituting programs, such as the Head Start program at its lowest achieving school, to get students ready for kindergarten.

The vision the applicant presents appropriately creates energy and focus at the level of individual schools rather than the district as a whole, highlighting and elevating the importance and work of teacher leaders, teachers that will become familiar with the Common Core shifts, and students themselves as users of meaningful and aligned digital resources.

- The roles of coaches as described towards developing personalization techniques and content and performance tasks is

promising, particularly as these individuals would be developed and selected from the district's ranks of existing teachers.

(A)(2) Applicant's approach to implementation (10 points)	10	9
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(A)(2) Reviewer Comments:

The applicant adequately explains the inclusion of all of the district schools in the grant proposal.

There was some missed opportunity to differentiate between the different elementary schools in terms of student served and particular strengths/needs.

More clear descriptors of which students comprise the high-need student population would have been helpful.

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

The applicant convincingly describes the dual approaches of the existing grassroots change mentality of previous and ongoing school improvement efforts, along with the theory of change elements--thematic to a distributed leadership and business approach-- through the present superintendent. The framing of the innovation adoption cycle as a way of grouping teachers on different levels of engagement with the change process is a good one.

The strategy of identifying and incentivizing early adopters through venture-capital like innovation grants for teachers would likely lead to meaningful differentiation and leadership opportunities for proactive and transferrable teaching, as well as teacher leadership, practices.

It is refreshing and relieving to also see the theory of change adoption of identifying individual educators as 'human participants' and change agents, whereby attention can remain with individuals rather than the less meaningful pursuit of shifts of data points.

As a holistic whole district effort, while the applicant successfully makes a case for having the district serve as a replicable model for others in the state and beyond, there is some lack of detail regarding a framing timeline, rationale for activities and specific action items beyond the general focus on building a core of teacher leaders, providing whole-scale professional development opportunities and ensuring all students have the electronic resources required for a personalized experience.

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

Through the elements of the four-phase ongoing curriculum review process, the use of the STAR data collection, the structured framework for collaborative instruction discussions and social supports, the applicant presents a comprehensive approach for distilling its vision into specific, actionable next steps.

By presenting the detailed rationale behind its anticipated gains over the five year period, the applicant demonstrates an attentiveness to detail, an understanding of interrelated factors and an eye towards achievable benchmarks.

- The specific information provided related to transitions, whether budgetary, population-related, curricular or assessment-related, would likely impact the anticipated improvement metrics as described.
- The anticipated growth on summative assessments is reasonably ambitious, tied to factors that weights increased anticipated growth in the latter half of the grant period.
- The progressive decrease of achievement gaps over time is somewhat limited in pace, though perhaps tied to an understanding of how the curricular and instructional shifts would take time to impact this particular measurement.
- The goals related to increasing graduation rates and college enrollment are ambitious and 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	7

(B)(1) Reviewer Comments:

The applicant compellingly describes the systems in place, ones that focus on seeking student achievement through professional development

of adults. The three part professional development/growth processes related to professional learning communities, instructional leadership teams and individual teachers using technology, purposefully and with innovation, are positive ones.

While the applicant includes promising data from the Carus Elementary school, Trost Elementary school and Knight Elementary school, these reports by themselves are insufficient to demonstrate a clear record of success across the district and over more than a one year period of time.

- The student performance information for Carus Elementary only spans the period between 2009 to 2011, the Trost Elementary data from 2009 to 2011 and Knight Elementary from 2010 to 2012. There is nominal information about the other three elementary schools, the K-8 rural campus, the middle school or the high school.
- While there was indication that the sampling of data from different schools represented each leadership team telling its own story of success, having a complete set of data would go further in terms of providing a fuller, if possibly more complex, picture.

The description of the efforts made at the lowest achieving school are positive ones, namely the targeted hiring practices based on bilingual language abilities, bringing in particularly skilled teachers, technology adoption and other programs; the absence of data that identify the name of this particular school and the record of student achievement over the past few years is troubling, however.

The availability of data through its two annual reports on student achievement through the state and district websites are positive, but there is no clear process indicated that describe how that availability of data drives, informs, or improves participation, instruction or services.

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

The applicant adequately describes the ways in which it shares the personnel salaries and distribution of staffing at its various schools.

The inclusion of the superintendent's blogs, as well as the participation in the Oregon Open Books Project and the public Budget Advisory Committee and Budget 101 sessions, indicate a genuine interest regarding informing parents and community members about the financial status and planned expenditures in the district schools.

More clarity around the included spreadsheets and how that information was distributed or made public would have been helpful.

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

The applicant ably describes the supportive conditions that exist under Oregon to supplement and propel the proposed school/district improvement plans.

