



Race to the Top - District

Technical Review Form

Application #1069OH-1 for Maysville Local 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 applicant has developed a clear and coherent vision for reform in 15 school districts, three educational service agencies, and nine institutions of higher learning. The Ohio Appalachian Collaborative Personalized Learning Network is a rural transformation model that is grounded in the RTTT four core assurances, and it provides a strong foundation for moving forward on personalized learning innovations.</p> <p>The plan, as outlined, is a credible approach to the goals of accelerating student achievement through personalized learning and student support. To carry out the vision the applicant outlined four goals and five strategic priorities. By acting as one personalized learning network, the applicant and supporting partners are better positioned to deliver personalized learning options and supports for all students, particularly high needs students. Two key provisions in the collaborative are dual enrollment for all students and access to shared platforms for curriculum and instructional materials. The target student population for the project is students in grades 6-12 in the participating schools.</p> <p>The applicant has organized seven delivery groups specifically focused on various aspects of the project and incorporate essential elements of the RTT-D RFP. The purposes of the groups are to ensure that activities are effectively implemented. This also includes use of “deliverology” strategies and tools (e.g. guiding coalition, root cause analysis, delivery plans, and delivery performance scorecards. The “deliverology” method of improvements is based on a model from Sir Michael Barber.</p> <p>Based on the information provided the applicant scores in the high point range in this category.</p>		
(A)(2) Applicant’s approach to implementation (10 points)	10	8
<p>(A)(2) Reviewer Comments:</p> <p>(a)The applicant identified the process used to select schools to participate in the project. LEA’s were selected through the process of surveying, reviewing assets, needs, and readiness for reform. This consisted of an initial webinar to assess interest and readiness among all eligible schools within the region. The survey also probed grade bands and personalized learning approaches currently preferred by participants. Based on the information provide 15 LEA’s signed on as part of the collaborative.</p> <p>(b)The applicant provided a list of participating LEA’s. Information was provided on the total number of participating students and the number of economically disadvantaged students. While the names of LEA’s were provided, the applicant did not provide information on participating schools within each LEA.</p> <p>(c) The population consists of 14,030 students participating across 15 LEA’s, with more than 45 (6247) percent of the participating students from the disadvantaged sub-group and more that 56 (7885) percent coming from LEA’s eligible for the Rural Low-Income Schools or the Small Rural Schools Achievement programs. The students represented in the project met the 40% poverty threshold for participation. The students from the rural areas met the 50% threshold for participation.</p> <p>The score for the category is in the high category.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	8
<p>(A)(3) Reviewer Comments:</p>		

The applicant outlined a detail plan related to the reform processes that will be implemented and plans to scale up the project in participating schools, providing support to schools. A memorandum of understanding was signed by each partner outlining specific responsibilities for each partner to ensure participation and project success. The foundation of the plan centers on building blocks which incorporate the level of commitment, vision, strategy, delivery models, and performance measures. This constitutes the theory of change. A four phase plan of action is provided to ensure successful implementation, success in reaching outcomes, and improving student learning outcomes.

The plan presents a balanced approach to reform and consists of collaborative planning for teachers and delivery teams, curriculum and instructional revisions, program enhancements (dual enrollment, content focus), and newly created learning platforms. Ongoing and regular feedback and communication, new and evolving technology, and persistent and timely capacity building activities are incorporated during each phase of implementation. The plan also incorporates a clear focus on ensuring implementation of RTTP-D assurances.

The current plan addresses all schools in the RTTT-D consortia. While the applicant provided a sound vision and theory of action, and activities to be implemented in the target schools, a plan was not provided for scaling up activities in schools beyond the participating schools. The score in this category is in the high category.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	7
---	----	---

(A)(4) Reviewer Comments:

(a) The applicant reported that all LEA's have committed to meeting or exceeding the above AMO's for all students and all applicable subgroups. Each LEA has established performance benchmarks on summative assessments. Performance measures were provided for each subgroup and are reasonable and attainable. The targets will be re-established when data is provided for the most current year. Baseline data and targets for subgroups have not been established but will be in place within the first six months of the grant. All participating LEA's have also committed to achieving a composite district-level value added rating of "met" or "above" for all years of the grant. This would ensure progress in meeting identified targets. The LEA's have also committed to work with the school improvement contractor and partner (Battelle for Kids) to establish baselines and targets for the project.

