



# Race to the Top - District

## Technical Review Form

Application #0487NV-1 for Carson City 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 Carson City district provides a very strong, comprehensive, and coherent plan for the revision of the district school system. The four core educational assurances areas are present. For example, adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the national economy. The applicant indicates a desire to implement common comprehensive post assessments, common unit assessment and mapping of the curriculum in partnership with the university system and facilitators to align the curriculum and assessment systems that guide students to mastery. In addition, training staff to understand and articulate learning targets of all classes. The applicant will publish learning goals to be used by students to help identify learning targets and monitor progress with the development of learning guides.

The applicant shows that it is building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction. For example, the applicant developed two transparent intertwined data systems (student e portfolio and student mastery data system) to monitor college and career components and readiness. In addition, the applicant will be recruiting, training, rewarding and retaining effective teachers and principals, especially in the schools where they are needed most. The plan is to move all teachers from delivery stance to learner-centered. The applicant will also hire implementation specialists and implement administrator specific training.

The applicant indicates it will be turning around the lowest achieving schools. For example, the goal is to provide a learner-centered environment with an align curriculum and assessment system into a mastery of college and career ready standards across the district. The district has plans to build a comprehensive transformation system that will restructure education delivery at the secondary level. Students will be able to have personalized learning experiences based on their needs to obtain mastery for each and every course, including college and career ready courses.

Details of the plan include:

1. The district mapping the curriculum backwards from college entrance down to the fifth grade level to insure students are pprepared for the next step in their educational plan.
2. The district has a partnership with the university system to bring together experts from the secondary and postsecondary arena to make important decisions related to curriculum and expectations.
3. Performance expectations are set for each unit of study. Results will be collected during the delivery of the unit and this data will form the foundation of the student data system.
4. Common classes have common, clearly identified learning targets and expectations. Staff members who teach common courses will meet together to set the learning targets and the methods of assessment for each class.
5. Every course has a published set of learning goals that will be used by students to identify their learning targets and monitor their individual progress throughout each unit of study. These documents known as "learning guides" will help all stakeholders to clearly understand learning expectations at any given point in time. Students receive a learning guide at the beginning of each unit.
6. The district uses a career cluster model to create school-within-a-school small learning communities

in each of the selected high schools.

The applicant clearly states goals to accelerate student achievement through personalized support and instructions in a detailed work plan. All aspects of the plan are identified along with the respective person or group responsible for achieving the goals. The section is thorough in its presentation, including recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

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

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(A)(2) Reviewer Comments:

The applicant provides an excellent and detailed narrative clearly describing how selection for participation in the program was made. For example, the applicant states the district undertook a comprehensive review process to consider the curriculum, instruction, assessment, and leadership components of each school site district wide. After completing this review and following the recommendations of the Race to the Top development team, the district selected each of its four secondary schools to be served by this grant. The applicant clearly identifies the schools (four) who will participate in the program followed by a description of academic conditions in each. and target population. The applicant shows it will open a transformational department that will be housed within the district office. This department will be headed up by an Administrator on Special Assignment (AOSA) who will be recognized as a highly skilled administrator who has the ability to coach site administrators and teachers to fully adopt practices highlighted in this initiative.

The district will also form a leadership team known as the Transformation Office Leadership Team, made up of the Superintendent, Associate Superintendent – Human Resources, Associate Superintendent – Educational Services, Director of Accountability, and Director of Grants. This team will monitor success of the various components of the project. The Transformation Office Leadership Team will look at structural development of the project as well as student performance data when it becomes available and will work with the Administrator on Special Assignment to provide “district level support” at each school site. The TOLT is not an implementation team, but it is a supervisory team. This office will oversee the implementation of the program within the four target schools.

The applicant provides clear details on the total number of students participating from low income families. For example, the applicant shows the Carson City School District is building this application to seek funds to transform each of its secondary schools into a high achievement schools. The plan is geared to make improvements where they are most needed. For example, Carson High School is a twenty-two hundred student comprehensive high school, forty-six percent of its students qualify for Free and Reduced Lunch.

The thoroughness of the district to involve the necessary schools and students gives convincing evidence that they will be able to support a high-quality LEA implementation for the academic success of their students.

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

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(A)(3) Reviewer Comments:

The applicant provides a high quality plan covering all components of the criteria. For example, the applicant indicates the program will look at structural development of the project as well as student performance data when it becomes available and will work with the Administrator on Special Assignment to provide district level support at each school site. A Transformation Office Leadership Team will also be available. The team is not an implementation team, but it is a supervisory team and will use its influence to support, gather resources, and enhance the work of School Support Teams that will serve as the implementation teams at the sites. This group will also facilitate improvement in classroom instruction, work in Professional Learning Communities and the use of data to improve academic performance for all students. The Transformational group will meet bi-weekly to provide support to each of the participating schools as they move through the implementation process. In these meetings each portion of the project will be identified and progress evaluated. The district will utilize a career cluster model to create school-within-a-school small learning communities in each of its high schools. Counselors will be required to expand their duties to address career counseling in a more

comprehensive way. The district has developed an exemplary plan to address the adoption of standards and assessments that are aligned to college and career ready standards, update the student data system so that all secondary schools can use data to drive instruction, train and develop teachers and administrators so that each is highly effective and turn around the districts lowest performing schools. This project will allow the district to redesign its curriculum and assessment system in order to create a rigorous pathway to mastery of common core standards. This aligned curriculum will provide a pathway for every student to reach college and career ready expectations. In addition, the applicant provides a flow chart with the Learner-Centered Organizational Model as the structure of the main plan.

The applicant indicates how the program will assist students to increase academic success and become college ready, including district-wide positive change. For example, students will be assessed to determine their basic math and reading skills utilizing the Measures of Academic Progress (MAP) as soon as they enter the district. Students will be assessed at least two times per year grades six through nine. Results will be used to determine if the students are able to demonstrate grade appropriate skills in reading and mathematics. Students who are performing below grade level will receive intense remediation within the classroom. Students who require further support will receive remediation outside of the core classroom. This double dose scenario will allow the student to keep working toward mastery in the regular classroom, but will also be receiving targeted support that will improve basic skills.

The project will develop two intertwined data systems that will support stakeholders to build a data driven environment within all participating schools. These data systems include a student electronic portfolio and a student unit mastery data system. The applicant indicates The student unit data system will be used to monitor student mastery of standards based learning targets within each classroom. This system will be used to track student progress within each unit. These results will provide teachers and administrators a window into the overall skill of each student. Since these results are spread across all classrooms and all grade levels student support can be provided across all content areas. The applicant shows this same system can be duplicated across the district.

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

The applicant indicates the district graduation rates for all groups are extremely low. The applicant provides goals indicating a percentage increase over the ESEA targets. The applicant indicates it will seek to increase graduation rates by sixty percent for the IEP subgroup, fifty five percent for the LEP subgroups, and thirty five percent for the FRL subgroups. The student data system described earlier will play a critical role in this process. One of the key components of the program is the district's ability to monitor student progress in each class and to verify the students are receiving the necessary interventions and help.

The District will provide a plan to individualized attention to every student will the goal to significantly reduce the achievement gaps. The district will increase graduation rates by sixty percent for the Individualize Educational plan subgroup, fifty five percent for the Limited English Proficiency subgroups, and thirty five percent for the Free Reduce Lunch subgroups. The student data system described put into place will play a critical role in this process. The district's ability to monitor student progress in each class and to verify the students are receiving necessary interventions will be given top priority.

In addition the applicant provides detailed narrative indicating as part of this project the district will significantly increase the number of students who enroll in post-secondary educational programs. In addition the district will make every effort to reduce the remediation rates of that population. The applicant shows by building a common curriculum and assessment system to measure student progress over time, establishing a student data system or database that can be used by teachers and administrators to improve instruction, providing Learner-Centered training to teachers and administrators, district staff will be able to close the achievement gap and meet college and career ready expectations. The project developed at Eagle Valley and Empire Elementary demonstrates district ability to move students from low performing to high performing status. This plan provides the foundation for the district to move all secondary schools to high-performing status and will create an individualized learning environment that will allow every student to meet college and career ready expectations.

The applicant provides charts with baseline data and expected goals of the program. The data provided is ambitious and with the details of the work program achievable. The district will identify the achievement gaps and will update goals each year in order to close those gaps. The applicant provides details of the reduction target goals in charts provided within the documentation. The charts show baseline and expected goals in achievement gaps. The charts also show college enrollment by subgroup, baseline and the expected goals in detail.

Being college and career ready means that a student is developing both college and career components. This application is designed to provide students exceptional opportunities in both the college and career arena. Students will have the opportunity to take a full set of college preparatory courses as well as a full battery of career courses building a strong foundation in both areas. The district will develop an e-portfolio system that will allow students to see progress towards college and career readiness. The online based e-portfolio will allow students and parents to review requirements and see progress towards meeting those requirements. The district will be utilizing a mastery system to determine if students master content on each unit of study in each course across all grade levels. Currently Eagle Valley is utilizing an 85% proficiency model for this target. This means that the goal for every student on every post unit assessment is to demonstrate mastery at a level of 85% or higher on each element of the assessment. This target has worked well for this school and has been used to set benchmark standards for each classroom in all content areas. The stated goals of the project are ambitious and attainable.

The applicant does not provide expected levels of college enrollment. The applicant provides a a table with a baseline for college enrollment but does not show expected goals.

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

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

(B)(1) Reviewer Comments:

The applicant provides a detailed narrative showing how the Local Education Agency has identified gaps and the practicess applied to close the gaps. For example, the district has identified the targets for gap reduction on the English Language Arts and mathematics through the CRT, HSPE, and MAP assessments. The districts goal is to completely close this achievement gap for all sub groups by spring of 2017. The district plan provides a road map that will allow every student to succeed. High performing students will are allowed to accelerate through enrichment and course selection of their choice. The applicant provides ambitious goals for the program. For example, the district is seeking to have all students meet mastery, including all subgroups in each subject area with the curriculum map from fifth grade through college up to college student mastery.

The applicant provides clear information on the components of the plan to close achievement gaps. For example, the district is utilizing a mastery system to determine if students master content on each unit of study in each course across all grade levels.

The applicant indicates Eagle Valley is utilizing an 85% proficiency model for this target. This means that the goal for every student on every post unit assessment is to demonstrate mastery at a level of 85% or higher on each element of the assessment.

This target has worked well for this school and has been used to set benchmark standards for each classroom in all content areas. The district is setting similar achievement targets at each of participating sites. The targets will range between eighty and ninety percent proficient for each unit at each site.

An example of this can be seen when looking closely at two of Carson City Schools, Empire Elementary and Eagle Valley Middle school. Both schools were recognized by the state as persistently low performing schools. In the past two years both sites have demonstrated marked improvement in both reading and mathematics. The applicant provides tables: Table I - Empire Elementary Demographic Profile 2006-2011 and tables Table II, Table III and others showing statistics of the gains made by the applicant in closing gaps, graduation rates in the target schools. The charts provided by the applicant indicate a marked improvement for all subgroups starting in 2003 through 2011, clearly improvements

over more than four years.

In a general, this review has defined the success that the Carson City School District has demonstrated when transforming both of these persistently low performing schools. Each of the four quadrants of the Learner-Centered System was addressed, professional practices improved and student performance accelerated throughout the life of both projects.

The district has laid the foundation for both schools to continue to improve eventually leading to schools that demonstrate a ninety percent proficiency rate across all populations and all content areas. With the development of the new data system students and parents have access to learning guides and standard mastery documents. This is beyond the traditional report card and allows students and parents to monitor progress throughout each unit. The data is also used as part of student led conferences where students are taught to share performance data with parents. Students are expected to set goals within each unit of study and to monitor personal progress throughout each unit, thus expanding access for students and parents to student mastery of the curriculum.

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

The applicant provides an excellent narrative showing how the district makes salaries, budget and expenditures transparent and available to all stake holders and the general public. For example, the applicant indicates each year the district publishes the per-pupil expenditures, remediation funding, professional development expenditures and other basic educational expenditures as part of its annual accountability report. This information is posted on the Nevada Department of Education Website. In addition, copies of the full financial audit are available upon request. The district publishes actual salaries of staff member that falls within the following bargaining groups including Carson City building administrators Association, Ormsby County Education Association, Carson City Educational Support Association, and the Carson City Health Sciences Association. This information is posted on the Carson City School District Website.

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

The applicant clearly demonstrates autonomy and support from all quarters to implement personalized learning environment in its project related to Race to the Top. Nevada Revised Statutes and Carson City School Board Policy provide the legal authority to fully implement each major component of the project by providing school leadership teams in participating schools with support from the state and the school district. For example, the applicant shows Nevada Revised Statutes and Carson City School Board Policy provide the legal authority to fully implement each major component of the project. The legislation or board policy supports work in each of the following areas:

1. A student data system similar to the one that is in place at Eagle Valley Middle School will be expanded to each of the other four project schools. This will serve as the data that will be used to monitor progress and adjust instruction.
2. Student progress along two pathways must be maintained as part of the project. The first is the longitudinal plan that will be developed with the counselor and the parent and will define the path way that students will take over the length of their middle and high school career. This pathway will focus on the courses that must be taken and the career clusters that they participate in. The second area of consideration is the day to day pathway that students will take as they move toward mastery within each class.
3. The applicant indicates first the longitudinal pathway, students as part of this project will work with a counselor to develop an academic plan that will allow the student to identify a pathway that will take them through the basic academic requirements at the middle school level. At the high school level students will become part of a community of learners that are traveling down a career path. The career cluster concept will allow the school to plan for both the academic growth as well as the career growth of each student.

(B)(4) Stakeholder engagement and support (10 points)	10	8
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## (B)(4) Reviewer Comments:

The applicant provides a very detailed narrative with a list of stakeholders showing how the community and academic leadership were involved in the planning and monitoring of the program. For example, the applicant clearly identifies a Race to the Top planning team was created to develop a high quality application. The following groups are represented on the grant development team and have provided letters of support for the program:

- 1 Carson City School District Parent Teacher Association
- 2 Ormsby County Teachers Association (OCEA) – Carson City teachers association
- 3 Carson City School District Administrators Association
- 4 Carson City School District Classified Association
- 5 Carson City School District Student Health Services Association
- 6 Site administrator from each participating site
- 7 Implementation Specialist from Eagle Valley Middle School
- 8 Strategic Plan implementation Committee
- 9 Community Representative
- 10 Nevada Department of Education

11 The district also sought input from the University of Nevada Reno, and Western Nevada College on specific elements of the application to increase high levels of academic input.

The applicant clearly shows the team served as information distributors as well, as each draft was developed team members shared information back with their constituent groups. Team members continually gathered feedback that could be brought to the committee each week and used to update each section of the application.

A public presentation was developed and shared with multiple groups in the community.

In addition, the applicant provides a list of organizations and institutions that have provided letters of support for the program. For example:

- Western Nevada College
- Carson Middle School Student Council
- Eagle Valley Middle School Student Council
- Carson High School Student Council
- Nevada Health Education Association
- Carson City McKinney Vento Program
- Western Nevada Food for Thought
- Nevada Parent Teacher Association
- Carson Middle School PTA
- REDCO Manufacturing
- Carson City Health and Human Services
- Partnership Carson City
- Carson City School to Career Advisory Group
- Carson City Parent Teacher Association
- Nevada Department of Education

Carson City Mayors Office

However, the applicant does not show evidence that parents and students were involved in the planning stage of the program.

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

The applicant provides a narrative with evidence of how it analyses the needs and gaps of the program. For example, the applicant will create a transformational program office within the district office to monitor and facilitate the transformational project being implemented at all four sites. The purpose of this is to oversee the development of each project at each school site. In addition the applicant has identified the need to hire a teacher on special assignment and three paraprofessionals to align school to career job shadowing and/or internship experiences.

The applicant will also hire implementation specialists at the site to provide high quality professional for the purpose of development and facilitate development of component of the Learner-Centered Model of the program. In curriculum, the applicant will establish learning targets for each student for every class that is taught. This includes the courses supported by the common core as well as those that are not. Learning targets will be reviewed and either updated or established at the middle and high school level in all classes and at all grade levels. In the assessment portion of the program, the applicant will employ the use of authentic and high quality assessments that measure student mastery of common core standards in every class. Assessments will be developed for all classes and all grade levels. Instruction is based on the unit mastery and connected to student data system, creating a foundation for a data driven instruction system. Instructors shift focus from delivery of information to student mastery of targeted skills. The applicant also indicates a Data system is in place at Eagle Valley but needs to be completed for the remaining sites and will be used as a model for the rest of the schools. This data system will be accessible by administrators and teachers.

The applicant provides additional narrative showing the program is creating Individualized Learning Profile for each student: At the middle school level individualized plans are developed for each student. At the high school level these plans will expand beyond core content to include College and Career Portfolio System. The applicant indicates Eagle Valley currently is doing this work; it is looking to improve its data sharing format to increase parent access. Individual student progress is currently being monitored, students are receiving interventions in each course, and students are able to re-take assessments if critical content is not met. In addition, secondary school to career electronic portfolio outlining the college and career pathway for each student will be developed and will be used by students, parents, and staff to guide student progress toward college and career success.