- The addition of the Governor's Achievement Compact focusing on the closing of achievement gaps matches the guidance required under the RttD priorities.
- The endorsement by the state of proficiency-based teaching learning matches well with the movement towards individualization of instruction and away from the simple metric of overall seat time.
- The evaluation changes statewide provide a supporting context for continuing to develop teachers through targeted professional growth cycles as informed by multiple measures and identified standards of professional practice.
- The various state Senate and House bills reflect the legislative will and interest in supporting its school districts in the above regards.

(B)(4) Stakeholder engagement and support (10 points)	10	10
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(B)(4) Reviewer Comments:

The applicant successfully demonstrates a high level of stakeholder engagement for the proposed grant and ongoing school improvement efforts.

- The past context of participation of many teachers in the 2007 Innovation Grant process, the Vision Team process in 2011 and the preliminary work with all teachers on the new Common Core State Standards, indicate the district's orientation to involving and engaging its educators.
- The inclusion of teacher union leadership was referenced as contributors to the executive summary and draft budget proposal.
- Letters of support from a variety of community organizations, parents and students were strongly supportive of the applicant's efforts to continue its work of school improvement through this grant initiative.

The focus on providing more reliable communications with Hispanic members of the school community through local churches and key communicators, as well as through the proposed technology that would result from this grant, is a positive one towards fully looping in parents as supporters of the school and of their children's experience in school.

(B)(5) Analysis of needs and gaps (5 points)	5	3
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(B)(5) Reviewer Comments:		
<p>The applicant identifies a number of efforts somewhat related to addressing current district needs related personalized learning environments, but does not clearly indicate how those elements relate to each other within the context of a clear plan of action.</p> <ul style="list-style-type: none"> <li>• While important to mention the increase of student internships for the Canby High School students and their relation to credit bearing success at the college level, the applicant does not indicate how this metric reflects individualization for particular student needs or interests.</li> <li>• While the ILT work on instructional focus areas is important, especially in relation to providing differentiated feedback based on each school's identified focus area, it is not fully clear how that input would relate to students experiencing more personalization in their classrooms.</li> </ul>		

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

	Available	Score
(C)(1) Learning (20 points)	20	11

(C)(1) Reviewer Comments:		
<p>The applicant hinges the personalization of the learning experience on the effectiveness of strong teachers as well as mechanisms for these teachers to work in collaborative teams and to share their instructional practices more broadly. This particular focus on the educator, especially given the past initiatives and structures in which teachers are intentionally placed in collaborative teams, is a promising background for the broad curriculum development, collaboration and professional development required to personalize the learning experiences for the district students in a comprehensive yet practical way.</p> <p>The focus on providing technological devices at a 1:1 ratio for all of the district students is a sensible continuation of previous innovation grant efforts, particularly given the positive responses from teachers, students and with the particular information provided, student assessment results.</p> <p>Instructional coaches, or the identified teachers on special assignment, seem to be well positioned to develop the new curricular materials that would emerge from the ongoing training to the Common Core state standards.</p> <ul style="list-style-type: none"> <li>• All of the district teachers have already participated in 1-2 days of Common Core familiarization.</li> <li>• Having teacher-leaders in each building as content experts, as well as peer facilitators, would seem to present strong conditions for broader teacher buy-in.</li> <li>• The additional focus on math and English Language Arts seems to be a reasonable focus area, particularly with the Smarter Balanced assessments initially targeted those subject areas.</li> </ul> <p>While the approach to learning, through the particular focus on educators and their ability to create high quality and individualized content, is a positive one, there is little indication to the extent of students being autonomous or selective of their own learning and development goals, particularly as related to college and career interests.</p> <ul style="list-style-type: none"> <li>• There is no discussion as to how teachers or the TOSAs are given guidance regarding age-appropriate engagement towards identifying their academic interests.</li> <li>• There is little direct reference to how the collaborative teams of teachers would create individualized and personalized sequences of instructional content and skills that are specific to individual students' learning goals.</li> <li>• There is no mention of particular mechanisms to be designed related to students tracking and managing their own learning.</li> </ul> <p>There is nominal information present regarding accommodations and high quality strategies for high needs students beyond referring to the general process of collaborative teacher work.</p>		

(C)(2) Teaching and Leading (20 points)	20	17
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(C)(2) Reviewer Comments:		
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The applicant presents a convincing overall 'system of collaboration' with multiple components and procedures. This already-existing way of approaching teaching and leading, from both the district and the school-based perspective, is a cohesive approach that positions the district to maximize the new initiatives that are detailed in the overall proposal.

- All teachers are already engaged in systematic professional development experiences, whether orientation workshops to the Common Core or in their weekly Wednesday professional learning communities during which they have guided conversations as framed by a specific note-taking structure.
- The ongoing practice of engaging in Response to Intervention establishes a strong background in being collaboratively attentive to students who may have particular academic needs or challenges.