(b) The applicant will measure gap closure through results on Ohio's summative assessments in reading and mathematics. The consortium identified goals for each grade and subject area. Baselines have been determined for each year of the grant. The group proposes to close the achievement gap by ½ during the grant period if the gap exceeds zero. While procedures were identified to determine achievement gaps based on established data, the actual gaps were not provided in the application. This would have provided clarity in the proposed projections to close the gaps. Given this uncertainty surrounding the actual achievement gaps, it is difficult to determine if the proposed goals are realistic or attainable in each participating district.

(c) The applicant and participating LEA's identified plans to increase graduation rates by 1 percent per year. This will exceed the state goal which is to increase the graduation rate by ½ percent per year. The goal is attainable given several key programs being planned as part of the reform strategy. The initiation of dual degree programs, personalized learning through enhanced delivery models, and creating opportunities for students to take courses from member districts lends support in accomplishing this goal.

(d) All LEA's will use the National Student Clearinghouse Student Tracker to track students during and after the grant period. Projected college enrollment projections were provided and are attainable. Baseline data will be established for the students with disabilities and economically disadvantaged category during the initial phase of the grant period. The initiation of dual degree programs, personalized learning through enhanced delivery models, and creating opportunities for students to take courses from member districts lends support in accomplishing this goal.

The applicant provided clear and concise information reflecting current data. The score in this category ranks in the middle-high category.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	7

(B)(1) Reviewer Comments:

(1a) The applicant provided a chart which depicts composite student performance across all LEA's for grades 3-6 in reading and mathematics. Based on the information provided there is a clear pattern of success in reading and mathematics for grade six, which is the first grade in the span identified by this project. The data is inconsistent across grade levels, specifically in subject areas in the grade span (6-12). Moreover, the applicant does not provide data depicting a clear record of success in graduation rates over the four year period as outlined in the competition criteria.

Additionally, the applicant reported information on economically disadvantaged students and students with disabilities, as related to achievement gaps. Ohio currently assesses value added results through a statewide SAS EVAAS system, which provides subgroup reports at the district, school, and classroom level. Data is reported by subgroup, but is disaggregated by grade level and student performance. Data for this application was reported by building. It was noted that the number of buildings across the region with high poverty students that fell below the growth standard in reading reduced from 24 to 12. In mathematics the number of buildings in the high poverty category reduced from 19 to 14. It was also noted that the number of buildings with students with disabilities fell from 23 to 12 from the previous year. In mathematics the number of buildings fell from 20 to 13. Based on the information provided, improvement is taking place through student test scores. These numbers reflect improvement in student scores by building. However, increased test scores do not necessarily imply closure of achievement gaps.

It is not clear if achievement gaps are closing across schools, grade levels, and subgroups across the region, given the current data by building. The applicant provided comprehensive and compelling information of high school graduation rates. The four year longitudinal rates are good compared to national averages. Data supporting the need to increase the graduation rates for students with disabilities and economically students is clearly evident.

Data was also provided on the number of students enrolling in college. Based on the data provided, thirty six percent of the high school graduates across the region enroll in two and four year colleges. Eighty percent persist to the second year. Through implementation of dual degree programs, more personalized approaches to learning, and a more rigorous curriculum aligned to college and career standards, it is anticipated that the applicant will improve these numbers.

(1b) The applicant identified two schools as Focus schools under the state's accountability system. Staff members in each school have begun professional learning communities, received training in various supplemental programs, identified students at risk of failure, and provided specific academic supports for the students. It was noted that one of the schools moved up in the state ranking system. It is not clear if the two districts have employed ambitious and significant reforms as identified in the competition criteria.