Student guidance will be an important component of the program. The applicant indicates students meet with guidance counselors each year at the high school level to review college to career progress toward both college and career. The electronic portfolio serves as a guide to the conversation. Finally professional development will be provided for all key stakeholders of this project. Administrators will receive training on transformational leadership, Implementation specialists on Learner-Centered organizational development, Department Chairs on leading data driven instruction in a department, and classroom instructors training on curriculum, assessment, and instruction in the common core.

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

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

(C)(1) Reviewer Comments:

The applicant provides a high-quality plan for improving learning and teaching by personalizing the the learning environment in order to provide all students the needed support for college and career ready courses. The applicant provides a comprehensive plan that includes mechanisms in place to provide training and support to students that will ensure that they understand how to use resources provided to them in order to track and manage their learning experience. The applicant indicates:

(a)(i) The applicant describes a clear plan for students to understand that what they are learning is paramount to their success.

(a)(ii) The applicant provides details of the plan to have students identify and follow learning and

development goals linked to college-ready curriculum, understand how to structure their learning to achieve goals and measure the progress. The applicant also provides a plan to develop the system to provide support to students along a longitudinal pathway by addressing both traditional common core college requirements as well as provide an opportunity for every student to participate in one of six career pathways.

(a)(iii) The applicant provides details of the plan to involve students in deep learning experiences in area of their academic interest. The applicant indicates that each course will offer several project base learning opportunities where students can seek areas of interest and pursue further understanding.

(a)(iv) The applicant provides a plan for students to have access and exposure to experiences and perspectives that will motivate and increase individual student learning. The plan will provide an opportunity for students to experience diversity in cultures.

(a)(v) The applicant provides a comprehensive plan for students to master critical academic content and develop skills and traits such as goal setting and critical thinking in problem solving.

(b)(i) The applicant provides information showing that each student will have access to personalized instructional content and skill development designed to enable the student to achieve his or her individual learning goals and to ensure he or she can graduate on time and college-and -career ready. In the section, the applicant provides information indicating an exceptional Learner-Centered Organizational Model that will provide an individual learning environment where students will understand their long term goals and aspirations.

(b)(ii) The applicant shows the learning plan shows evidence that students will experience a variety of high-quality instructional approaches and environments

(b)(iii) The applicant provides narrative showing a clear plan for students to be involved in high quality content, including digital learning content aligned with college and career ready standards.

(b)(iv) The applicant provides information showing that students will receive personalized learning recommendations based on the student's current knowledge and skills, college and career ready graduation requirements. Each student and their families will receive training that will help them to access the e-portfolio.

(b)(v) The applicant provides narrative showing a plan that will provide accommodations and high-quality strategies for high need students to help ensure that they are on-track towards meeting college and career ready graduation requirements. The applicant provides information showing multiple strategies and opportunities for students to gain mastery skills.

(C) The applicant provides information showing mechanism that are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided for them in order to track and manage their learning. The applicant indicates it will develop a Student Data System that ties mastery of specific skills or knowledge to the data base.

At middle school and high school level the applicant shows the Carson City School District has utilized the MAP assessment for many years to identify baseline data on student knowledge and skill in the areas of reading and mathematics. Students who are meeting or exceeding grade level learning expectations will be placed on the traditional or advanced pathway. Students who are identified as performing below grade level expectations will also be placed, but, in addition, the focus will be on moving the student into an acceleration environment. This may take place in a regular classroom or may include additional support outside of the classroom.

Parental involvement will depend on the amount of time and knowledge the parents have in order to assist the students. To remedy this situation, the applicant will build an electronic portfolio for each student that will serve as an academic progress guide addressing grades six through twelve. This portfolio will list all the courses required for graduation including basic core academic requirements and elective opportunities. At the middle school level this will be relatively simple since there are limited electives. At the high school level this e-portfolio will be set up around the six career clusters. The district will be developing a school within a school model and all students will select a career cluster and will be grouped in that way. Students will be required to meet the core academic requirements as well as the career cluster requirements as part of their educational career

The applicant shows that as a student advances through the career cluster, he or she will have access to common core content as well as a career pathway in, for example, one of the following areas; Agriculture, Business, Family and Consumer Sciences, Health Occupations, Information Technology, and Trade and Industry. With assistance from the counseling department each student will self-select a career pathway that is revised and approved by their parents.

The applicant indicates the e-portfolio is highly instrumental in the success of the project. The e-portfolio would be tied to both the Power School and the Student Data System that will be used to monitor student grades as well as student progress toward mastery of the standards. The applicant indicates the e-portfolio system will be updated weekly; this includes the transfer of information from both Power School and the Student Data System. When a student advances to high school, the e-portfolio will be aligned to the six career clusters. The e-portfolio will contain basic information about professions housed in each cluster as well as the academic course options that lead into the professions.

The applicant indicates students and families will receive training that will help them to access the e-portfolio. Each student will be required to participate in a series of high quality training and guidance opportunities. This portion of the program will begin with an introduction to the e-portfolio and basic requirements for completion or graduation from each secondary site. Training will take place at least a minimum of once per quarter and will be used to guide students through the academic and career cluster pathways. This training will be grade appropriate and will help students to develop life skills, professional skills, and post-secondary educational skills. Students will be required to take an interest inventory as well as a learning style and or multiple intelligence survey. The e-portfolio will be housed in a web-based environment so that it can have a twenty-four hour a day access. In order to build this e-portfolio the district will bring together its counselors, teacher leaders, and technology specialists to clearly define the e-portfolio characteristics. In addition, the e-portfolio will be accessible through a printable format so that stakeholders can print out all or part of the e portfolio for work outside of an electronic environment.

The applicant indicates the learning guide will serve as an anchor for students helping to clarify the path to mastery within each unit. The same depth of knowledge and unit design practices should take place in all classes, whether that is mathematics or physical education. Common classes will utilize common assessments, but the types of assessments will vary from unit to unit. There will be times when a project, paper, or presentation may be the best method for demonstrating mastery. In each case the teacher teams who teach common courses will come together, select the best method of assessment, then work collaboratively to create the high quality assessment and the evaluation rubric. The implementation specialists for each site will facilitate the process making sure that the assessments are of high quality and truly do measure the desired learning outcomes.

The applicant provides evidence of a high quality data system. For example, as part the Eagle Valley Project the district developed a Student Data System that ties mastery of specific skills or knowledge to the data base. The system is designed to gather post unit assessment data. Once complete, the results are uploaded into the student data system. Currently the district is utilizing an Apperson product which is a "scanner" type form. Teachers utilize the rubric scores for mastery on projects or free response items. Teachers at the site convert responses to standard mastery ratings and allow students, teachers, administrators, and parents real time access. The data system is updated weekly and is used in by teachers to monitor progress and make changes as needed. Also teachers who teach common classes use this data to compare progress on common units. Teachers share results and make suggestions on how to support student learning across classes.

Student assessment is an on-going component of the program. The applicant indicates as student challenges become evident interventions begin immediately. If the need can be addressed by the individual teacher it occurs. Students are given multiple opportunities to reach mastery. The goal is that each student can demonstrate comprehensive mastery at the conclusion of the course. If in-class remediation will not work, then the level of intervention will be determined. Students on each campus that require additional remediation will be placed in the afterschool program and specific remediation provided until the deficient skill is attained. If the problem is more extensive then students will be referred for Instructional Consultation interventions. A plan will be crafted to support both the student and teacher. In some cases an individualized education plan will be developed and ongoing support provided for the identified student. As part of this type of intervention the teacher will work with an IC team that is made of expert teachers and an educational psychologist who is trained to identify student deficiencies and then plan interventions designed to match the needs of the student. This process will

also include monitoring of the student's capacity to utilize tools and resources available to them.

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

The applicant provides an extensive narrative showing a high quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support needed to graduate college and career ready. The applicant shows the plan is based on research conducted by Darling-Hammond and Marzano, Strong and Hindman and others who have stated that the greatest predictor of student success in reading and /or mathematics is the quality and preparedness of the classroom teacher. Even when poverty and language are considered the classroom teacher is the single most important factor in academics.

(a)(i) The applicant shows the process of developing learning targets (curriculum and assessment system) All participating teachers will participate in high quality professional development that will enable them to identify learning targets for each class they teach.

(a)(ii) The applicant clearly shows how the implementation specialist will provide specific training for teachers to plan for a Lerner Centered lesson, which is very different from a Delivery Centered plan.

(a)(iii) Teachers will come together to discuss and identify he best methods of assessment. The goal is to select the best assessment method that will allow students to demonstrate comprehensive mastery of college and career ready standards.

(a)(iv) The district will consider both professional practices as well as student performance data when evaluating teachers. Currently, the district has a teacher evaluation system that has been approved under the Eagle Valley SIG application. The system is built to provide staff development to underperforming staff but if improvement does not occur after some time, the evaluation results will be used to move the teacher out of the position.

(b)(i,ii) The applicant clearly shows how all educators will have access to and know how to use tools, data and resources to accelerate student progress toward meeting college and career ready graduation requirements. The applicant clearly shows it has a solid plan for developing and delivering instruction in a Lerner Centered System.

(b)(iii) The applicant clearly shows the professional development process in which the student mastery unit data system allows for the transparent sharing of data. Each teacher that teaches a common course and school administrators will have access to the unit mastery data.

(c)(i) The applicant clearly shows how all participating school leaders and school leadership teams will have training policies, tools, data and resources that will enable them to structure an effective learning environment that that meet individual student academic needs and accelerate student progress through common and individual tasks toward meeting college and career ready standards. The training, system and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps are clearly stated in the proposal.

(d) The process of providing high quality instruction from effective and highly effective teachers is clearly stated in the application. For example, The Department Chair PLC allows the department chairs and site administrators staff to look at groups of students across classes, departments and college and career guide posts. The team will look at data to determine the effectiveness of teachers and student mastery.

In addition, the Counselor PLC group meets weekly and focuses on student mastery data, attendance, behavior and other issues. Counselors will use the student data in the form of an electronic progress portfolio and the team will look at individual students to plan specific support.

In addition, the applicant provides narrative clearly indicating components of the assessment plan. For example, developing common year end, semester, and unit assessments follows a similar professional development pattern. In common classes' teachers come together as teams and review the learning expectations map in order to select the most effective methods of assessment. The goal of the applicant is to select the most appropriate assessment techniques that will allow students to demonstrate comprehensive mastery of college and career ready standards. In addition, teachers who

teach single courses follow the same process and work individually with the implementation specialist to complete the work. Along with teacher teams, university representatives will also be asked to participate in this process so that district staff can be assured that student mastery will also lead to college and career readiness.

As part of this project the applicant clearly shows common course PLC teams will collaboratively develop unit learning guides. Much like a college syllabus, this document will include an outline of what the student is to know and be able to do. The document will also define all the primary activities and/or assignments that have been planned. If there is a paper or project required during the unit, the rubric to grade it is included. The applicant indicates once the pre-assessment results are gathered and teachers have had a chance to identify current skills of students it is time to develop a general series of lessons that move through the unit of study. Working in the PLC teams the implementation specialist will provide some specific training for teachers on how to plan for a Learner-Centered lesson. Each post assessment in this system is considered to be comprehensive. The curriculum has been designed for students to receive instruction on key ideas multiple times throughout the year.

The applicant provides clear details showing the next step is the planning and delivery of instruction of high quality learning experiences. The process includes reviewing the post assessment requirements and the post unit assessment. Training for this process would bring common course teachers together and through a comprehensive facilitation activity the implementation specialist would guide this process. Typically the group would consider the requirements of the lesson and the pre-assessment results. They would work together to plan the pathway of the unit. Training in this area will emphasize how to address groups of students who are entering the unit with different skill sets.

The applicant provides ample details and information indicating there are two important data systems that are addressed in the project. The first is e-portfolio that is used to map and measure student longitudinal progress across their educational careers. Second is the unit mastery data that is collected as part of student work within each unit. This data along with classroom observation data serve as the foundation for professional discussions that occur in Professional Learning Communities. There are multiple PLC groups that will meet within the system they include common course PLC's, Department Chair PLC's, Counselor PLC's and School Management PLC's. All groups in this system are Learner-Centered and data driven. The common course PLC is one of the initial points of intervention for students in the classroom. In this system the district believes that a majority of the student body can meet in classroom expectations as long as the teacher provides high quality instruction and feedback to participating students.

The applicant clearly shows the assessment plan of the teachers. For example, teacher evaluation will consider both professional practices as well as student performance data. The applicant indicates, currently the district is piloting a teacher evaluation system that has been approved under the Eagle Valley SIG application. This system is first built to provide staff development to underperforming staff members but if improvement does not occur after significant support over an appropriate period of time then the evaluation process will be used to move the teacher out of the position. In addition, the district office will conduct the administrator evaluation. In the past two years the district has adopted an administrator evaluation that addresses both student achievement and professional practices. This evaluation addresses implementation of the curriculum assessment and instruction components of project implementation as well as professional leadership.

Clear details are provided showing Supervision of Learner Center component is paramount for the program. The applicant indicates supervising a Learner-Centered organization is much different than leading a school with tradition practices. In this model the site administrator is focused on data driven supervision. As instructional leaders, the site administrators are expected to understand all the components of the project. The goal for an administrator in this program is to be able to walk into classrooms and see that all students are able to describe the learning expectations and their pathway to get there. The administrator must be able to sit in on PLC's and determine if the focus is on student progress, and if it is not, how will they coach the group to change practices. The District Office will provide specific training to administrators in this project. This training will help site leaders to complete observations, use data, and coach teacher's to in a way that will move the entire organization forward.

The applicant clearly shows the program will create an individualized learning environment that will allow every student to reach college and career ready skills within each class across their middle school and high school career. The plan for this project will align the entire education system and will allow teachers to work in collaboration with students, teachers, and administrators to achieve mastery within each unit. Students will have opportunities to pursue common skill mastery as well as

independent understanding within this system.

According to the application, students can be accelerated through the system and once they meet final course requirements students can move right into the university or community college system prior to graduation, allowing students to earn dual credits. As part of this plan the district will use high quality professional development to develop curriculum, assessment, instructional and leadership practices. Professional Development will also be used to improve work in PLC's and leadership practices. The system in place will provide a high quality data system that can be used by teachers to improve classroom instruction and by teacher and administrator PLC teams to monitor student performance and professional practice.

Finally, The applicant will be using their assessment online courses delivery to proved regulate data to the DIT, SIT and PT's. Training will allow teachers to use the pulled data correctly and be informed on how to use the data to align their college or career ready instructions to their students. The plan is appropriate and is parallel with the implementation of the new learning style and the use of data to drive instruction.

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 provides comprehensive plan laid out in the application to address the practices, policies and rules to facilitate personalized learning. A defined role is stated in the narrative for the central office of the district. The implementation plan with the formation of the Communication Specialist, SIT, PT and the DIT will guide the various phases of the grant successfully. The Communication Specialist will work with the various schools, PTO's, school board and other stakeholders to ensure that all activities are publicized and made available to the district and public.

In addition, the applicant provides a very clear and detailed narrative indicating the district will form a new department known as the office of Transformation and Improvement. This district level department will focus its efforts on the full implementation of the Race to the Top plan. In addition, the Carson City School District will be opening a transformation department at the district office level. The office will be housed in student support services under the Associate Superintendent in charge of Educational Services. The District will be hiring an Administrator on Special Assignment to oversee the department.

At District level, the applicant clearly shows the district will also form a Transformation Committee that will be led by the Associate Superintendent of Educational Services. Membership will include the District Superintendent, Associate Superintendent of Personnel, Director of Accountability, Director of Grants, and the Transformation Administrator on Special Assignment. The group will meet weekly to monitor progress and provide district level support to each of the participating sites. This group will look at the implementation of the project and provide support to each site. Several members of the group will be responsible to complete the evaluation of the site administrators who are leading each of the project sites.

In addition, the applicant provides ample details clearly showing the program will create a Community Advisory Professional Learning Community. This group will be made of the Associate Superintendent of Educational Services, Transformation AOSA, a site administrator from each site, a teacher representative from each site, one implementation specialist, and one teacher, two parents representing each site, two counselors, CTE department Chair, and four members from the business community. This group will also have a representative from each bargaining group. This team will meet quarterly to review the implementation and data progress of each school. This group will be used to monitor success across the project.

The applicant also indicates another group to be created is the Secondary PLC. It is clearly shown that this group is common across all four school sites. In order to provide direct support to site leaders who serve in these roles the district will be forming a Secondary PLC. The Associate Superintendent of Educational Services will facilitate the work of this team. Other members include the Associate Superintendent of Personnel, Director of Accountability, Director of Grants, Principal and VP of Carson

High School, Principal of Pioneer High, Principal and VP of Carson Middle School, The Principal and VP of Eagle Valley Middle School. This will focus on implementation data at all four sites. The group will spend time building the organizational structures. They will provide suggestions and methods to address the implementation needs at the site.

Another group will be the District Implementation Team. This group will be facilitating the development of the curriculum and assessment portion of this initiative. As part of this process this team will bring teachers together from both high school and middle school sites. Teacher Teams will be setting the learning targets and developing the assessments. All 7th grade math teachers from both sites will come together to set learning targets and develop the assessments. The group will meet every two weeks to strategically plan training and share progress and challenges with this process.