The culture of 'de-privatizing' individual classroom practice, joined with the background of every teacher having experienced a 30 minute learning walkthrough, increases the likelihood that innovative teaching practices can be shared successfully within the individual schools and district.

The attentiveness to monitoring and using student data meaningfully, such as through the existing Kidwatch program of data review and the upcoming fall of 2013 implementation of goal setting around multiple measures of student achievement, demonstrates an interest in accelerating student academic progress in a specified and individualized manner.

The application meaningfully includes descriptions on how feedback loops are central to improving teachers' and principals' practice, especially through the collaborative teaming at the school level and as related to ongoing cycles of instructional improvement. As described, the correlation of educator evaluation with ongoing professional development, whether they are 'exceptional in their practice or facing a formal plan for assistance,' is a real strength.

While many promising systems exist related to building adult collaborative learning teams, whether at the school or district level, more limited attention is given to creating the necessary structures for horizontal and vertical alignment between schools. Beyond the descriptors of the intended TOSAs working together as a general team for sharing approaches and the intention for establishing district wide wikis related to tools and assessments, there does not seem to be an intention to establish a level of 'human curation' and direction at the district level. Given the likelihood that individual teachers and schools will begin to create numerous materials and approaches, it would seem necessary for there to be some kind of curatorial process to ensure quality.

Additional focus related to on-time graduation goals and college and career readiness would have also more fully rounded out this overall teaching and learning approach.

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

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
(D)(1) Reviewer Comments: The applicant demonstrates that current LEA practices, policies and rules would be broadly supportive of the efforts detailed in the grant proposal. <ul style="list-style-type: none"> <li>• The LEA office as currently organized, is focused on providing equity and legal compliance, but continues to encourage school-based autonomies-- ranging from hiring, the assignment of responsibilities for the intervention specialist and opportunities for extended learning.</li> <li>• There are a number of practices already in play or being actively explored that would provide students opportunity to progress and earn credit beyond traditional seat time measures. Some of these practices include proficiency exams for middle school math, opportunities for proficiency-based credits in a number of subject areas and an exploration of standards-based grading. While these opportunities are not all equally developed, the applicant demonstrates a clear interest in further doing so.</li> <li>• The planned launch of digital portfolios for all students, ones which students would have opportunity to highlight, curate and self-assess their academic progress on an ongoing basis, is a promising mechanism to 'hold' the opportunity for students to collect and demonstrate various academic standards in multiple ways across grade levels.</li> <li>• Related to accessibility to all students, the applicant also successfully points to ways in which it has already adapted learning resources for students of many different needs and abilities.</li> </ul>		
(D)(2) LEA and school infrastructure (10 points)	10	9

(D)(2) Reviewer Comments:

The district is strongly committed to ensuring all students and parents have access to digital learning opportunities and avenues for communication through the intention to provide all students with a mobile device, regardless of ability or native language. By looking strategically to replace aging equipment and having a funding orientation to continue the project beyond the grant years, it is clear that the applicant hinges its success on the ability of all students to have ready technology at their immediate reach. There was also commendation from a previous ESEA program review that highlighted the applicant's programs, services and advocacy for homeless students and families in particular.

It is also clear that students, parents will have access to key content, tools and other learning resources, for instance curated online library databases and online math practice opportunities, and for educators, access to key blogs and wikis for communication and sharing resources.

Some attention is paid towards technical support issues, such as the availability of district meetings for parents' use of the data system, to technical support staff at each building to a district wide help desk individual who can respond to parent and student questions. Consideration of additional and ongoing opportunities for training and familiarization, particularly with the implementation of the new student information system and 'data dashboard', would have added value to the overall support now in place.