(1c) The applicant reported that all participating school districts share and use student performance data among students, parents and educators. Several key mediums were identified and include use of online tools, parent-teacher conferences, teacher coaching, use of the Ohio interactive web, and teachers using student projection information with parents and teachers. There is general consensus on programs and strategies throughout the district.

The applicant provided multiple charts and tables in responding to the criteria. However, the data is not consistent on specific categories and measurements as requested in the competition criteria. The score in this category is in the mid point range.

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

(B)(2) Reviewer Comments:

The applicant reported that all LEA's demonstrate transparency by making public school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. Additionally, all LEA's make expenditure and salary data available through the state website. Annual District profile reports are provided on the state website and includes information on each districts financial status. This incorporates expenditures for administration, building operations, instruction, pupil support, and total district expenditures. The applicant provided a spreadsheet which provided expenditures for each participating LEA.

The sample reports provided as part of this application report aggregate salaries at the building level. Salaries for individual teachers and building administrators are not provided in the sample reports. It was noted that all participating districts commit to making expenditure data public as part of this application. While some of the districts currently provide annual reports to public stakeholders, it is not clear if this procedure is currently applicable in each district. Based on the information provided, it is unclear whether the public would have access to individual salaries in each category, without making a request for the data.

The applicant addressed some provisions in this criterion and scores in the mid-high point range for this category.

(B)(3) State context for implementation (10 points)	10	8
<p>(B)(3) Reviewer Comments:</p> <p>The applicant provided detailed information on the state code regarding personalized learning. As part of the statewide efforts currently underway, the legislature has established the Ohio Digital Learning Task Force to make recommendations to the Ohio General Assembly on personalized learning provisions. As such, the applicant identified key provisions of this grant that will be monitored to align with state regulations and statutory requirements. Key provisions include provisions for digital learning and content, high quality professional development, funding strategies, student assessment and accountability, mobile learning applications, and technology related initiatives. These components are aligned with specific aspects of the proposal.</p> <p>While the applicant has provided activities within context of state law, it is unclear if each LEA within the consortium has the appropriate approvals, policies, and administrative regulations to implement personalized learning provisions.</p> <p>The applicant addressed major provisions in this criteria and scores in the high point range for this category.</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	10
<p>(B)(4) Reviewer Comments:</p> <p>(a) The applicant provided a detailed listing of the various methods used to engage a diverse constituency. Targeted activities and meetings were held with a cross section of individuals and organizations. This included teachers, principals, central office personnel students, families, teachers, civic and business leaders. Data was collected via surveys, focus groups, webinars, meetings, and collaborative work sessions. The input generated from these activities serves as the basis for critical components of the plan.</p> <p>(i) The applicant reported that twelve of the 15 participating LEA's have collective bargaining agreements. Union leaders in each of these LEA's signed Memorandums of Understanding supporting the application.</p> <p>(ii) The applicant reported that the remaining three LEA's have at least 70% of their teachers supporting the improvement plan. Letters of support are also provided as part of the application.</p> <p>(b) Letters of support were provided as part of the application and were organized around the following groups, plan partners, LEA's, higher education institutions, local and state government officials, and community based organizations. Based on the information provided, there appears to be a broad base of support for the improvement plan.</p> <p>The applicant addressed all components within this category and the score ranks in the high category.</p>		
(B)(5) Analysis of needs and gaps (5 points)	5	5
<p>(B)(5) Reviewer Comments:</p> <p>The applicant reported that all LEA's have scopes of work that have been approved by the Ohio Department of Education. Participating LEA's will be required to perform an annual scope of work to ensure progress towards goals and successful implementation of planned activities. The "deliverology model" currently used by the applicant serves as the basis for identification and analysis of needs and gaps. Two key work groups data will be compiled and lead the work within the participating LEA's. Within the first ninety days the external partner (Battelle for Kids) will work with personnel in each district to complete the assessment of current status in implementing personalized learning in each district. The analysis will result in identification of priority needs, gaps, and strengths.</p> <p>LEA's have also identified needs and gaps through a case study and inquiry survey. Leadership teams are currently receiving training to address items discovered during the assessment process. Finally, the applicant identified methods for on-going assessment of implementation of program components and organizational capacity to deliver services as described in the application. The activities identified above are aligned with the logic behind the reform proposal. Continuous improvement begins with identified needs, recognition of gaps, and the development of a formative plan to address both to ensure success.</p> <p>The applicant identified specific timelines, strategies, and deliverables for the project through tables as part of the application. Goals, activities, timelines, and responsible parties are easily identifiable.</p>		