The applicant clearly shows the Secondary Counselors will be working on the development of e-portfolio and the longitudinal pathway for students. This group will also be developing methods to enhance family connections with the system. Finally, this group will be building the parent component of the project. Utilizing the e-portfolio and unit data system the counselor team will provide training to parents on methods to monitor student progress. This will include preparing parents to access technology on campus when appropriate. Finally this group will be counseling for both academic and career development. This group will open up the opportunity parents and students in expand access to the system.

The applicant indicates Site Level Support Teams will supervise the day to day implementation of the initiative. The team will be meeting every two once every two weeks. Members will collect data for each component being included in the plan, will collaborate on levels of implementation, plan improvement, intervene, and monitor progress. Another group is the Site Level Management Team. Each secondary site will utilize its department chairs to provide support to their departments during the implementation of this project. This group will work closely with the implementation specialists as training is planned and delivered. The applicant indicates the goal is to build the same skills in these leaders as the implementation specialists have.

A special component of the program is the School Within a School. For example, Carson High School will be re-organized as a school within a school utilizing the career cluster model. The applicant clearly shows how this component will improve the personal learning environment by providing smaller groups of students with more personal attention. Each cluster will have a school counselor and a site administrator as well as the Career and Technical Education instructors that fall in this cluster. This group will meet monthly to align opportunities for students within each cluster and verify that each student in the cluster is meeting career related expectations. CTE teachers will be assigned groups of students to monitor and support. This group of students will be connected to their field of expertise. Each student will have the support system of the counselor.

Another excellent component is Credit by Exam. In order to implement and develop an individualized plan the Carson City School District will be developing a credit by exam plan that will allow students to demonstrate content knowledge mastery for courses. Currently, the district operates an online program and that can be used as a source for the exams. In addition the district will be developing a system for testing out of courses offered by the Carson City School District. The applicant shows students will numerous opportunities to meet mastery. For example, the system is designed to allow every student the opportunity to reach mastery levels in each content course. In the mastery system students receive clear and complete information about the expectations for each unit. The teacher and the student work through each unit of study and the teacher is constantly checking for understanding and providing clear and specific feedback to students. If students are having trouble the teacher adjusts the lesson or provides direct support to the student to bridge the gap.

Professional development is an important part of the plan. The applicant indicates the district has a strong plan in place to provide appropriate professional development to all staff members. Site administrators, implementation specialists, department chairs, classroom teachers, paraprofessionals and parents will all be part of a comprehensive training plan that is associated with full implementation of the project. Training for the site administrators will center on methods for facilitating implementation of an organizational change. The Professional Development will also address supporting methods for planning, assessment, instruction, PLC practices, and data driven decision making. Cognitive coaching is also part of this training. The Implementation Specialists will receive intense training from District Office Staff.

In addition, Department chairs will receive extensive training in coaching, PLC facilitation, classroom

observations, data driven instruction, and cognitive coaching. The district will be utilizing staff from the regional professional development center as well as Eagle Valley Implementation Specialists to support this process. Teacher training will begin with the development of curriculum, assessment, and will move on to data driven instruction and professional practices in PLC's. A majority of the training will come from site implementation specialists, but department chairs will also provide support in this area. Finally, parents will participate in a comprehensive parent training program that will provide the tools both on and off campus to access student school to career information. This training will be facilitated by school counselors and the focus will be on the career cluster and academic progress. Training will occur quarterly in large group sessions and small group sessions will be scheduled as needed. The district will utilize its multi-lingual staff to assist in this process. When fully trained, parents will be able to access their student's e-portfolio, power school, and standards mastery data base to monitor student mastery as well as their progress toward meeting school to career expectations.

The school system has outline a clear vision of how to implement comprehensive infrastructure and policies for all involved.

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

10

10

(D)(2) Reviewer Comments:

The applicant provides strong evidence to support the school infrastructure supports a variety of stakeholders access to informational technology systems. The Carson City School District has provided a high quality plan to support project implementation through comprehensive policies and infrastructure to provide every student and educator with the support and resources that are needed.

The applicant clearly indicates one of the primary goals of the project is access to information by all stakeholders. For example, the district will utilize data to support student growth in each classroom and along the longitudinal continuum. In order to build this data system the district will scale up to the Apperson model. Prior to scaling up the district will look at Data Wise and other prebuilt software programs that can be used to organize the data. To do this the implementation, counselors and district technology specialists will provide Learner-Centered training to stakeholders to have access. Stakeholders will be able to access the data with guidance and independent of the trainer. The applicant provides excellent details describing this component of the plan.

The student data system and the student learning guide will set mastery expectations and requirements for each unit of study. This will be used to help students and parents access requirements. Each learning guide will also be posted on the web and parents will receive training on how to access the information. For parents who do not have off campus internet access the district will be creating an onsite access point if they do not have electronic access at home.

The applicant has a solid plan to make sure parental access to the student's data is clearly defined for their use. For example, the applicant explains the e-portfolio will be developed and will be accessible on line. This will be used as a guide for students to follow along the longitudinal pathway for grades six through twelve. The data and information kept here will help parents and students understand both academic and school to career options. Each campus will set aside a parent computer access center. This center will provide computer access to parents when the building is open. Parents will be able to check in at the school office and then will be escorted to the technology area. Parents will be guided through the access process verifying that they can get to the student data that they are requesting. The district supports a very large population of Free and Reduced Lunch eligible students and understands the importance of supporting this population.

The applicant clearly indicates for the Inter operable Data System, the district uses a data system currently in place that can connect student mastery data in every course to every teacher providing student's mastery data, grades, attendance, assessment data include school, district, and state. The applicant also states the district is going to scale up its Eagle Valley Data System or is going to purchase a replacement system that will host the data system.

In addition, the applicant provides clear information indicating the district currently has an exceptional student performance data system in place at Eagle Valley Middle School. The data system identifies student performance on local and state assessments. This system also includes the demographic makeup, special population classifications, and planned interventions. This is of paramount importance to the teachers. The applicant indicates the system is updated weekly and has been successfully used to monitor progress and provide timely interventions. Eagle Valley also boasts a secondary data system

that can be used to verify student mastery on each unit of study. The data system allows teachers and administrators to see if students are meeting mastery standards in each course.

The applicant provides data clearly indicating the mastery system identifies specific targets and reports if students have met those targets. This system sets aside the Carson City School District from many other school districts in Nevada and across the country. The reason for this is the district has the ability to monitor student mastery for every student in every course grades six through 12. This allows the student's individual education plan to span the spectrum of all courses. Being college and career ready means that a student is developing both college and career components. This application is designed to provide students exceptional opportunities in both the college and career arena.

In addition, the district will develop an e-portfolio system that will allow students to see progress towards college and career readiness. The online based e-portfolio will allow students and parents to review requirements and see progress towards meeting those requirements. This portfolio will be easy to access and easy to load. Information will be uploaded on a weekly basis just as it has at Eagle Valley Middle School.

Teachers and administrators will be evaluated on an on-going basis. For example, the district has developed a teacher and administrator evaluation system that includes student achievement data. The administrator evaluation is already in place, and the teacher evaluation component is being piloted at Eagle Valley. In addition, the state is putting forth guidelines in this area.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant clearly indicates it will build on the continues improvement project monitoring and evaluation process that is built into the Eagle Valley SIG project. The applicant will build on the continuous improvement project monitoring and evaluation process that is built into the Eagle Valley SIG project. The applicant describes a thorough and continuous improvement process in which the district will be utilizing qualitative and quantitative evaluation methods . The data will be collected and reviewed regularly by the implementation committees that will support the development of the project at the and district level.

For example, the applicant clearly indicates though several elements will be implemented simultaneously the project will be easy to monitor and adjust in order to generate ongoing improvement. The district has already developed a well-designed project monitoring and evaluation process when it built Eagle Valley SIG project. The district will be utilizing qualitative and quantitative evaluation methods on each of the elements. Data will be collected and reviewed regularly by the implementation committees that will support project development at the site and district level. The applicant provides an excellent narrative showing all the components of the plan in detailed fashion. The section shows a strong plan of action. For example, curriculum and assessment development will occur across campuses with the implementation of practices focusing on the development at each site. This component will be be an on-going basis across the district. Common course teachers will come together to establish learning targets and develop common post assessments. In order to successfully demonstrate Learner-Centered practices participating teachers must possess a deep understanding of the content taught. The district will utilize a post training assessment to verify teacher mastery.

The applicant thoroughly describes and indicates In order to successfully demonstrate Learner-Centered practices participating teachers must possess a deep understanding of the content taught. The district will utilize a post training assessment to verify teacher mastery. The applicant indicates once staff members demonstrate basic knowledge of Learner-Centered practices then the shift will be

for classroom instructors to change planning and instructional practices to match. The district will be utilizing an instructional observation tool known as T4S. Data collected will determine if instructional leaders will look for clear definitions of the learning targets and use of learning guides, student engagement in the lesson, and the use of formative assessment to verify that students are meeting learning targets during the lesson.

The district demonstrates a clear plan of observation and data collection that will be completed by the administrator, implementation specialists, and department chairs. The purpose of completing these observations is to verify that teachers have adopted the professional practices. In addition, the district has developed a Professional Learning Community observation protocol that can be used to gather data and provide an insight into the overall effectiveness of the PLC. Each common course PLC will have a supervising administrator and an instructional coach present. The leaders are expected to serve two roles. The first is to monitor the conversations and to identify student progress. This also includes identifying the interventions that may be planned. Next is to observe PLC practices and coach the group to improve those practices. The data collected here will be the PLC observation data and a monthly perception survey that will be used to determine if teachers believe work in PLC's have improved as a result of training and if those changes have improved practices in the classroom.

The applicant indicates with the Parent-Community Staff Advisory Council, and district level committees will work on the development of the longitudinal e-portfolio and connecting parents through a parent training process to the e-portfolio and student college to career options related to it. This system will publicly share information about the progress of the program. Success of this program will be measured by the number of parents accessing the data. Tracking elements will be placed in the system to identify which parents access the information and how often. The number of parents who participate in the quarterly counselor led advisory evenings will be gathered and perception data will be collected in conjunction with those trainings to verify effectiveness. Data will be specially coded to maintain privacy, but will allow this group to see progress in building organizational structures and student performance for all students, school wide and by sub group.

The applicant clearly shows in order to expand the number of parents and community stakeholders who have access to project success at each site the district will be developing quarterly reports that will identify student performance and professional practice data that define project implementation and student performance. These reports will be posted in multiple languages and presented in parent friendly language. Each will utilize graphs and tables when appropriate to assist readers to quickly gather valid and reliable project data.

(E)(2) Ongoing communication and engagement (5 points)	5	5
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(E)(2) Reviewer Comments:

The narrative provided by the applicant is very detailed about the role of the Communication Specialist to ensure that all internal and external stakeholders are receiving ongoing communication. The Communication Specialist helps insure that all stakeholders are involved and given opportunity to provide input and feedback on a consistent basis through the years of the grant and beyond. This person will use all strategies and advantages to communicate the blended and personalized curriculum being implemented in the school for student achievement.

As a result, the applicant provides excellent details on the plan to have ongoing communication and engagement. For example, the district has developed this project around key implementation groups including Common Course PLC's, Department Chair PLC's, School Support Teams, Counselor PLC's, Parent-Community and others. In each case data is used to identify deficiencies at a site or district level adjustments or course corrections are taken. Communication among all groups is ongoing and shared with all stakeholders. The longitudinal e-portfolio provides a data system that students and families can follow as they seek to move students from sixth grade through high school meeting college and career ready expectations. Utilizing this system data will be updated on a bi-weekly basis so that students can see if they have requirements posted in that tool. Parents will also be attending quarterly training to access information about student requirements and student performance. As a result, parents and other stakeholders will take back information on the program to the rest of the community.

In addition, the applicant clearly shows the development of the career pathway component will help community stakeholders to be clear about the expectations for our students and also provide an outlet for these groups to contribute to the betterment of the students of our community. Student

achievement data, instructional observation data, and PLC performance data will all be used to make adjustments each week. The applicant shows communication at all levels is critical and the district has planned for the appropriate infrastructure to allow the project to succeed.

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

5

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(E)(3) Reviewer Comments:

The applicant thoroughly describes ambitious yet achievable performance measures, overall and by subgroups, with annual targets for required and applicant-proposed performance measures that are going to be used to monitor the success in the project. The applicant provides a clear alignment of each measure with college and career level mastery. The applicant clearly describes its rationale for selecting each measure used in the program. For example, High School Proficiency Exam, Middle School Criterion Reference Exam, Measures of Academic Progress and others

The applicant provides complete and clear narrative and a number of tables the district showing the student performance measures that are going to be used monitor success in the project. Each measure can or will be effectively connected to college and career level mastery. The table addresses state level, district level, and classroom level assessments. The assessments have been selected because they can be used to effectively measure student progress towards college and career level mastery.

The applicant clearly shows the State Level Assessments by providing information on the High School Proficiency Exam. These assessments have been selected because they are the center of the state accountability system. Data can be used in ELA and Mathematics to determine if a student has earned base level proficiency and can also be used to measure success between sub-groups. According to the applicant Nevada has recently upgraded this system so that it can also be used to measure growth among common peer groups, data can be used as a student performance component for teacher and administrator evaluation. The district is setting targets that will be at the "exceed standard" level. By utilizing this level, the applicant indicates, students will be able to exit high school without requiring remediation in reading or mathematics.

At the state level, the applicant indicates, the Middle School Criterion Reference Exams will be used. These assessments have been selected because they are the center of the state accountability system. Data can be used in ELA and Mathematics to determine if a student has earned base level proficiency and can be used to measure success between sub-groups.

At the District level, the applicant provides ample details indicating the assessments will be conducted with the Measures of Academic Progress. The applicant shows the district has utilized this assessment for over ten years and it can be used as a diagnostic exam identifying student performance levels as well as proficiency levels in ELA and Mathematics. Data from this assessment can also be used to measure student norm growth based on performance. Data can be used as a student performance data component for teacher and administrator evaluation.

Site level assessment will be conducted through the Common Post Unit Assessments. The applicant explains this data will be used to demonstrate content mastery for all subjects and all grade levels. Unit mastery data will be gathered and posted in the student data system and will be used to systemically monitor every students progress. This is the key data component of this project, and success here will allow students to meet college and career ready expectations upon graduation.

The applicant provides very detailed charts showing grade levels, assessment tool and the purpose for choosing the specific assessment tool. The section is very complete.

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

5

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(E)(4) Reviewer Comments:

The applicant clearly shows that the majority of the dollars invested in the project are connected to personnel costs with the primary investment on the implementation specialists, who will be facilitating the majority of the training affecting curriculum, assessment, instruction and collaboration. The district

will be funding the substitute and extra hours to have teachers and other staff members participate in training to identify learning targets, develop common assessment, improve classroom instruction and enhance work in the PLCs.

The applicant indicates the district will also be spending funds on the development of the student data system that will address both unit mastery and longitudinal progress of each student. The applicant indicates funding will also be utilize for counselors, school to career TOSA and paraprofessionals to promote the school career component. In addition, the afterschool programs will also be a part of the investment so that students meet academic and enrichment goals. The district will hire a district level administrator to support the system wide development of the project.

The applicant clearly shows that it will evaluate the effectiveness of investment through the Transformation Office Leadership Team that will be led by the Associate Superintendent of Educational Services. The TOLT will gather qualitative and quantitative data to verify that changes in practice and student performance are taking place in line with the goals of the program. The applicant will evaluate the effectiveness of the funded activities through these findings, which will be presented in quarterly reports. This process will verify the effectiveness of the funds that are invested in the program.

The applicant provides clear details on the evaluation component. The TOLT will gather qualitative to determine progress and quantitative data to compare and verify that changes in practice and student performance are taking place. The findings will be presented in quarterly reports and those will be shared with each of the project leadership groups at the site and district level and will also be shared publicly. The applicant provides performance tables showing progress of all groups.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The applicant provides a budget narrative showing the district addresses the costs of program maintenance through the strategic use of general fund and grant resources. For example, the applicant indicates once the curriculum and assessment system have been built the district will need only to maintain the system and verify that students who master the material also meet college and career ready expectation. According to the applicant, the district should be able to maintain this system for less than \$100,000.00 per year. The applicant provides sufficient and reasonable explanation of the use of the project grant monies. The application was presented in a very comprehensive and complete budget plan. The narrative and tables provide rational for the line items , monies to be invested, and projections per year The evidence of the one time use and the investments were clearly defined and explained in the tables and the narrative. The budget proposal includes everything from technology to personnel to professional development.

In addition, the applicant provides clear information on all components of the program with the expected costs to continue each component. The applicant provides a money figure indicating what it will cost the district to fund each component. For example, Student Data System, the applicant indicates setting aside \$75,000.00 to \$125,000.00 per year should address the costs of system maintenance. Other areas with similar information are: Implementation Specialists, School to career implementation specialists, Professional Development, Professional Learning Communities, Teacher and Administrator Evaluation and others. Funds for each component are clearly defined.