It does appear that the current and the new upcoming data systems will share multiple sources of shared information, from human resources information to participation of students in the Federal student lunch program.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	5
<p>(E)(1) Reviewer Comments:</p> <p>The creation of the district department of data and accountability will likely prove to be helpful as a key repository and communicator of information related to the grant application and its progress towards the intended benchmarks. More detail about its function and its relationship to school-specific data, information collected from the BERC-STAR protocols and the third party evaluator would have been helpful.</p> <p>There is a lack of clarity as to how the four phases of the ongoing curriculum review process clearly relate to the school-based decision making, content-development and mapping that is central to the applicant proposal as its central theory, or environment, of change. It can be inferred that this process could be applied to the individual schools within the district but a focus on high quality and consistency would suggest that a version of this review process should be instituted at the district level as well.</p> <p>Besides the survey tools and website to be created, there is a lack of detail regarding how timely and regular feedback will be solicited and then acted upon in any particular cohesive or replicable manner. For a high quality plan, it would seem that creating ongoing feedback and action loops, at both the individual school and district level, would be necessary to operate a large scale continuous improvement process.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	3
<p>(E)(2) Reviewer Comments:</p> <p>It is likely that the teachers' close access to a teacher on special assignment will provide opportunities to ask questions and pass along feedback to others in the district-wide implementation team. The ongoing use of wikis and surveys should also allow for static communication and feedback.</p> <p>The absence of opportunities for ongoing, dynamic interaction between stakeholders and the grant program leads, however, is somewhat troubling. While there are school-based mechanisms in place for teachers to collaborate on a weekly basis, it would seem incumbent on the applicant to create interfacing opportunities between the stakeholders through a particularly defined process.</p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>The applicant details sufficient performance measures for the participating students and also describes the methods by which the particular benchmark levels were selected.</p> <p>The detailed explanation regarding the applicant's adoption of an adopted growth model, one that blends the Colorado Growth Model and adapted to Oregon's particular assessment and accounting systems, reflects careful thought related to assigning achievable performance</p>		

measures.

The selection of the blend of Dibels for the younger grades, the state performance tasks/work samples, Smarter Balanced assessment materials and teacher-created pre/post tests at the high school level reflects a broad and meaningful range of assessment possibilities.

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

While the applicant mentions the key role of Education Northwest as its third party assessor and consultant on data collection and systems, the focus of this research organization appears to focus exclusively on technical assistance and program evaluation in terms of student performance metrics. Nominal information is provided that indicates plans to evaluate the core funded activity of this proposal, namely the effectiveness and interplay of the teachers on special assignment in the individual school buildings and their collective effectiveness as a cohesive district initiative.

The applicant does seem poised to enact a strategy related to shifting the district's reliance on expensive, packaged curriculum materials in favor of a more dynamic open-source content.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The applicant clearly identifies and attributes the various funds that would go into supporting the proposed grant project, including a combination of RttT-D funds and other existing funding streams to support district programming.

Descriptions of project costs for the one to one device initiative demonstrated careful planning related to a general equipment lifecycle and how its costs would be ultimately balanced out by the reduced need to purchase curriculum content.

A strong level of detail and rationale is provided, in particular with the balance of project 2 and project 3, whereby the teacher on special assignment's time was divided between the two parallel yet interlapping initiatives.

(F)(2) Sustainability of project goals (10 points)	10	8
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(F)(2) Reviewer Comments:

The applicant demonstrates thoughtfulness throughout the budget description of how to maintain and sustain the project's goals after the term of the grant, both in terms of district-level support, ongoing school-based support and the interest in maintaining the availability of tablet computers for all students.

There does not appear to be explicit documentation regarding support from State and local representatives after the term of the grant, however, nor a whole-scale budget projection for the years after the grant.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

While the applicant lists a number of organizations that provide a whole range of meaningful support services to students, there is not a specific, detailed proposal that seeks to better match these services for students in any particular, targeted manner. There is nominal sense of the district proposing to integrate and align these supporting resources in any way beyond what currently exists beyond an interest in communicating these available resources to parents.

There are no performance measures presented to measure and assess the progress of a results-oriented, resource aligned and integrated services proposal.

## Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

### Absolute Priority 1 Reviewer Comments:

As a whole, the applicant successfully presents a coherent and comprehensive approach to building on the core assurance areas of college and career preparedness, building a robust data system towards improved instruction, developing and rewarding effective educators and supporting lowest achieving schools.

The district has clear strengths as demonstrated through its previous innovation grant initiatives and the manner in which its focus on technology, incentivizing creativity among its teachers, a culture of deprivatized practice and a strong system of data collection have positioned it as a district leader and innovator. The fact that so many neighboring districts, not to mention other states and education groups from other countries, have visited the school district to learn about its practices demonstrates that it knows how to both grow success but also meaningfully communicate it to others.

The theory of change that focuses on teachers, first and foremost, as professionals, facilitators among their peers and potential creators of a full curriculum sequence, is both courageous and heartening. The work of the teachers on special assignment will not only be contextualized in each particular school and the students that they serve, but will also likely be more accepted by the other educators in the building, coming from one of their distinguished own.

The applicant does frame and define personalized learning in a particularly distinct way, it must be mentioned. While some may define it as opportunities for students to actively select from a variety of course pathways and educational experiences, this applicant, rather, seeks to establish a 'whole' curriculum and focus on making sure that this curriculum is accessible and effective with all its students through individualized approaches and entry points. This interpretation is not inherently worse or better than the other, but it does create more opportunity to apply focus towards establishing a cohesive, 'master' curriculum sequence that by design, allows for meaningful individualization within it.

Total	210	158
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