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

	Available	Score
(C)(1) Learning (20 points)	20	14
<p>(C)(1) Reviewer Comments:</p> <p>The applicant reported that all 15 LEA's are committed to engage and support, and empower all learners, in particular high needs students. Seven essential elements of engagement and empowerment were provided as a guide for work with all learners. A central component of this project is the development of common personalized learning pathway platforms for students in grades 6-12. The product will be available to students across district boundaries. Through on-line adaptive teaching and digital tutor capabilities students will be connected to educators to provide personalized learning services. The learning platform will be designed and piloted in 2013-14 and go fully operational in 2014-15.</p> <p>(a)</p> <p>(i) To successfully prepare students for college and careers, students must be active participants in the learning process and have support from parents and educators. The applicant proposes to build a learning platform which will incorporate strategies to build upon student aspirations, learning goals, mastery and user support. Course offerings will also provide for students to choose and consist of face to face and blended opportunities. Peer to peer learning capabilities will also be incorporated in the project. Students will have personal choices in activity participation, and the platform provides self directed activities, coupled with teacher supports. Through participation in these and other program offerings, students will demonstrate and understand that learning is key to their success in being college and career ready, and graduating on time.</p> <p>(ii) The content of the learning platform will be aligned to the Common Core Standards in ELA and Mathematics in Phases I and 2 of the project. It will be modified to reflect the science common core standards and any other curricular changes at the state or national level in Phase 3 of the project. Formative instructional processes will also be embedded where students receive feedback and accommodations to achieve learner goals. Through personal assessments students will be able to monitor their progress and achievement gains, which will equip them with the requisite skills to be college and career ready.</p> <p>(iii) The applicant reported that partnerships will be created in each LEA which will identify connect, and develop local resources that provide deep learning experiences, including internships, apprenticeships, college visits, camps, and job shadowing. These activities will be part of an IT Incubator in the 9-12 pathway program that will be established. Through active participation in these experiential activities students will gain practical work and extracurricular experiences to complement classroom academic experiences. This will ensure well rounded students ready to meet the challenges of college and/or work.</p> <p>(iv) A central role of schools is to prepare students to live and work with individuals from diverse cultures. Schools transmit culture to and through each succeeding generation of students. A high-quality plan for improving learning and teaching engages students in personalized learning through diverse strategies to include exposure to diverse cultures, concepts, and perspectives that motivate learning. The applicant did not address this criterion as part of its application.</p> <p>(v) Success in today's workforce requires excellent interpersonal and specific work based skills. The applicant identified plans to partner with businesses and an outside vendor to help students' master critical academic content and develop skills and traits in goal setting, teamwork, problem solving, perseverance, critical thinking and creativity. Partnerships will focus on preparing students to enter the workforce. It was noted that students will also be encouraged to take an active role in clubs and organizations to develop these key leadership skills. While the applicant provided plans to use external organizations to meet this criteria, it is unclear what role teachers and parents will play in supporting student success in acquisition of the skills mentioned. The applicant did not discuss specific measures to ensure student success in acquiring these essential life skills.</p> <p>(b)</p> <p>(i) To ensure student success in achieving their personal academic goals in a timely manner, a personalized education plan has been highly successful in many school districts. To support student success, the applicant noted that the Common Core Curriculum will be aligned and integrated at each grade level. Instructional activities will also incorporate skills building components to ensure students have requisite skills to master challenging content. Through the learning platform, students will have access to personalized instruction based on their level of mastery. This will support increased student achievement and college and career readiness.</p> <p>The applicant provided general information about learning pathways for students. However, the applicant did not specifically discuss an individualized academic plan for each student. This type of plan, coupled with the alignment and integration of the Common Core Curriculum, would assist students in graduating on time, with college and career readiness skills.</p> <p>(ii) The applicant reported that a variety of high quality instructional approaches will be used throughout the project period. It was noted that the learning platform proposed by the applicant will incorporate strategies to build upon student aspirations,</p>		