In addition, the applicant provides charts showing the Budget subpart 1: overall budget summary. This chart shows specific details on all expenses of the program, budget categories for each year with total amounts. It also shows total funds requested and funds from other sources used to support the project by each year.

Another chart shows the Overall Budget Summary Project List. This chart shows the name of the project or school and primary associated criterion and location in application; another column shows additional associated criteria and location in application; total grant funds requested and the total budget. In addition, the applicant provides a chart showing budget to grant reference. For example:

Expenditure, Primary selection criteria and page number and Additional selection criteria and page number. These are three columns in the chart. This includes in the page relation justification for the expenditures.

Another chart is Project-Level Budget Summary Table with the name, in this case the District. The table provides the following information: Budget Categories, Total Direct Costs, Indirect Costs, Total Grant Funds Requested, Funds from other sources used to support the project and Total Budget. This is provided for each year of the project.

In addition, another chart shows the Project-Level Budget Narrative. For example, one section reads: Travel-After School Transportation: Transportation using busses to take students who attend CHS and participate in the Afterschool program home after the program is finished for the day. Qualified students will be transported home if they participate in the afterschool program.

Another chart shows District Office Budget Narrative. For example: Cost Description: Personnel; Cost Assumption (including whether the cost is one-time investment or ongoing operational cost): The salary of the position; Total: Cost associate with position. Each component of the program or school have the same tables showing similar information. All costs are identified with the source of the funds, as well as, additional funding for the program outside of federal dollars.

The budget is reasonable, cost-effective and adequate to support the project. The applicant provides a well-documented budget narrative. The budget is well organized and adequate to support planned services and activities. Costs are reasonable in relation to the objectives and scope of the project. Expenditures and personnel responsible for the budget are clearly identified.

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

The applicant provides narrative and a flow chart showing how the District will be able to sustain the program once federal dollars are gone. The applicant shows once fully implemented the district will be able to maintain the program at the highest levels with a minimum investment. Teachers, instructional coaches, administrators, and parents will have the capability to support a Learner-Centered system once the funds made available are expended. The applicant shows the district should be able to maintain this system for less than \$100,000.00 per year. Current district staff possesses the ability to maintain a fully developed system. The applicant shows that with the program in place, it will be able to continue offering a high quality plan with the identified costs related to the different components of the plan once federal dollars are over. The applicant provides narrative showing cost and how the District will be able to meet the costs of keeping the program in place. The section is very well documented.

In addition, the narrative describes that one of the exceptional characteristics of the application is that once it is fully implemented, the district will be able to maintain the program at the highest levels with minimum of investment. The applicant provides evidence that teachers, instructional coaches, administrators and parents will have the capability to support a Lerner Centered system once the funds made available are expended. The district will be able to address the costs of the program maintenance through the strategic use of general funds and grant resources. The applicant indicates that each of the elements of the Lerner Centered Organization will be in place at the conclusion of the grant.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The applicant provides convincing data showing how it will meet the requirements of the competitive preference priority. For example, the applicant indicates as part of the application process the district has built long term partnerships providing a foundation to expand the career development of every Carson High School, Pioneer High School, Carson Middle and Eagle Valley Middle School. The

community has already made a significant commitment to expanding student opportunities in this area. The district completed a strategic planning process during the spring of 2012. The district will be seeking funds to build an afterschool program at each participating site. The program will be designed to provide three basic services; the first includes direct interventions for students in areas that have been identified as deficient in the common unit assessments. The second is to provide a location and time to receive homework help.

Students at all four sites will be provided access to community cultural opportunities including access to the arts, health, recreational opportunities that help students to expand their cultural knowledge. The district will develop a data base that will define the enrichment opportunities. The site coordinators, school PTA's and school to career TOSA will also support in this effort. Once the model is built every student will have the opportunity to attend the afterschool program. Program interventions will focus on the students with the greatest need. The after school staff will actively recruit students to participate in the project. The District will be responsible to develop a consortium of community partners that would include several hundred businesses and community organizations who will serve as the center of the school to career resource pool. The applicant provides a chart identifying desired results and goals. This district is going to set up the afterschool programs at each of the four sites. The afterschool programs are going to track three items and that includes the number of students who receive targeted remediation and the rate of mastery attained by the participants. As part of the school to career component the district identified that an eportfolio would serve as a monitoring and advisory tool for middle school and high school students and their families. Through the use of the student data system and the e-portfolio every student will be identified as meeting mastery in every course. Structures have been built and will be implemented in a way that every student has the opportunity to meet college and career ready expectations. The applicant does an excellent job in documenting this section.

The applicant provides an excellent section on how the program created community partnership and identified the main role players in the partnerships. For example, Members of the Committee and their affiliation are as follows:

Ben Contine - Chairman, Secondary Education Kevin Edwards -WNC, Rena Huntington - Elementary Education Adam Whatley - Secondary Education, Sven Klatt - Manufacturing Jody Ostrander - CHS Student, Karen Simms - Administration Ray English - Manufacturing, Leticia Servin - PTA Joe McCarthy - Arts Community, Steve Reynolds - Trustee Richard Stokes - Superintendent

The applicant thoroughly describes the decision making process and infrastructure used to select, implement, and evaluate supports that address the individual needs of participating students. District level decisions will be made in both the Transformational PLC and district level community advisory committee will be monitoring and providing feedback to staff. The common course PLC's, and Counselors will have input and shared responsibilities to see that each component of this project is implemented. The district has clearly defined how it will be engaging every parent and family in the monitoring and planning of educational and career opportunities of every student. This will include the development of teacher training, providing electronic access and the opportunities around the e-portfolio and student data system that will effectively engage families in the support of the academic and career development of every student.

The applicant provides a clear plan to identify its annual ambitious yet achievable performance measures for the proposed population-level and describes the desired results for the students. The applicant aligns the student population to the assessment and/or targeted results. The Carson City School District demonstrates a comprehensive vision for this project to provide every student with an exceptional personalized educational experience that includes personalized learning environments, that meets college and career-ready expectations. Each student, in collaboration with parents and district staff, will develop a longitudinal academic plan that will frame both their academic pathway and a school to career pathway.

Therefore, the Carson City School District has met Absolute Priority 1: Personalized Learning Environment.

## Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
<p>Absolute Priority 1 Reviewer Comments:</p> <p>Through the application the applicant demonstrates a persistence willingness to employ the latest technology and research to improve and enhance the learning environment within the target schools. The application indicates a transparency of objectives and goals and a desire to involve parents, educators, teachers and the community as a group in the creation of the program, implementation and responsibility to the students. The applicant shows ingenuity and energy in it approach to increase success in the educational experience of the target population.</p> <p>The applicant provides ample evidence through the application it will meet the core educational assurances significantly improve learning and teaching through personalization, support for students and educators, accelerate student achievement and deepen student learning and increase the effectiveness of the educators. The application is adequate for the priority.</p> <p>The priority is met.</p>		
Total	210	207



## Race to the Top - District

### Technical Review Form

Application #0487NV-2 for Carson City School District

#### 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 Carson City School District has developed this proposal to build a comprehensive transformational model that will restructure educational services provided at the secondary level. The district plans to redesign its curriculum and assessment system, upgrade the student data system, enhance the quality of service provided by teachers and administrators, and turn around the district's lowest performing schools.</p> <p>The applicant demonstrates a comprehensive and coherent reform vision that builds on its work in the following four core educational assurance areas: (1) adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; (2) building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction; (3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and (4) turning around lowest-achieving schools to create learning environments that are designed to improve learning and teaching.</p> <p>The applicant thoroughly articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support by demonstrating the following vision:</p> <p>1. Standards: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;</p> <ul style="list-style-type: none"> <li>Aligned curriculum and assessment system - The applicant clearly describes a thorough aligned curriculum and assessment system that will provide a rigorous pathway through the district's secondary school system.</li> </ul>		

- Staff understands and can articulate learning targets - The applicant clearly indicates that classroom teachers will come together to set the learning targets and the methods of assessment for each class.
- Learning expectations - student engagement - The applicant demonstrates that every course will have a published set of learning goals that will be used by students to identify their learning targets and monitor their individual progress throughout each unit of study.
- Academic and career development - The district clearly indicates that they will utilize a career cluster model to create school-within-a-school small learning communities in each of its high schools.
- Counseling Services - The applicant clearly indicates that counselors will be expected to provide academic and career guidance to every student.
- Parents engagement - The applicant promotes parent engagement and describes how parents will have access to academic and career requirements throughout their child's educational career.
- Student support - The applicant thoroughly describes how students will be assessed to determine their math and reading skills utilizing the Measures of Academic Progress (MAP) as soon as they enter the district. Students will be assessed at least two times per year in grades six through nine. Results will be used to determine if students are able to demonstrate grade appropriate skills in reading and math and if they need to receive remediation within the classroom.

2. Data systems: Building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction;

- The applicant thoroughly describes the development of two intertwined data systems that will support stakeholders to build a data driven environment within all participating schools. These data systems will include a student electronic portfolio (will be used to address the longitudinal pathway that students will follow from middle school through graduation) and a student unit mastery data system (will be used to monitor student mastery of standards based learning targets within each classroom).

3. Strong teachers: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most;

- Effective teachers - The applicant clearly indicates that its most effective teachers measure their performance based on how well their students are able to perform the targeted curriculum. The applicant plans to support all teachers so that they will all measure success by how well their students are able to demonstrate knowledge and skills when called upon to do so.
- Hiring practices - The district clearly describes how it will build a team of Learner-Centered Teachers by utilizing a performance interview process that will require the applicants to describe their planning and instruction process and be required to present a demonstration lesson.
- Training - The district is planning on hiring twelve Implementation Specialists who will develop exception professional development opportunities for its current staff.
- Rewarding and retaining - The applicant indicates that the goal of the district is to build an educational system that is built on student success and teachers will be recognized and rewarded to move students to close the achievement gap and to meet the academic expectations that are set forth in the district.
- Administrators - The applicant indicates that each administrator will be asked to serve as an educational leader and will receive specific training that will help them to create data driven environments and support systems for teachers.
- Teacher and administrator evaluation system - The applicant indicates that as a part of the Eagle Valley SIG project, the district has developed a teacher evaluation system that is being piloted. The applicant clearly demonstrates that a high quality student data system will provide reliable student achievement data that can be used to support the teacher and administrator evaluation.

4. School improvement: Turning around the lowest achieving schools.

- Transformation - The applicant thoroughly indicates that high performing schools possess critical organization capital that can be used to leverage the academic success of all students. The applicant indicates that if this program is fully implemented the participating schools will possess an aligned curriculum and assessment system that will lead students to a mastery of college and career ready standards; instructional practices will be designed to move every student to mastery; professional learning communities will have the data necessary to support student learning; and parents will have access to student data and will be clear about college and career ready expectations for their child.

This criterion is scored in the high range because the overall comprehensive and coherent reform vision articulates and demonstrates a very clear approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support. The applicant demonstrates a clear vision to explicitly connect student outcomes to particular reform actions.

(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>The Carson City School District demonstrates a comprehensive approach to implementing its reform proposal. The district indicates that a comprehensive review process was completed to address the curriculum, instruction, assessment, and leadership components of each school site in the district. The district selected each of its four secondary schools to be served by this grant.</p> <p>The Carson City School District has articulated a clear description of each of the secondary schools that have been selected for transformation. The applicant provides data indicating that Carson High School was selected to participate because it is a twenty-two hundred student comprehensive high school in which forty-six percent of its students qualify for free and reduced lunch and only 54.2% of the students graduate from high school. Pioneer High school was selected to participate because it is an alternative high school that is considered a credit recovery school that provides services to students who are not performing in the traditional setting. Carson Middle School was selected because it is a year three need-of-improvement middle school that provides services to approximately eleven hundred students. Eagle Valley Middle School was selected because it is working to move a higher percentage of students to mastery in all courses.</p> <p>The applicant thoroughly aligns each of the four participating schools (Carson High School; Pioneer High School; Carson Middle School; and Eagle Valley Middle School) with the number of participating students (4,109 total); number of participating students at each school; (ranging from 176 to 2,141); the number of participating high-need students (4,109 total); the number of participating low-income students (1,950); and the number of participating educators (248).</p> <p>The applicant clearly defines the plan to open a transformation office with an Administrator on Special Assignment (AOSA); form a leadership team known as the Transformation Office Leadership Team (TOLT); form School Support Teams (SST); hire twelve Implementation Specialists who will work with teaching and administrative staff to reform the curriculum and assessment system.</p> <p>This criterion is scored in the high range because the applicant describes a comprehensive approach to implementation.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>The district describes an exemplary plan to address the adoption of standards and assessments that are aligned to college and career ready standards, update the student data system so that all secondary schools can use data to drive instruction, train and develop teachers and administrators so that each is highly effective, and to turn around the district's lowest performing schools. The district describes strong examples of reform and change on a small scale that they plan to implement district-wide. This effort will allow every student from every subgroup in every content area to meet college and career expectations when they graduate from the district.</p> <p>The applicant has clearly demonstrated the ability to turn around two of its persistently low performing schools, Empire Elementary and Eagle Valley Middle School. This plan will scale up those initiatives and allow the district to create exceptional individual learning environments for each student on a large/district scale. This plan provides the foundation for the district to move all schools to high-performing status and it will create an individualized learning environment that will allow every student to meet college and career ready expectations. The applicant thoroughly describes its plan for reform and change that includes the following:</p> <ul style="list-style-type: none"> <li>• curriculum realignment and design aligned with the Common Core (the aligned curriculum will provide a pathway for every student to reach college and career ready expectations; common assessments will be developed for common classes and student progress toward mastery will be monitored);</li> <li>• student data system (the exceptional student performance data system in place at Eagle Valley Middle School will be developed at all four selected schools and will lead to significant improvements in district practices; this data system allows teachers and administrators to see if students are meeting mastery standards in each course); and</li> <li>• goals for student outcomes (status and growth; growth targets on CRT/HSPE assessments; growth targets on MAP; and common unit assessments).</li> </ul> <p>This criterion is scored in the high range because the applicant demonstrates a high-quality reform and change plan that will help the applicant reach its outcome goals (to improve student learning for all students).</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9
<p>(A)(4) Reviewer Comments:</p> <p>The applicant demonstrates thorough goals for improved student outcomes. The applicant clearly describes the vision for the following areas:</p>		

(4)(a) Performance on summative assessments (proficiency status and growth): The district utilizes the Nevada Criterion Reference Test (CRT) to measure proficiency in reading and math at grades six through eight and the Nevada High School Proficiency Exam (HSPE) to address math and reading proficiency at the high school level. The district has selected the Measures of Academic Progress (MAP) assessment as an alternative data source. The district will be considering both status and the growth of each student on the MAP and CRT/HSPE assessments.

(4)(b) Decreasing achievement gaps: The district's goal is to completely close the achievement gap on the ELA and mathematics CRT/HSPE and MAP assessments for all subgroups by the spring of 2017.

(4)(c) Graduation rates: The district clearly describes its plan to provide individualized instruction for every student so the graduation rates will increase by sixty percent for the IEP subgroup, fifty-five percent for the LEP subgroups, and thirty-five percent for the FRL subgroups.

(4)(d) College enrollment: The district has generally stated that it plans to significantly increase the number of students who enroll in postsecondary educational programs. However, the applicant did not provide a goal, or annual goals, overall and by student subgroup, for college enrollment.

This criterion is scored in the high range because the applicant demonstrates an exemplary vision that will result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals. However, the applicant did not provide a goal, or annual goals, overall and by student subgroup, for college enrollment.

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

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

(B)(1) Reviewer Comments:

The Carson City School District has a strong history of transforming low performing schools. The district has clearly defined a Learner-Centered Organizational Model that can be employed to identify areas of deficiency and to improve school performance at all levels. This model addresses four critical elements: curriculum, assessment, instruction, and leadership.

The applicant demonstrates evidence in the following areas:

(1)(a) The Carson City School District demonstrates strong examples of improving student learning outcomes and closing achievement gaps. The applicant indicates that while addressing the four critical elements, professional practices and student performance improved throughout both of the persistently low performing schools. The applicant provides data on the increasing Eagle Valley Middle School CRT ELA Proficiency Scores for all students and the following subgroups of students (IEP, LEP, FRL) from 2003-2004 to 2011-2012. The applicant provides data on the increasing Eagle Valley Middle School CRT Mathematics Proficiency Scores for all students and the following subgroups of students (IEP, LEP, FRL) from 2003-2004 to 2011-2012.

(1)(b) The Carson City School District demonstrates and provides data indicating that in its lowest performing schools, Empire Elementary and Eagle Valley Middle School, both schools have demonstrated strong improvement in reading and mathematics.

(1)(c) The Carson City School District demonstrates evidence of student performance data being made available to students, educators, and parents in ways that inform and improve participation, instruction, and services. The district, in collaboration with teaching staff, developed a student data focused teacher evaluation. Fifty percent of the evaluation is focused on professional practices and the remaining is connected to student achievement. Students and parents have access to learning guides and standard mastery documents. The data system allows students and parents to monitor progress throughout each unit.

This criterion is scored in the high range because the applicant provides evidence of a prior record of success and conditions for reform.

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

The applicant indicates that the district maintains a transparent stance regarding public school finance. Each year the district publishes the per-pupil expenditures, remediation funding, professional development expenditures and other basic educational expenditures as part of its annual accountability report.

The district publishes actual salaries of staff members that fall within the following bargaining groups including Carson City building administrators Association, Ormsby County Education Association, Carson City Educational Support Association, and the Carson City Health Sciences Association. This information is posted on the Carson City School District website.

This criterion is scored in the high range because the applicant demonstrates evidence of transparency in processes, practices in making actual school-level experiment, instructional support, pupil support, and school administration available to the public.

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

The Carson City School District has articulated a comprehensive prior record of success and conditions for reform. The district clearly describes the legal impetus to fully implement each major component of the project because of the Nevada Revised Statutes (NRS) and Carson City School Board Policy.

The applicant clearly describes program deficiencies that must be addressed, such as curriculum, assessment, instruction, and leadership components, if all students are able to move through their educational careers and meet college and career ready expectations. The applicant indicates that a student data system, similar to the one that is in place at Eagle Valley Middle School, must be expanded to each of the other four project schools.

The applicant has clearly articulated two pathways that must be maintained as a part of this project. The first is the longitudinal plan that will be developed that will define the pathway (courses that must be taken and the career clusters that they participate in) that students will take during their middle and high school career. The second is the day-to-day pathway that students will take as they move toward mastery within each class. The applicant clearly describes the legal precedence supporting the development of each of these pathways that is contained in Nevada Revised Statute (NRS) 388.205 as well as Carson City School District Board Regulation No. 514. Both of these documents define the requirement that sixth and ninth grade students must work with school counselors to develop an academic plan that will continue through middle and high school.

The applicant clearly demonstrates that the district is going to reorganize both high schools utilizing a school within a school model organizing small learning communities under each of the career clusters. NRS 388.215 requires schools with enrollment greater than twelve hundred students to develop programs that will support smaller learning communities within each building.

The applicant provides clear evidence that NRS 391.465 requires that the teacher evaluation system requires student data as a fifty percent component of a teacher evaluation. The new teacher and administrator evaluation system is current being utilized at Eagle Valley Middle School and is scheduled to be utilized in the other three participating schools in the coming year. The district has worked closely with the bargaining groups to be sure that all components of the teacher evaluation system fall within the negotiated agreement and will meet all requirements currently being defined by Nevada's policy makers.

This criterion is scored in the high range because each of the primary components of this project fits within the current state legislation and/or Carson City School District policy.

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

The Carson City School District describes the comprehensive review process that the district completed to determine if it should move forward with the proposed RTT-D application. The district consulted district and site leadership, as well as community stakeholder groups, that engaged in a comprehensive review of student and district services. The applicant clearly describes the collaborative process of the planning team and the sharing process with additional school and community groups. The applicant clearly demonstrates a project design that aligns with the Carson City School District Strategic Plan, District Improvement Plan, Carson High School Accreditation Plan, Pioneer High School Accreditation Plan, Carson Middle Schools School Improvement Plan, and the Eagle Valley SIG (1003g) Plan.

The applicant lists the groups that have either provided or signed a letter of support for this project. The Carson City School District Teachers Association (Ormsby County Teachers ssoiation) was involved in the comprehensive review process and the President of the Local Teacher's Association signed the required application assurances.

The applicant provides clear letters of support from key stakeholders such as parents and parent organizations, student organizations, early learning programs, the business community, local civic and community-based organizations, and institutions of higher education.

This criterion is scored in the high range because the Carson City School District has demonstrated clear evidence of stakeholder engagement in the development of the proposal and stakeholder support for the proposal.

(B)(5) Analysis of needs and gaps (5 points)	5	5
<p>(B)(5) Reviewer Comments:</p> <p>The applicant provides a detailed analysis of the needs and gaps, and the logic behind the reform proposal contained within the needs and gaps analysis, in order to create personalized learning environments for every child in the targeted schools. The critical components of the proposed plan have been identified and targeted improvement is defined for each of the four targeted schools.</p> <p>The applicant demonstrates a clear analysis of the following critical components of the proposed plan: create a district transformation office; hire a career counselor teacher on special assignment (CCTOSA); hire implementation specialists; establish learning targets for each student for every class that is taught, including the courses supported by the common core as well as those that are not; employ the use of authentic and high quality assessments; create a foundation for a data driven instruction system focusing on student mastery of targeted skills; develop a student data system in all four schools; create an Individualized Learning Profile for each student; develop a School to Career Portfolio System outlining the college and career pathway for each student; provide student guidance counseling for each student; provide professional development; for all key stakeholders of the project; and create a teacher and administrator evaluation connected to student achievement (Danielson based teacher/administrator evaluation system).</p> <p>This criterion is scored in the high range because the applicant demonstrates a thorough analysis of the needs and gaps in the four targeted schools with evidence of a high-quality plan to implement personalized learning environments.</p>		

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 a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. The applicant provides a comprehensive plan that includes mechanisms in place to provide training and support to students that will ensure that they understand how to use the resources provided to them in order to track and manage their learning.</p> <p>(a)(i) The applicant describes a clear plan for students to understand that what they are learning is key to their success in accomplishing their goals. The applicant utilized the research from Stiggins (2004), who described in the development of <i>Assessment for Learning</i>, the need for students to understand his or her individual learning path, to implement a plan for students to self-monitor progress toward meeting college- and career-ready expectations.</p> <p>(a)(ii) The applicant describes a comprehensive plan for students to identify and pursue learning and development goals linked to college-ready curriculum, understand how to structure their learning to achieve their goals, and measure progress toward those goals. The applicant describes a clear plan to develop its system to provide support to students along a longitudinal pathway by addressing both traditional common core college requirements as well as provide an opportunity for every student to participate in one of six career pathways. The district will develop learning targets for every course and students will be expected to meet college and career ready standards within in each course.</p> <p>(a)(iii) The applicant describes a clear plan for students to be involved in deep learning experiences in areas of academic interest. The applicant clearly indicates that each course will offer several project based learning opportunities where students can seek out areas of interest and pursue a further understanding of that area.</p> <p>(a)(iv) The applicant provides a plan for students to have access and exposure to contexts and perspectives that motivate and deepen individual student learning. Through project based learning opportunities, students will have access to diverse cultures, context, and perspectives.</p> <p>(a)(v) The applicant describes a comprehensive plan for students to master critical academic content and develop skills and traits such as goal-setting and critical thinking. Students will work at times in collaborative groups to solve problems, and to participate in high quality conversations in order to expand their individual and collective knowledge. These experience will promote skills such as goal setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving. The applicant demonstrates a Learner-Centered</p>		

system and environment that allows every child to grow into a well-developed thinker, communicator, and learner.

(b)(i) The applicant thoroughly demonstrates that each student will have access to a personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and to ensure he or she can graduate on time and college- and career-ready. The applicant thoroughly describes an exceptional Learner-Centered Organizational Model that will promote an individual learning environment where students will understand their long term goals and aspirations through the development of the e-portfolio and adjoining support systems.

(b)(ii) The learning plan clearly provides evidence that students will experience a variety of high-quality instructional approaches and environments. Students will have a clear definition of learning expectations within each unit of study as they connect their learning to learning guides and support rubrics.

(b)(iii) The applicant describes a clear plan for students to be involved in high-quality content, including digital learning content aligned with college-and career-ready standards. The applicant demonstrates that it will utilize a combination of online and on-campus environments for student learning. The district currently operates an online program that can be used as a source for credit by exam.

(b)(iv)(A) The applicant details clear plans to frequently update individual student data that can be used to determine progress toward mastery of college- and career-ready graduation requirements. The e-portfolio will be tied to both the Power School and the Student Data System that will be used to monitor student grades as well as student progress toward the mastery of standards.

(b)(iv)(B) The applicant demonstrates plans for students to receive personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready graduation requirements. Each student and their families will receive training that will help them to access the e-portfolio. Student will receive training to develop life skills, professional skills, and postsecondary education skills. Student will be required to take an interest inventory as well as a learning style an/or multiple intelligence survey.

(b)(v) The applicant demonstrates a plan to provide accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready graduation requirements. The applicant clearly describes multiple strategies and opportunities for students to gain mastery skills. Additional course opportunities will be made available to students who are functioning below grade level.

(c) The applicant clearly describes mechanisms that are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning. The applicant will develop a Student Data System that ties mastery of specific skills or knowledge to the data base. The system will gather post unit assessment data and once complete, the results are uploaded into the student data system. The district is currently utilizing an Apperson product which is a scantron type form. Teachers utilize the rubric scores for master on projects or free response items. This data system allows data from both discrete responses and project based grading opportunities to be uploaded and reviewed. This is exciting because as teachers at the site convert responses to standard mastery ratings, this allows students, teachers, administrators, and parents real time access. Teachers who teach common classes use this data to compare progress on common units. Teachers are able to share results and make suggestions on how to support student learning across classes.

Overall, the applicant provides a quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This criterion is scored in the high range because the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready.

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

20

20

(C)(2) Reviewer Comments:

The applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. The applicant demonstrates a quality plan based on the research findings of Darling-Hammond (1999), Marzano (2003), Strong and Hindman (2003) and others who stated that the greatest predictor of student success in reading and/or mathematics is the quality and preparedness of the classroom teacher. Even when factors such as poverty or language are considered, the classroom teacher is still the single most important factor in the academic success of a student.

(a)(i) The applicant clearly describes the process of developing learning targets (curriculum and assessment system). All participating educators will participate in high quality professional development that will enable them to identify learning targets for each class that they teach.

(a)(ii) The applicant clearly demonstrates how the implementation specialist will provide specific training for teachers to plan for a Learner-

Centered Lesson, which is quite different than a Delivery-Centered plan.

(a)(iii) It is quite clear that professional development opportunities will allow teachers to come together as teams and to review the learning expectations map in order to select the most effective methods of assessment. Their goal is to select the most appropriate assessment techniques that will allow students to demonstrate comprehensive mastery of college- and career-ready standards.

(a)(iv) The Carson City School District will consider both professional practices as well as student performance data when evaluating teachers. Currently, the district is piloting a teacher evaluation system that has been approved under the Eagle Valley SIG application. This system is built to provide staff development to underperforming staff members but if improvement does not occur after support over an appropriate period of time, then the evaluation process will be used to move the teacher out of the position. The district office will conduct the administrator evaluation, utilizing an administrator evaluation that addresses both student achievement and professional practices. This evaluation addresses the implementation of the curriculum assessment and instruction components of project implementation as well as professional leadership.

(b)(i)(ii) The applicant thoroughly describes how all participating educators will have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements. The applicant demonstrates a clear plan for developing and delivering instruction in a Learner-Centered System. Educators will utilize high-quality learning resources, including digital resources, that are aligned with college- and career-ready standards.

(b)(iii) The applicant clearly describes the professional development process in which the student mastery unit data system allows for the transparent sharing of data. Every teacher who teaches in a common course, each implementation specialist, and each site administrator will have access to the unit mastery data.

(c)(i) The applicant clearly describes the process in which all participating school leaders and school leadership teams will have training, policies, tools, data, and resources that will enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards. The training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps are clearly described in the proposal.

(d) The process of providing high-quality instruction from effective and highly effective teachers is clearly defined in this proposal.

- The Department Chair PLC allows the department chairs and site administrator staff to look at groups of students across classes, departments, and college and career guide posts. This team will look at data to determine the effectiveness of teachers and student mastery.
- The Counselor PLC group meets weekly and focuses on student mastery data, attendance, behavior, and other related issues. Counselors will utilize student data in the form of an electronic progress portfolio and the team will look at individual students to plan specific support. There are times when individual students will receive remediation and support. This group also addresses counseling services related to setting the academic pathway. An administrator works with this group and supports the work of the team.
- The Site Management PLC focuses on teacher performance. This process will allow individuals to look at teacher observation data, unit mastery assessment data, PLC observation data, and student portfolio data. The site administrators and implementation specialist will collaborate to monitor student progress and teacher practices that occur across each department. The applicant indicates that early in the implementation process, teachers require significant support to adopt specified practices such as connecting to the learning guides and utilizing formative assessment.

This process relates to a clear plan to increase the number of students who receive instruction from effective teachers and principals.

This criterion is scored in the high range because the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready.

#### 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 Carson City School District has described a high-quality plan to support project implementation through comprehensive policies and infrastructure.

(a) The applicant clearly describes how the central office will be organized for the proposed project. The district will form a new department known as the Office of Transformation and Improvement. This department will focus its efforts on the full implementation of the RTTT plan. The applicant clearly describes the work that will be done by the Transformation Office Leadership Team (monitor progress and provide district level support to each of the participating sites); Community Advisory PLC (review the implementation and data progress of each school; monitor success across the project); Secondary PLC (provide suggestions and methods to address the implementation needs at each site; will monitor the performance data in the areas of curriculum, assessment, and instruction); District Implementation Team (plan training and share progress and challenges; support teachers in the process of implementation); Secondary Counselors (work on the development of e-portfolio and the longitudinal pathway for students; develop methods to enhance family connections with the system; build the parent component of the project).

(b) The applicant demonstrates a clear understanding of providing school leadership teams in the participating schools. The applicant thoroughly describes the following site level support teams: School Support Team, Site Level Management Team, School within a School, Co-Teach Model, and HQSI-TOESL (High Quality Sheltered Instruction to support ESL students as they are working to gain skill mastery in both content and language).

(c) The Carson City School District will give students the opportunity to progress and earn credit based demonstrated mastery through credit by exam. The district currently operates an online program and that can be used as a source for the exams. The district will be developing a system to allow students to test out of courses offered by the district.

(d) The Carson City School District will give students the opportunity to demonstrate mastery of standards by allowing multiple opportunities to meet mastery. Students will have opportunities to receive in class remediation and then the student will be able to be reassessed on the area of deficiency. The most important topics are reviewed multiple times and this process allows students to be able to demonstrate mastery of all standards. If students are unable to demonstrate mastery through multiple interventions, the IC team will work with the teacher to find support solutions for students or to determine if the student is a candidate for special education services.

(e) All teachers in the Carson City School District must attend High Quality Sheltered Instruction to support ESL students. The district has a strong plan to provide professional development to all staff members, including site administrators, implementation specialists, department chairs, classroom teachers, paraprofessionals, counselors, and parents.

This criterion is scored in the high range because the applicant has practices, policies, and rules in place to provide support for each educator and student.

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

The Carson City School District has provided a high-quality plan to support project implementation through comprehensive policies and infrastructure to provide every student and educator with the support and resources that they need.

(a) The Carson City School District and school infrastructure supports personalized learning by ensuring stakeholder access and training stakeholders to access information that is appropriate to them. The e-portfolio and student unit mastery data are critical tools in building personalized learning environments. The district will look at Data Wise and other prebuilt software programs that can be used to organize the data.

(b) The Carson City School District supports personalized learning by ensuring that counselors and district technology specialists will provide Learner-Centered training to stakeholders to have access. Student Data Systems will provide extensive data in the student learning guide that sets mastery expectations and requirements for each unit of study. Parents will have access to their child's mastery data. The e-portfolio will be developed and will be accessible online. Each campus will have a parent computer access center that will provide computer access to parents who do not have access.

(c) The Carson City School District will allow parents to have access to their child's mastery data. The applicant describes the method of using information technology systems that allow parents and students to export their information in an open data format.

(d) The Carson City School District will ensure that the targeted schools use interoperable data systems (system that uses a common, established structure so that data can easily flow from one system to another and in which data are in a non-proprietary, open format). The data systems will include human resources data, student information data, budget data, and instructional improvement system data.

This criterion is scored in the high range because the applicant has provided a high-quality plan to support project implementation through comprehensive policies and infrastructure to provide every student and educator with the support and resources that they need.

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

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

(E)(1) Reviewer Comments:

The Carson City School District will build on the continuous improvement project monitoring and evaluation process that it built into the Eagle Valley SIG project. The applicant describes a thorough continuous improvement process in which the district will be utilizing qualitative and quantitative evaluation methods. The data will be collected and reviewed regularly by the implementation committees that will support the development of the project at the site and the district level.

The Carson City School District demonstrates a clear plan that addresses the methods of data collection, process monitoring, as well as a comprehensive description of the methods that will be used to publicly share the district's progress toward meeting the goals in the project.