learning goals, mastery and user support. Additionally, course offerings will be provided for students to choose from in meeting their academic goals. The courses will consist of face to face and blended opportunities. Peer to peer learning capabilities will also be incorporated in the project. The strategies proposed by the applicant are traditional in nature and do not incorporate project and performance based approaches to learning. Student access and participation in contemporary high quality instructional approaches increase the likelihood of student engagement and academic improvements.

(iii) High quality digital content is essential for schools preparing students for entry into college and the workforce. The applicant identified plans for The Professional Learners Network Teaching and Leading Delivery group to work with a contractor to co-create a digital platform that allows for vendor content. When developed, the learning platform will include a college and career readiness index. When fully operational, the learning platform will provide student exposure and access to information on college and careers, academic content and requirements. While the applicant identified several intended goals for the framework, specific examples of digital content linked to instructional activities and learning goals were not clearly evident. Moreover, the applicant did not identify digital content beyond the learning platform to support learning and teaching.

(iv. a) The learning platform will have formative instructional practices where students receive formative feedback and information to achieve learning goals. The platform will also incorporate career readiness standards. To increase the likelihood of success, assessments should be provided frequently, coupled with appropriate supports and interventions. The applicant did not provide information regarding the frequency of data updates and the type of data to be provided to each student.

(iv.b) . The applicant reported that the program platform will provide personalized learning support for students and deep understanding on curriculum, in addition to equipping students with information on valuable workplace skills. It was noted that the platform will also incorporate career readiness standards, when developed. The combination of personalized learning through curriculum access and understanding, acquisition of workplace skills, and sufficient knowledge of career readiness standards will ensure students graduate in time and ready to enter into the workforce.

(V) High needs students often require specialized guidance and support to ensure their success in meeting college and career readiness standards and meeting requirements necessary to graduate on time. These supports also increase overall student achievement and skills preparation. The applicant did not address this criterion as requested in the competition criteria.

(c) The applicant identified plans to train teachers during summer sessions on ways to monitor student use of instructional supports inside the classroom and online. Teachers will also be trained to support students on how to use the platform tools and resources. Training will also be provided to students on how to use the tools and resources and how to track their own learning. Through these trainings teachers and students will have a common understanding of the platform, and necessary supports will be provided to ensure student learning and overall success. This training will assist teachers in monitoring student achievement as measured against identified standards, and tracking the level of student engagement in their learning.

The applicant provided a plan which consists of activities to occur in four phases during the project period. A central component of the plan and project is the development of a learning platform to coordinate and direct instructional practices, curriculum, and assessment practices. When the platform is fully operational, students will be afforded access to multiple resources and professional supports to ensure their success in being college and career ready, and graduating on time. The score for this category is in the upper middle point range.

(C)(2) Teaching and Leading (20 points)	20	15
---	----	----

(C)(2) Reviewer Comments:

To ensure success in preparing students for college and careers all school personnel will be required to engage in ongoing professional development and capacity building to support instructional change. The Learning platform proposed by the applicant allows teachers the opportunity to create high quality content to meet individual learner needs. It also affords teachers real time data to access learning, reflect on instructional practices, and engage in professional practices to enhance their practice. To ensure success in the learning and teaching process effective leadership is central to the process, as well in creating opportunities for professional development, common planning, and continuous feedback.