The applicant thoroughly describes four critical elements that must be in place to build the Learner-Centered environment:

- The applicant clearly describes the development of curriculum and assessment structures. Common course teachers will come together to establish learning targets and to develop common post assessments. The district plans to have all curriculum targets established and assessments built by January of 2014 and field tested by June of 2014.
- The applicant clearly describes the building of Learner-Centered classroom instruction and classroom instructional practice that begins with professional development. The implementation specialists will lead direct instruction to share basic knowledge and skills that formulate Learner-Centered practices. This training will begin in April 2013 and finish by September 2013. The district will be utilizing an instructional observation tool developed by WestEd known as T4S. This will collect data to determine if instructional leaders look for clear definitions of the learning targets and the use of learning guides, student engagement in the lesson, and the use of formative assessment to verify that students are meeting learning targets during the lesson. The district has over ten years of experience of conducting T4S classroom observations and they have valid and reliable observation data that be used to support instructional improvement. When instructional practices are not at the appropriate level, teachers will receive intense professional support from the administrator, implementation specialist, and department chairs. The support will be in the form of direct instruction, model lessons, coaching, and feedback.
- The applicant thoroughly describes the training to expand teacher skills to be able to function in Professional Learning Communities. This training will begin in August 2013 and will continue throughout the grant period. This training will focus on developing norms, method for sharing data, and moving information learned in the Professional Learning Communities (PLCs) back into the classroom. The district clearly demonstrates that it has developed a PLC observation protocol that be used to gather data and provide insight into the effectiveness of the PLC. Each common course PLC will have a supervising administrator and an instructional coach present who will monitor the conversations, identify student progress, and identify the interventions that may be planned. The applicant clearly indicates that demonstration data will be collected and a monthly perception survey will be used to determine if teachers believe work in PLCs has improved and if those changes have led to improved practices in the classroom.
- The applicant thoroughly describes administrator training that will occur in a one-on-one and PLC setting. Each administrator will complete a Behavioral Event Interview (BEI) with baseline to be collected from each site administrator in January 2013. The district office will assign a district level administrator to supervise and coach each site administrator. This work will focus on data discussions, PLC observations, classroom observations, and teacher mentoring. Both qualitative and quantitative data will be collected and reported as part of this process.

The Carson City School District demonstrates a thorough student data system that will be used by individual teachers, common course PLC teams, departments, school support teams, secondary PLCs and the Transformational PLC to utilize student and teacher data to improve student performance. This work will begin in January 2013 and will promote the effectiveness of professional practices by connecting practices to student mastery performance demonstrated on unit post assessments, end-of-course assessments, MAP assessments, and state proficiency assessments.

The applicant demonstrates that the site and district level committees will work on the development of the longitudinal e-portfolio. The Parent-Community Staff Advisory Council will begin work in 2013. Parents will be connected to the e-portfolio and the student college career options through a parent training process. There will be tracking elements built into the system to identify which parents access the information and how often. The district will monitor and collect data on the number of parents who participate in the quarterly counselor advisory evening. Parents will be surveyed on each of the elements related to the grant once a year with the data to be reviewed by the Transformational PLC and SST teams to determine if adjustments in program delivery or design need to be made. The Counselor PLC team will be the primary builders of the e-portfolio. The district will provide the technical assistance to create or purchase the actual tool. A qualitative review will be measure how the tool is being used and the number of parents and students who access the tool to plan the longitudinal pathway through the college and career courses. The development of the longitudinal e-portfolio will be a major part of this

project and will be set up between January 2013 and August 2013. The applicant demonstrates that work will be completed in the Career and Technical Education Courses to provide for school to career development with an intense horizontal and vertical alignment process being undertaken.

The Carson City School District defines a thorough afterschool program that is being planned at each participating site. This program will provide the following three services: provide direct interventions for students in areas that have been identified as deficient in the common unit assessments; provide a location and a time to receive homework help; and to provide a source of enrichment (cultural opportunities, including access to the arts, health, recreational opportunities that help students to expand their cultural horizons).

The Carson City School District has already begun the process of carrying out comprehensive reform. The district will be developing quarterly reports that will identify student performance and professional practice data that define project implementation and student performance. These reports will be posted in multiple languages to expand the number of parents and community stakeholders who have access to information on the success of the project at each site. The parent staff advisory council will be working to share information and to develop outreach programs that will increase access between the school sites and the community. This information will be shared in multiple media, including local television, radio, Internet, and newspapers. This will also include both inbound and outbound communications. The applicant clearly indicates that school to career TOSA and support paraprofessionals will be working to expand the school to career opportunities for all students.

This criterion is scored in the high range because the district describes a high-quality plan for implementing the rigorous continuous improvement process, including how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top-District, such as investments in professional development, technology, and staff.

(E)(2) Ongoing communication and engagement (5 points)	5	5
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(E)(2) Reviewer Comments:

The Carson City School District thoroughly describes strategies for ongoing communication and engagement with internal and external stakeholders throughout this application. The applicant has developed this project through the collaboration of key implementation groups including Common Course PLCs, Department Chair PLCs, School Support Teams, Counselor PLCs, Parent-Community Advisory Team, Secondary PLCs, and the district level Transformational PLC. The applicant describes ongoing communication through the development of the Learner-Centered classroom, the development of the longitudinal e-portfolio, the development of the school to career development of this grant. The longitudinal e-portfolio is a data system that students and families can follow as students move from sixth grade through high school to meet college- and career-ready expectations. Parents will be attending quarterly training to be able to access information about student requirements and student performance. The development of the career pathway component will assist the community stakeholders in understanding the expectations for students.

The district clearly demonstrates how it will utilize student achievement data, instructional observation data, and PLC performance data to make adjustments each week. The district will follow the Eagle Valley Model where this project was successfully implemented. The district is very clear about the role of each team described in this application. The district has considered all stakeholders and has described how to facilitate support so that the vision of a Learner-Centered system can be created.

This criterion is scored in the high range because the applicant describes thorough ongoing communication and engagement throughout the application.

(E)(3) Performance measures (5 points)	5	5
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(E)(3) Reviewer Comments:

The Carson City School District thoroughly describes ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. The applicant has posted the student performance measures that are going to be used to monitor the success in the project. The applicant provides a clear alignment of each measure with college and career level mastery.

The applicant describes ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures.

The performance measures that will measure progress toward college- and career-level mastery include the following assessments: state level (High School Proficiency Exam; Middle School Criterion Reference Exams), district level (Measures of Academic Progress), and classroom level assessments (site level assessments, such as Common Post Unit Assessments). For each applicant-proposed measure,

the applicant clearly describes:

(a) The Carson City School District clearly describes its rationale for selecting each measure:

- State Level Assessments - High School Proficiency Exam (HSPE) assessments are selected because they are the center to the state accountability system.
- State Level Assessments - Middle School Criterion Reference Exams have been selected because they are the center of the state accountability system.
- District Level Assessments - Measures of Academic Progress assessments have been utilized for over ten years in the district and it can be used as a diagnostic exam identifying student performance levels as well as proficiency levels in ELA and Mathematics.
- Site Level Assessments - Common Post Unit Assessments are used to demonstrate standard mastery throughout the year in every course.

(b) The Carson City School District clearly describes how the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action:

- State Level Assessments - The High School Proficiency Exam (HSPE) assessment data will be used in ELA and Mathematics to determine if a student has earned base level proficiency and can also be used to measure success between sub-groups. The state of Nevada has recently upgraded this system so that it can also be used to measure growth among common peer groups (data can be used as a student performance component for teacher and administrator evaluation).  
The district is utilizing the tenth and eleventh grade administration of the HSPE as the baseline, which provides students the necessary time to catch up with their peer group.
- State Level Assessments - The Middle School Criterion Reference Exam assessment data can be used in ELA and Mathematics to determine if a student has earned base level proficiency and can be used to measure success between sub-groups. The state of Nevada has recently upgraded this system so that it can be used to measure growth among common peer groups (data can be used as a student performance data component for teacher and administrator evaluation).
- District Level Assessments - The Measures of Academic Progress data from these assessments can be used to measure student norm growth based on performance (Data can be used as a student performance data component for teacher and administrator evaluation).
- Site Level Assessments - The Common Post Unit Assessment data will provide information about state performance levels (data can be used as a student performance data component for teacher and administrator evaluation).

(c) The Carson City School District provides information on how it will review and improve the measure over time if it is insufficient to gauge implementation progress.

- State Level Assessments - High School Proficiency Exam (HSPE) assessments allow for student growth rate to be fast enough so that the student will catch their peer group in two years at the high school level and three years at the middle school level. The district will be verifying that learning targets are established, assessments built and field tested, and student data collected in the new student data system.
- State Level Assessments - Middle School Criterion Reference Exam assessment data - The applicant defined how it will review and improve the measure over time if it is insufficient to gauge implementation progress.
- District Level Assessments - Measures of Academic Progress data - The District plans to address growth in this model, and students will be expected to meet NWEA peer growth targets on the MAP assessment.
- Site Level Assessments - Common Post Unit Assessments - This data will be used to demonstrate content mastery for all subjects and all grade levels. The unit mastery data will be gathered and posted in the student data system and will be used to systemically monitor every student's progress.

The applicant also provides reasons for selecting the following assessments: ACT (used as a college entrance preparatory exam), SAT (used as a college entrance preparatory exam), PSAT (used as a college entrance preparatory exam), Accuplacer (used by the Nevada Community College System to measure college readiness), and AP Testing (used to determine the number of students who are taking AP courses and passing AP exams), as well as the FASFA (Free application for student financial aid).

This criterion is scored in the high range because the applicant describes ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p>The Carson City School District clearly indicates that the majority of the dollars invested in this project are connected to personnel costs with the primary investment on the implementation specialists, who will be facilitating the majority of the training that will affect curriculum, assessment, instruction, and collaboration. The district will also be funding the substitute and extra hours to have teachers and other staff members participate in training to identify learning targets, develop common assessments, improve classroom instruction, and enhance work in PLCs. The district will also be spending funds on the development of the student data system that will address both unit mastery and longitudinal progress of each student. Funding will also be utilized for counselors, school to career TOSA and paraprofessionals to promote the school to career component. The after school programs will also be a part of the investment so that students meet academic and enrichment expectations. The district is going to hire a district level administrator to support the system wide development of the project.</p> <p>The district demonstrates that it will evaluate the effectiveness of investments through the Transformation Office Leadership Team (TOLT) that will be led by the Associate Superintendent of Educational Services. This team will include the District Superintendent, Associate Superintendent of Personnel, Director of Accountability, Director of Grants, and the Transformation AOSA. The TOLT will gather qualitative and quantitative data to verify that changes in practice and student performance are taking place. The applicant will evaluate the effectiveness of the funded activities through these findings, which will be represented in quarterly reports. This process will verify that the effectiveness of the funds that are invested.</p> <p>This criterion is scored in the high range because the applicant provides a high-quality plan for evaluating the effectiveness of investments.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>The Carson City School District provides a detailed budget narrative and tables. The budget is reasonable and sufficient to support the development and the implementation of the applicant's proposal. The applicant thoroughly provides the rationale for the investments and priorities, including a description of all of the funds that the applicant will use to support the implementation of the proposal. The applicant thoroughly identifies the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period.</p> <p>The applicant demonstrates a very thorough description of all the funds that the applicant will use to support the implementation of the proposal in the following Race to the Top - District electronic budget spreadsheets:</p> <ol style="list-style-type: none"> <li>1. Overall Budget Summary             <ol style="list-style-type: none"> <li>a. Subpart 1: Overall Budget Summary Table</li> <li>b. Subpart 2: Overall Budget Summary Narrative</li> </ol> </li> <li>2. Project-Level Detail             <ol style="list-style-type: none"> <li>a. Subpart 3: Project-Level Budget Summary Tables</li> <li>b. Subpart 4: Project-Level Budget Narratives</li> </ol> </li> </ol> <p>The applicant is requesting the following Race to the Top-District grant funds: Year 1 (\$2,071,573.38); Year 2 (\$3,072,452.38); Year 3 (\$3,065,422.88); Year 4 (\$2,990,551.36), for a total of \$11,200,000.00.</p> <p>This criterion is scored in the high range because the applicant was very detailed in the budget tables and the budget narrative.</p>		
(F)(2) Sustainability of project goals (10 points)	10	10
<p>(F)(2) Reviewer Comments:</p> <p>The Carson City School District strongly states that one of the exceptional characteristics of this application is that once it is fully implemented, the district will be able to maintain the program at the highest levels with a minimum investment. The</p>		

applicant provides evidence that teachers, instructional coaches, administrators, and parents will have the capability to support a Learner-Centered system once the funds made available are expended. The district will be able to address the costs of program maintenance through the strategic use of general fund and grant resources.

The applicant demonstrates that each of the elements of the Learner Centered Organization will be in place at the conclusion of this grant. The curriculum, assessment, instruction, and leadership components will be operational within the system. The applicant will continue to share the data regularly and the individual learning environment will be aligned to career and college expectations.

The applicant provides the details on how the following elements of the Learner Centered Organization will be able to be maintained by the district:

- Curriculum - The district will be able to maintain this system for less than \$100,000.00 per year.
- Student Data System - The applicant will be able to maintain this system for \$75,000.00 to \$125,000.00 per year.
- Implementation Specialists - The district will need to retain four of the twelve implementation specialists at a cost of \$400,000.00 per year.
- School-to-career implementation specialists (CCTOSA) and three paraprofessionals - The district must maintain these services at the same level at a cost of \$200,000.00 per year for the four positions.
- Professional Development - The district believes that the professional development costs should run under \$125,000.00 and the district can utilize its Title II funds to address this full cost.
- Professional Learning Communities - This portion of the project can continue without any additional cost to the district.
- Teacher and Administrator Evaluation - This system will be in place and a maximum cost in this area may run up to \$25,000.00 per year. Approximately ninety percent of the funds will come from the district general fund and the remaining from the district Title II dollars.

This criterion is scored in the high range because the applicant has a high-quality plan for sustainability of the project's goals after the term of the grant.

### Competitive Preference Priority (10 total points)

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

#### Competitive Preference Priority Reviewer Comments:

The Carson City School District demonstrates a strong explanation of the partnerships and how they will help to expand opportunities for participating students.

(1) The applicant provides a clear description of the partnership that it has formed with organizations to build an extensive school to career component of this project and for the after school program. By hiring a school to career TOSA and three paraprofessionals, the district will build long standing relationships with its community partners. The district will seek support from the community to develop tutorial and enrichment services for the after school program. The district will seek out support from agencies such as Partnership Carson City and Carson City Literacy Consortium that provides literacy services to adolescents and young adults. The district will hire after school project coordinators at each site to facilitate the programs and manage all three phases of the project.

(2) The applicant clearly identifies four (4) population-level desired results for students in the targeted schools that align with and support the applicant's Race to the Top-District proposal. The applicant clearly aligns each of the four (4) population groups (middle school - all students - school to career area; high school - school to career area; middle school - after school program; and high school - after school program), with the type of result, and desired results.

(3) The applicant clearly describes how the partnership will track the selected indicators that measure each result at the aggregate level in the school to career cluster (job shadowing and internship experiences; tracking the development of a consortium of community partners that would include several hundred businesses and community organizations; community volunteers) and the after school program (number of student who receive targeted remediation and the rate of mastery attained by the participants; number of students who are asking for homework support in what content areas; identify the number of students who participate in enrichment activities related to the project). The applicant thoroughly describes how the project will use the data to target its resources in order to improve results for participating students with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty, family instability, or other child welfare issues. The applicant thoroughly describes how the district will develop a strategy to scale the model beyond the participating students to at least other high-need students and communities in the LEA or consortium over time. The applicant clearly describes how the partnership will assist in improving results over time.

(4) The applicant clearly describes how the partnership will integrate education and other services for participating students. The district is

planning on partnerships with local universities, community agencies, businesses, and other organizations so that every student will have the opportunity to pursue their dreams. The applicant indicates that students who face challenges with language or other related services will have the opportunity to receive additional support. The district currently retains a ten percent homeless rate for its population.

(5) The district describes how the partnership will build the capacity of staff in participating schools.

- The Carson City School District clearly describes how the district will assess the needs and assets of participating students through interest inventories in their middle and high school years, through the development of the e-portfolio, and through the guidance process.
- The applicant clearly indicates that the district had already begun the process of identifying and inventorying the needs and assets of the school and community, that are aligned with the goals for improving the education and family and community supports, when it completed a comprehensive strategic planning process that concluded in May of 2012.
- The applicant thoroughly describes the decision-making process and infrastructure used to select, implement, and evaluate supports that address the individual needs of participating students. District level decisions will be made in both the Transformational PLC and district level community advisory group. At the site level, the School Support Team (SST) and the site level community advisory committee will be monitoring and providing feedback to staff. The common course PLCs, Department Chair PLCs, and Counselor PLC groups will all have input and shared responsibility to see that each component of this project is implemented.
- The district has clearly defined how it will be engaging every parent and family in the monitoring and planning of educational and career opportunities of every students. This will include the development of teacher training, providing electronic access and the opportunities around the e-portfolio and student data systems that will effectively engage families in the support of the academic and career development of every student.
- The applicant describes how it will use the student data system and the e-portfolio to identify students as meeting mastery in every course.

(6) The applicant provides a clear plan to identify its annual ambitious yet achievable performance measures for the proposed population-level and describes the desired results for students. The applicant aligns the student population to the assessment and/or targeted result.

The Carson City School District has described a comprehensive description of the coherent and sustainable partnership that it has formed with public organizations. Therefore, this Competitive Preference Priority is scored in the very high range.

## Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

### Absolute Priority 1 Reviewer Comments:

The Carson City School District comprehensively addresses how it will build on the four core educational assurance areas to create learning environments that are designed to improve learning and teaching.

1. The applicant provides clear information on how the district will adopt standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy. The district clearly demonstrates that it will create an aligned curriculum and assessment system that will provide a rigorous pathway through the district's secondary school system. Each course will have common comprehensive post assessments and students who master this material will leave the district college and career ready.
2. The applicant clearly describes how the district will build data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction. The applicant describes the development of two intertwined data systems that will support stakeholders to build a data driven environment within all participating schools. These data systems include a student electronic portfolio and a student unit mastery data system. The student e-portfolio will be used to address the longitudinal pathway that students will follow from middle school through graduation. This portfolio will house both academic and career requirements from grades six through twelve. The student unit data system will be used to monitor student mastery of standards based learning targets within each classroom. The applicant clearly describes how parents will have access to their child's data and will be able to make decisions as to what additional assistance might support ongoing progress of their student.
3. The applicant clearly demonstrates how the district will recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most. The applicant clearly describes the hiring practices, training, rewarding and

retaining process, and teacher and administrator evaluation system that will be in place in the district. The district classifies their most effective teachers as Learner-Centered, because they measure success differently. They plan lessons from the perspective of the student and they are clear about what the student must master and how they are to develop learning experiences so that students will demonstrate mastery throughout the unit. The district provides a plan to provide support for teachers so that all teachers will measure success by how well their students are able to demonstrate knowledge and/or skills when called upon to do so. The district will utilize a performance interview process that will require the applicants to describe their planning and instruction process and to present a demonstration lesson. The district describes a goal to develop exceptional professional development opportunities for its current staff. Teachers who measure professional achievement in the success of their students will be recognized and rewarded as they move students to close the achievement gap and to meet the academic expectations. Administrators will receive specific training that will help them to create data driven environments and support systems for teachers.

4. The applicant clearly demonstrates how it will turn around the lowest-achieving schools. The Carson City School District believes that if an organization develops the correct elements, they will be able to create organization pressure that will support the development of learner-centered practices in every classroom. The participating schools will possess an aligned curriculum and assessment system that will provide a path that will lead students to master of college- and career-ready standards. Instructional practices will be designed to move students to mastery. Professional learning communities will have the data necessary to support student learning in all courses. Parents will have access to student data and will be clear about college- and career-ready expectations and know how their child is progressing along that continuum.

In order to create personalized learning environments for the students in the four (4) targeted schools, the applicant thoroughly describes how each of the following components of the Learner-Centered Organization Model will be developed: curriculum (standards based learning targets); assessment (measuring student mastery); instruction (delivering learning experiences leading to mastery); and leadership.

The applicant demonstrates a clear plan to accelerate student achievement and deepen student learning by meeting the academic needs of each student. The applicant clearly indicates that through the creation of the Learner-Centered Organizational Model the district has been able to create a plan that will promote an individual learning environment where students can understand their long term goals and aspirations through the development of the e-portfolio and adjoining support systems.

The applicant provides a clear plan to increase the effectiveness of educators. The applicant clearly demonstrates that In a Learner-Centered System teachers will be recognized for their ability to move students to mastery of a predetermined set of knowledge and/or skills. Mastery will be determined by how well students perform on the post unit assessments as well as the year end assessment.

The applicant demonstrates a clear plan to expand student access to the most effective educators. The district will also hire its most effective teachers to tutor and provide content related assistance to students. The effect of interventions will be tracked to determine if the services supported student's movement toward mastery on a specific set of skills.

The applicant demonstrates a thorough plan to decrease achievement gaps across student groups and to increase the rates at which students graduate from high school prepared for college and careers. The district's plan to provide individualized attention to every student will significantly reduce the achievement gaps and increase graduation rates.

The Carson City School District demonstrates a comprehensive vision for this project to provide every student with an exceptional personalized educational experience, that includes personalized learning environments, that meets college- and career-ready expectations. Each student, in collaboration with parents and district staff, will develop a longitudinal academic plan that will frame both their academic pathway and a school to career pathway.

Therefore, the Carson City School District has met Absolute Priority 1: Personalized Learning Environments.

Total	210	209
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## Race to the Top - District Technical Review Form



Application #0487NV-3 for Carson City 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:

Carson City School District articulates a very strong, comprehensive, and coherent reform vision which places the District in the top of the high range.

Evidence of the four core educational assurance areas:

(1) adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy:

- Desire to implement common comprehensive post assessments, common unit assessments, and mapping of the curriculum in partnership with the university system and facilitators to align the curriculum and assessment systems that guide students to mastery
- training staff to understand and articulate learning targets
- publish learning goals to be used by students to help identify learning targets and monitor progress with the development of learning guides
- move to a career cluster and college prep model for the high school level
- Counselors led academic and career training to a variety of stakeholders
- Implementation of an electronic portfolio to be used as an informational anchor
- Instant and easy to use access and training for parents on student data to help identify support needed.
- Utilizing testing for students (Measures of Academic Progress) 2 times a year which will help to identify all types of remediation needed for all students.

(2) building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction

- Desire to develop two transparent intertwined data systems (student electronic portfolio and student mastery data system) to monitor college and career components and readiness
- Results will be used to influence improvement of instructions and guide PLC's

(3) recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most

- The District understands the extremely high importance of an effective teacher that has the ability to move students to mastery within a standards based system.
- Aiming to move all teachers from delivery stance to learner-centered.
- Revamp the hiring process to identify learner-centered potential teachers
- Hire implementation specialist
- Plans to reward and recognize teachers who successfully close achievement gaps and who meet the expectations
- Implement administrator specific training
- Develop and improve the teacher and administrator evaluation system

(4) turning around lowest-achieving schools.

- Aim is to provide a learner - centered environment with an aligned curriculum and assessment system that will lead students into mastery of college and career ready standards. 1, 2, and 3 all work together to turn around lowest-achieving schools.

The District plans to to build a comprehensive transformation model that will restructure education services at the secondary

level. Students will be able to have personalized learning experiences based on their needs to obtain mastery for each and every course, which includes both college and career ready courses. The path will look different as student who do not reach mastery will have the opportunity to receive additional support.

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

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(A)(2) Reviewer Comments:

Carson City School District's approach to implementation is thorough and feasible as evident in the following:

- 4 secondary schools selected based on failing to meet yearly adequate progress 2+years in a row
- 40+% of the students qualifying for Free and Reduced Lunch at each school
- Schools selected are lacking aligned curriculum or assessment systems
- 50+% of students that moved on to post-secondary education required remediation.
- 54.2% graduation rate
- District is aware of challenges each of the 4 school faces, but lacks the funds/fiscal resources to make the changes.
- 248 Participating educators
- 4,085 participating students

Overall, Carson City School District has already successfully identified schools to participate with solid evidence as to why the schools were selected. This places the District in the top of the high range.

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

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(A)(3) Reviewer Comments:

Carson City School District clearly states and includes a high quality plan for reform and change. The District has some strong examples of reform and change on a small scale that they want to take and implement district-wide such as:

- Successful turn around of Empire Elementary and Eagle Valley Middle School using the same initiatives of their Race to the Top-District application

Proposed steps included (proven on a small scale- want to do on a large/district scale):

1. Curriculum Realignment and design aligned with Common Core
2. Revamped and redesigned student data system and mastery system
3. Hire key personal to implement proposed changes

All steps indicate meaningful reform for the District such as:

1. Student academic growth, be college and career-ready
2. Closing the achievement gap
3. Create exceptional individual learning environment for each student.

Due to the size of the District, all secondary schools are included.

Overall, Carson City School District has a strong track record which shows how performance indicators have shown growth, reform, and change on the small scale. This sets the District in good standing to enact it on a large/District-wide scale and therefore places them in the top of the high range of points.

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

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9

(A)(4) Reviewer Comments:

Carson City School District has included what appears to be achievable future data on their tables and narratives for a, b, c, and d that is likely to improve student learning and performance and increase equity as defined for each LEA.

The District notes mastery at their pilot school at 85% and will set similar benchmarks standards between 80-90% mastery. This is ambitious yet achievable.

However, college enrollment rates were not included in the table and are noted in the narrative to simply "increase". The District hopes to significantly increase the number of enrollees as well as decrease the amount of enrollees that require remediation. (Currently - 50% enroll and half need remediation).

Overall, this places the District in the middle of the high range of points.

**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
<p>(B)(1) Reviewer Comments:</p> <p>Carson City School District has shown a clear record in success as evident in:</p> <ul style="list-style-type: none"> <li>Improving student learning outcomes (increased proficiency) and closing achievement gaps at Empire Elementary (school in need of improvement from 2000-2012) by switching to a learner-centered model, raising expectations and standards, providing extensive professional development, implementing intense teacher and administer coaching and hiring implementation specialist.</li> <li>Improving student learning outcomes and closing achievement gaps at Eagle Valley Middle School (a State of Nevada persistently low performing school) by qualifying for a SIG grant. Progress was focused on aligning the curriculum/assessment system for the first time, replacing the in-experienced principal, hiring 2 coaches for implementation, development of a student data system to monitor student mastery of each standard, improved instruction as a result of sound professional development and finally updating the teacher evaluation to include student data.</li> <li>Student performance data was available to parents in a variety of innovative ways including: student led parent/educator conferences, student data from the reformed system was available to students, parents, and educators to monitor progress throughout each unit of study, and leaning guides and standard mastery document accessible to all at any given time.</li> </ul> <p>It is convincing that Carson City School District has proven able to turn around low-achieving schools when given the funds to implement changes. This places the district at the top of the high range.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>Carson City School District high level of transparency is evident in the following areas:</p> <ul style="list-style-type: none"> <li>Actual personnel salaries at the school level for all school-level instructional and support staff is published and can be found on the Carson City School District Website</li> <li>The District publishes an annual accountability report that includes all non-personnel expenditures at the school level which can be found posted on the Nevada Department of Education website or available upon request from the district.</li> </ul> <p>Overall, this shows that Carson City School Districts spending information is available to anyone or upon request to prove where the money will be spent. This is convincing that the RTT-D funds will also be highly transparent and spent on what the district is requesting the funds for.</p> <p>This places the District at the top of the high range of points.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>Carson City School District indicates that their aligning of goals and strategies are in full compliance and are required under:</p> <ul style="list-style-type: none"> <li>Nevada Revised Statute 388.205 and Carson City School District regulation No 514 both require that 6th-9th grade students must work in consultation with school counselors to develop an academic plan that will span the length of both their middle and high school years; this is part of the District's RTT-D application plan/plan.</li> <li>NRS 388.215 requires schools with enrollment greater than 1200 students to develop programs that will support small learning communities within each building. Reorganizing the high schools into career and cluster models support this statue and are part of the Districts RTT-D application/plan.</li> <li>NRS 391.465 requires that the teacher evaluation system requires student data as a 50% component of a teacher evaluation. This is also part of the District's application/plan.</li> </ul>		

This shows that the Districts RTT-D plan is feasible and reasonable in the state of Nevada and that the District will be able to successfully implement the application's plan.

Therefore, Cedar Hill ISD will receive full points due to the district having the autonomy and conditions to do personalized learning environments and will not face any legal roadblock when it moves forward to implement each component of the RTT-D grant.

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

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(B)(4) Reviewer Comments:

It is extremely convincing that all stakeholders in the Carson City School District have pledged support for their RTT-D application as documented in the following:

- The Ormsby County Teacher Association (Carson City teachers association) was part of the grant development team
- Letters of support from the following: Carson City Mayor, Nevada Department of Education, Western Nevada College, University of Nevada/Reno, Carson High School Student Council, Carson Middle School Student Leadership Program, Eagle Valley Middle School Leadership Team, School Board member, Carson City school Board of Trustees, Art Community Rep, Space Science for schools First NV, Nevada PTA, Carson City Residents, Carson City Health and Human Services, Carson City School district parents, grandparent, and community member.
- Families, teachers, and principals from participating schools were engaged in the development of the proposal by collaborating with the District to complete a comprehensive review process to move forward with the RTT-D application, met weekly for 7 weeks to plan/review/develop/make recommendations for the application. The plan was then sent back to each team member for review and to share with their constituent groups were they gathered feedback to address at the next planning meeting.
- A public presentation of the RTT-D application was shared with multiple groups including the Carson City School District Board meeting which was televised locally and available to all citizens of the district.
- Once the grant was fully developed, it was shared with 19 additional school and community groups so that they could gain information and provide feedback. All groups support the project.

Overall, this places Carson City School District in the top of the high range of points.

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

5

5

(B)(5) Reviewer Comments:

Carson City School District has established an achievable high-quality plan for personalized learning environment. Specifically, the plan is broken down into:

- Critical components identified
- Targeted improvements for each item is defined
- For each component, the person overseeing the item, the current status, and the timeline are posted.

The 12 main gaps that are identified all build on the reform for:

- School to career job shadowing and/or internship experiences
- high quality professional development to facilitate development of the Learner-Center model to instruction
- Establish learning target for each student for every class that is taught
- Authentic and high quality assessments that measure student mastery
- Data driven and individualized instruction
- Portfolios that will be used by all stakeholders to move student towards college and career success

The District plan is logical and convincing and therefore will be scored in the top of the high range.

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

	Available	Score

(C)(1) Learning (20 points)	20	20
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(C)(1) Reviewer Comments:

Carson City School District's overall goal for their RTT-D application is for a student:

- to be clear about the targeted outcomes
- to be fully engaged in the experience
- to self-monitor and manage their individual progress towards their specific educational goals.

This is a high quality plan describing improvement of learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready as evident in the following:

- A traditional, remedial, and above level pathway for all students to obtain grade level skills and to meet or exceed college and career ready mastery
- All students working for common core college requirements as well as a career pathway of their choosing at the same time
- District developing learning targets for every course which will allow students to understand how to structure their learning to achieve their goals, and measure progress toward those goals. These courses will be selected together with the career specific counselor and student and with the final approval of the parent.
- Quarterly training be the specialized counselor for e-portfolios that require students to take an interest inventory, learning style, or multiple intelligence survey to provide data and critical information to reach goals.
- Provide students with 6 different career paths identified in middle school, but workable to change if the student desires.
- With Learner-Centered model of instruction, all students will have a clear definition of what is to be expected to be mastered for each unit of study in each course to enable all students to understand the learning targets, participate in the crafted learning experiences to meet mastery. Students will be given multiple opportunities to reach mastery based off of the ongoing and regular feedback from the teachers. The feedback and inventions will come directly from the results of the data input into the proposed student data system and Power School system for each student not meeting mastery.
- The District states that all students are given multiple opportunities to reach mastery in class, remediation outside of class, additional supplemental courses, and/or referral and guidance with assistance from the Special Education team. This will provide personalized sequence of instruction content and skill development.
- Advanced students will have the opportunity to utilize credit by exam to allow students to move forward to courses of individual interest, as well as take dual credit courses.
- The District is preparing to offer several project based learning opportunities and collaborative groups to create a learner-centered environment to master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving.
- Create and use a data system that is updated weekly and accessible by the educators, instructional support, parents and students that allows for a wide variety of experiences and allows for the opportunity to track mastery of skills in a high quality and reliable way to demonstrate mastery for each student.
- Students will be required to complete project based learning objectives in each course. The District will encourage students to seek out areas of areas of interest for these projects. High-quality content of the project will be assessed by scoring rubrics and and teacher support. In doing so, the District proposes that these projects will allow students to be exposed to diverse cultures, contexts, and perspectives. However, strong evidence is lacking that this will motivate and deepen individual student learning.

The District's plan is ambitious in their desire for every student to obtain mastery level in every course taken. Carson City School District proposes strong guidelines and remediation to ensure this happens. Therefore, this places the District at the top the top of the high range of points.

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

Carson City School District proves to have a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready as evident in:

(a)

- All educators at all 4 schools will be actively involved with professional development to include how to become a learner-centered teacher instead of a delivery stance teacher and professional learning committees.
- Teachers will be supported by implementation specialists, working together to develop learning targets, aligning curriculum/assessment system that provides a reliable pathway toward standard mastery, develop common unit/year

end/semester comprehensive assessments and guides. Together, these resources will provide the required content and instruction necessary for students to be college and career ready by graduation.

- e-portfolio will be adapted and used to map and measure student longitudinal progress across their education careers and to store unit mastery data. Both of these parts of the e-portfolio will serve as the foundation for professional discussion that occur in the PLC's.

(b)

- PLC's for courses, department chairs, counselors, and school management teams that are learner-centered and data driven that will provide intervention for high quality instruction, create high quality experiences together, and feedback to all stake holders.
- Department chair PLC will pull data weekly which will then be revised weekly and resources adjusted based on needs.
- Working with the site administrator, all teachers will have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements that include: data driven supervision, coaching and support from implementation specialists and administrators in the creation of developing the curriculum, instruction, PLC's and evaluations.
- Professional development will be delivered to educators and administrators by traditional presentations, work in the classroom, planning, observation, and feedback.

(c)

- Teacher evaluation will include professional practices as well as student performance data. If the teacher is underperforming, professional development and coaching will be provided. If the teacher is still not performing, the teacher will be removed from the teaching position.
- The District level will conduct the administrator evaluation that will include coaching, and removal if administrator is not effective. Administrators will be evaluated on student achievement and professional practices. Administrators will observe practices, reflect, and provide feedback from a coaching perspective to teachers to increase student performance and closing the achievement gaps.

(d)

The District describes how they will release an ineffective teacher or administrator, and overall presents a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects, and specialty areas (such as special education).

Collectively, the District proposes strong best practices that will all form/focus on high quality professional practices that will translate into exceptional student performance levels to ensure all students at all schools are college and career ready. Switching from a delivery-centered model to a learner-center model of instruction by the teacher will be the strong deciding factor in improvement student mastery and preparation for college and career. Therefore, this places the district in the top of the high range of points.

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

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

(D)(1) Reviewer Comments:

Carson City School District has successfully developed comprehensive LEA practices, policies, and rules which includes:

- Create a new department- "Transformation and Improvement Department" at the District level
- Organizing a Transformation Office Leadership Team, Community Advisory PLC, Secondary PLC, District Implementation team, secondary counselors, school support team, site level management team, and a school within a school.

The District does allow for school personnel decisions for adding a core content teacher at the 2 high schools.

The District will continue their practices of allowing credit by exam and will develop a system for testing out of courses offered by the District.

The District will switch to a learner-model which focuses on students demonstrating mastery of standards multiple time and in multiple comparable ways.

The District already provides extensive support services to all students not showing mastery by in class remediation, after school remediation, IC team referral to consider intervention via special education services, additional courses, online courses, co-teaching with regular and special education teachers, and High Quality Sheltered Instruction training. All of these services will be provided to every single student including students with disabilities and English learners.

Overall, this places Carson City School District in the top of the high range.

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

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10

(D)(2) Reviewer Comments:

Carson City School District plan is that of high quality with a focus on being able to impact every single student at the proposed 4 schools. Strong evidence in the plan includes:

- Build/purchase/maintain a data system that is student, parent, educator, and administrator friendly to use and that will be updated with real time data to drive instruction, show mastery, and house demographics, special population classification, and planned interventions. (Already in action at one school).
- Make available a parent computer access center at each campus accessible during all school hours to have access to all student data. Each school will have this center and will be provided with guidance on how to log in and obtain information they are requesting. The same information will be accessible to parents with computer access through the internet.
- Educators will be supported with a tech support already set aside in the budget for the new data system.
- Data systems will be reviewed by a team and the best one will be selected/built that allows easy access to every stakeholder. This system will allow data to be input weekly for real time data access. Data stored and pulled that will indicate student mastery as well as a variety of different demographics which is all necessary to determine correct support and resources.
- The district is confident that their fiscal department is strong and will effectively monitor the expenditure of the funds with their electronic accounting system.

Overall, this is a solid start to a high quality plan that will impact every participating student, with a variety of data all being able to be easily accessed and pulled for analyzing. The intended outcomes are convincing on the large scale because the District was successful with an identical plan on a smaller scale which assisted in the need to identify students not at mastery on local and state assessments. Therefore, this places Carson City School District at the top of the high range of points.

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

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

(E)(1) Reviewer Comments:

Carson City School District provided an extensive strategy to monitor, measure, and publicly share information on the quality of its investments as evident in:

- Describes the reform easy to monitor and adjust to generate ongoing improvement.
- Has already been extremely successful on a smaller scale of this at one school with a SIG grant- therefore are in good shape to take this district wide to all 4 secondary schools.
- Before student performances can be reformed, the District has acknowledged that common course teachers must work together to create and develop the curriculum and assessment system to build the learner-centered environment it is desiring.
- Develop strong teacher mastery in content area to monitor and measure mastery knowledge levels; provide additional training and support to teachers if needed to ensure all teachers are at mastery level.
- Collect data by observation to ensure teachers have adopted and are teaching the learner-model method instead of delivery method. If teachers are in need of additional support (As evident in data), they will receive intense professional development from the administrator, implementation specialist, and department chairs.
- Monitor and measure the use of Professional Learning Communities for each school. This will allow for monitoring of conversations, identify student progress, and identifying the interventions that may be planned. Coaching and observing PLC practices data will be collected in a monthly survey that will monitor if the work of the PLC is successful and if the changes have improved classroom practices.
- Site Administrators will be assessed in turnaround characteristics resulting in extensive professional development and

coaching overseen by the administrator on assignment from the district level. This mentoring will be ongoing and qualitative and quantitative data will be collected and reported throughout the entire grant process.

- The District presents solid justification to a comprehensive student data system that will drive change by closely monitoring each student in every classroom to ensure mastery. Progress will be discussed regularly as well as interventions started as soon as the need is identified and running throughout the grant.
- Publicly share information on the quality of its investments by including parents and the community on advisory councils, parent e-portfolio trainings. Data will be able to be pulled on if parents are accessing the information and how frequent which will drive such council meetings. Parents will also be surveyed yearly throughout the length of the grant to determined if adjustments are to be made with program delivery or design.
- The District provides sound rational for after school homework help, mastery development and enrichment opportunities in the community, hiring the most effect teachers to lead this. This is available to all student with the greatest needs students being recruited. Data will be pulled to insure student progress towards mastery.
- The District desires for more parent participation and understanding and will meet this need by providing quarterly reports of the reform and progress in parent friendly/in multiple languages format. The District also plans to include the public more by sharing this data in a variety of media rich ways including website updates, local TV, etc.

Overall, Carson City is in good shape to activate the plan and will receive points at the top of the high range due to the fact that the District has been successful at this exact plan on a smaller scale with 2 schools when funds were provided to enact it. It is clear that Carson City School District has prepared to enact policies and procedures to continually improve the plan based off of weekly, monthly, and quarterly gathered data and feedback and will be successful on a larger scale.

(E)(2) Ongoing communication and engagement (5 points)	5	5
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(E)(2) Reviewer Comments:

Carson City School District provides a high quality plan that accounts for adjustments and revisions during the implementation process. Strong examples include:

- Key implementation groups established that uses the transparent performance data to identify deficiencies, district level adjustment, or needed course corrections.
- Multiple opportunities for students to receive specific feedback to guide towards mastery
- E-portfolios that help students and families ensure they are college and career-ready as well as quarterly training sessions for parents and open/easy online access to the the portfolios.
- Increase community support through the school to career development portion of the grant
- Student achievement data, instructional observation data, and the PLC performance data will all be used to make adjustments each week, (This was successfully done on a smaller scale)
- The District understands that open communication is critical and has allowed for appropriate infrastructure to all the project to succeed.

Overall, this places the District at the top of the high range. The District has a strong plan to ensure all stakeholders are informed and able to participate with adjustments and revisions. By demonstrating the success of this plan on a smaller level, the District has already proven it will be successful throughout the grant.

(E)(3) Performance measures (5 points)	5	5
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(E)(3) Reviewer Comments:

Carson City School Districts presents a clear and high quality plan and approach to continuously improve its plan as evident in:

- Assessment selected to monitor student performance were selected because they can be used to effectively measure student progress towards college and career level mastery.
- State-Level Assessments will be used to determine if students are proficient or exceeds standard and also measure success b between sub-groups
- District level assessments will be used as a diagnostic exam identifying student performance levels, proficiency levels, and student norm growth based on performance.
- Common Post Unity Assessments will demonstrate content mastery for all subject and all grade levels and used to systemically monitor every student's progress towards meeting college and career ready expectations upon graduation.
- Gathering data to create quarterly reports that will be shared with all stakeholders including the site, the District, and the public. This report will lead the way to make course corrections and to be sure the funds from RTT-D are being used for the desired project outcomes

The District included 27 appropriate assessments and one parent workshop for FASFA for each grade level 6-12. There are

no appropriate measures for k-3 because they are not addressing K-3 with this plan. The District included reasonable grade-appropriate academic leading indicator of successful implementation as well as at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan. Both the academic and health/social-emotional data will be used as part of the administrators and educators annual evaluation.

Carson City will review the measures to ensure they are working by comparing the data from the state level assessment to that of the common peer group.

At the high school level, the District will use sound assessment tools to document college and career-readiness. Their tables with student data for each subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator are achievable and ambitious.

Therefore, this places Carson City School District at the top of the high range of points.

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

Carson City School District acknowledges that most of the funds requested from RTT-D are for the the purpose of implementation specialists for professional development. These implementation specialists will be the driving force behind the training that will affect curriculum, assessment, instruction, and collaboration. The District will provide substitutes and extra hours for teachers to set time aside to identify learning targets, develop common assessments, improve classroom instruction, and enhance work in the PLC's under the guidance of the implementation specialists.

To oversee and verify that the funds are being used for the desired change in practices and student performances, the District will develop a Transformation Office Leadership Team. This team will create and provide quarterly transparent reports based off of qualitative and quantitative data to verify that changes in practices and student performances are taking place. The District will then continue to drive and redefine change based on the current data.

The District's strategies to improve the use of technology involved that of only the student data system. Additional counselors, school to career TOSA and paraprofessionals will allow the District to establish community partners for the advancement of the school to career component.

Overall, the District has a strong start to evaluating the effectiveness of the investments of the RTT-D with the implementation specialist being key to the process. This places the District at the top of the high range of points.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

Carson City School District has a comprehensive budget proposed for all funds requested from the project.

(a) Funds requested for the application include 10 million from RTT-D to run the plan and programs presented and 1.2 Million needed from the Carson City School District General fund to cover the salary and benefits cost for the administrators at the District to coordinate, implement, and manage the RTT-D funds and projects.

(b) The proposed budget is very comprehensive and reasonable as evident in a specific breakdown for each of the 4 schools and district office as to the costs associated to the plan. For the items needing to be purchased (laptops, data systems, etc.) the District secured reasonable quotes from an appropriate vendor. The salaries associated with the additional hiring of employees and personal to implement the grant (implementation specialists, additional career guidance counselors, paraprofessionals needed to secure community partnerships, Transformation Office administrator, etc) are justified and appropriate. The general supplies, instructional material, professional development, and after school transportation travel costs are minimal and reasonable for successful implementation.

(c) The District does not state that any revenue will be produced from the implementation of the RTT-D grant. The funds identified for one time use (such as laptops, general office supplies, student e-portfolio and data system software are all reasonable and specific to the grant. The funds used for ongoing operational costs are clear and purposeful to allow the initial grant plan to continue past the grant period. The District plans to absorb 4 out of the 12 implementation specialist and maintain the software acquired with the grant funds to ensure long-term sustainability and true mastery for each student in every course.

Overall, Carson City School District documents convincing evidence that the software and the 12 implementation specialists (the largest part of the funds requested) are to serve the student. The software will highlight the unique areas that each and every student needs remediation for to reach the mastery level. The implementation specialists will then guide the teachers to take student data showing where student are not proficient and turn it into mastery based on a learner-centered model of instruction. The District shows strong indicators of a balanced and well justified budget proposal that will in turn create students that have mastered college and career standards in individual pathways to success. This places the District at the top of the high range of points.

The budget is reasonable and sufficient to support the development and implementation of the proposal. The description of the funds were thorough and detailed. All one-time investments, on going operational costs and long term sustainability were reasonable and appropriate as described in the budget proposal.

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

Carson City School District has a clear sustainability plan for the application as evident in the following:

- Curriculum and assessment system will be maintained by the district absorbing the cost. The initial development of the system was the major cost associated.
- Student Data System will be absorbed by the district and continued.
- Implementation specialists will be cut from 12 to 4 to provide ongoing support to teacher and new hires and will be absorbed by the district
- Professional development will be covered by Title II funds
- Professional Learning Committees will not require funds after the initial year in the grant
- Teacher and Administrator Evaluation system maintenance will be absorbed by the district general fund and Title II.

Overall, this places the District at the top of the high range because the District has convincing evidence as to what the realistic costs will be to continue the plan after the grant period ends. A large percentage of the the funds from the grant are one time costs and/or only needed at the beginning of the grant. Once the District is up and running with the proposed plan, the remaining budget needed will be able to be absorbed by the District.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

Carson City School District proposes to focus on the school to career development and the afterschool program development in an attempt to integrate public and private resources by:

- Provide community learning experiences/job shadowing to all middle schoolers to introduce students to a variety of career options.
- Provide high schoolers with 3-4 years of career development by providing job shadowing as part of the career cluster. Part of the application addresses this need and will provide for staff to create the community partner relationships to set this up.
- Provide after school assistance for all middle schoolers and high schoolers needing assistance with: homework, obtaining mastery for classes, and enrichment.
- All students will have access to additional arts, health, and recreational opportunities after school to expand their cultural horizons with the support of community agencies. Program interventions will focus on students with the greatest

need.

- The effect of interventions will be tracked to determine if the services supported student's movement toward mastery on a specific set of skills in the afterschool program to allow for improved results over time.

The District has identified 4 population-level desired results for students that do align with and support their RTT-D application. All 4 desired results include an education result and other education outcomes such as:

- Experience at least one middle school to career job site visit to spark excitement and build a desire to begin pursuing other related experiences
- Job shadowing to allow participation in a relatively in depth view of the career pathway they have chosen
- Access to community academic support systems and enrichment opportunities due to the fact that many student of poverty have limited academic and community recourses capital.

The District will track the selected indicators that measure each result by the development of a consortium of community partners to serve as a career resource pool. This will be achievable by the proposed creation of the the school to career TOSA. The data collected will be used by counselors to help connect students to opportunities. Tracking of job shadowing and internships will be done in the e-portfolio. The after school program staff will track who receives remediation, homework, and participation in enrichment activities.

The District plans to use the gathered data to continue the use of the on campus greenhouse career opportunity for those students with severe and profound designations as well as provide opportunities for high functioning students with local high tech manufacturing and research firms opportunities. The District plans to provide additional support to allow English Language Learners support to be successful in such opportunities as well.

The District plans to allow all students to attend after school programs including student needing intense language acquisition instruction delivered by the Districts best teachers. Success will be measured on the amount of students attending as well as student focus groups to verify that the district is building the opportunities that the students value and enrich each student.

Upon success at the secondary level, Carson City School District believes the e-portfolio will be easily adaptable to the elementary age for students and parents to see the big picture/long term goal of being college and career ready. Also, the District believes it will be about to take the best features of the after school program and make it accessible to the elementary level which would be beyond the participating students.

Program leaders will continue to monitor, gather and review data (participation and performance) to verify effectiveness of the program as needed to result in the highest return of the investment.

The District believes the partnerships will allow college and career experiences so that every student can be college and career ready.

The District's comprehensive plan includes a strong school/community component for it to be successful.

Identification and inventory of needs and assets of the school was started in May of 2012 as a comprehensive strategic planning process. Also, a District Improvement Planning assessment to identify deficiencies in curriculum, instruction, and assessment has been identified and addressed in throughout the application.

The District has provided a series of committees to serves as the decision making bodies for the rest of the application to address the needs of the individual participating students.

Parents and families will be involved on many different levels including the e-portfolio and student data system access.

The District will have access to the student data system and e-portfolios to routinely assess the progress in implementing this plan.

And finally, the District has described ambitious goals yet achievable goals for every student in the 4 schools and after high school that includes job shadowing, mastery on post unit assessments/CTE exam passage.

The District does not mention exact partnerships because this is not established yet- just a vision has been set for it. If selected for the RTT-D, then Carson City School District will work to build long term partnerships with local business that include manufacturing, state employment, gaming, health care, agriculture, and mining.

In conclusion, Carson City School District is in good standing with a convincing plan which therefore places the District in the top range of the high points.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Overall, Carson City School District does meet Absolute Priority 1 based on the application. The District has identified and acknowledged that a vast majority of its teachers were teaching for the "delivery stance" and not for mastery. The overall plan for the District is to completely revamp teaching practices from delivery stance to a learner-centered method of teaching. In order for the district to meet the required State, Federal, and District level laws and requirements, a major overhaul is needed to ensure students are career and college ready by graduation. The District will start with the implementation specialist to transform professional development that will successfully coach educators and administrators to teach for mastery. The data system to pull necessary information about sub groups and individualized student progress will need to be replaced or recreated. The District plans to also include an e-portfolio of student progress and mastery so that all internal and external stakeholders will be able to verify progress and identify individualized action plans for success. This data system will allow instruction to be continuously improved because it is real time data and will include if a student has mastered (or not) each unit of mastery for each class. Professional Learning Communities will be utilized under the direction of the administration and high qualified implementation specialized to identify gaps in learning as a whole for a class, grade level, school, or district wide and how to continually improve the teaching so all students will obtain mastery. The District presents a justified plan to coach or dismiss any teacher/administer that is not performing at the learner-centered model of instruction as desired as well as a solid plan to develop current teachers. However, the District lacked a strong recruiting, rewarding, and retaining of effective teachers and principals in their plan.

Personalized learning in the Carson City School District will be an unique path to mastery for each student. With the updated data system, the District will be able to automatically and quickly identify what student needs in class remediation, out of class remediation, after school resources/assistance, additional courses (both high and low students), students able to dual enroll, or referral for special education classes and services. This will apply to every student for every course and for every unit of study needing to be mastered so that by graduation, they are career and college ready.

Carson City School District is in good standing and has a solid track record to implement this plan and to be successful because they already have on a smaller scale with 2 low-achieving schools in the District. The 3 out of the 4 schools in the District that will benefit from this grant are all low-achieving schools. 1 of the 4 schools already has a solid start with the proposed plan, but needs the funds to continue in the upward swing of improvement and moving all students into mastery learning. In conclusion, Carson City has presented a plan that demonstrates Absolute Priority 1 for every area.

Total	210	209
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