(a)(i) The applicant provided a framework for providing personalized learning to students. A key provision of this strategy is the initiation of instructional rounds with teachers observing peers and providing feedback on areas observed related to personalization. Data will be collected from these observations and fed into the Learning Platform. College and career ready standards will be embedded into the instructional framework. This approach to instructional improvement has been proven to be effective in increased achievement and enhanced instructional practice. This collaborative approach to instruction provides support for professional learning communities through common planning, opportunities to examine student work, and establish collaborative teams focused on increased achievement. These activities increase the likelihood of project success in preparing students for college and careers.

(ii) Personalized learning instructional approaches are advanced with professional development and support for all educators as identified in the competition criteria. It was reported that teachers will be provided professional development on the BFK Formative Instructional Practices Process. During this training, teams will analyze their current practice and set individual and group goals for future activities to incorporate into the instructional process. This includes content in ELA, math, and science during the project period. The applicant incorporated training for educators to collaborate and strengthen their understanding of the Common Core, and share best practices to adapt content and instruction, and create optimal learning approaches. This will ensure that individual learning styles are addressed.

A professional development plan was not provided with accompanying activities and timelines. Additionally, the applicant did not provide a professional development plan for building administrators to support instructional improvements necessary to prepare students for college and careers.

(iii) Each district will be assigned a Personalized Learning Practitioner. One central role of this individual is to assist teachers through identification of actionable information and create plans to accelerate and monitor learning. As such, teachers will be provided support to generate data and review data, in addition to adjusting instruction to meet individual student needs. This level of support will provide teachers with coaching, mentoring, and modeling activities needed to ensure success in making instructional adjustments and monitoring student progress.

(iv) Teachers and principals will be able to communicate via the BFK Educator Platform and Learning Platform. The applicant identified procedures for the principal and teacher to develop goals using the Educator Effectiveness Platform. The goals will cover the Common Core Standards, PARCC, and be tied to the LEA evaluation system. This will ensure that teachers are being evaluated on specific indicators related to curriculum, instruction, and assessment practices. The applicant referenced the Superintendent evaluation as part of the project goals. This collaborative approach to planning, program implementation, and evaluation provides a clear and linear approach to increased student achievement. Teachers will be evaluated based on student achievement, aligned with college and career readiness standards. This will increase the number of students graduating college and career ready.

(b) (i) Teachers will have access to the Learning Platform which will afford them tools necessary to provide student supports. The applicant reported that Personalized Learning Practitioners will assist teachers through identification of actionable information and create plans to accelerate and monitor learning. However, specific information is not provided regarding the types of information and technologies to create the plans as described in the competition criteria. While the proposed plan incorporates information on the learning platform, it does not include information on other instructional tools that will be used to accelerate learning in preparing students for college and careers. It is unclear whether the learning platform, when designed and implemented, will meet this need.

(ii) High quality learning resources are necessary to ensure student success in becoming college and career ready. The applicant reported that the Learning Platform will afford teachers the ability to create and share high quality content to suit a variety of delivery systems that meet individual learner needs. This includes discussion and collaborative work, videos, audio, flipped and hybrid classrooms, and manipulative digital media. The curriculum in each district and materials in the Learning Platform are aligned to college and career readiness standards. Through professional development and peer observations teachers will be equipped with multiple strategies to ensure student success. Teachers will work as part of leadership teams in each school which provide a focus on instructional delivery through use of high quality learning tools. The strategies and materials identified above will provide the support needed to prepare students for college and careers.

(iii) Personalized learning classrooms employ a number of instructional tools, coupled with diverse instructional strategies. The applicant reported that teachers will have regular and ongoing data with informed feedback. It was also noted that teachers will also have access to the Learning Platform and be provided training on various instructional approaches during professional development offerings. It was noted that teachers would be provided training on the learning platform as the instructional tool in the classroom. While the application references the Learning Platform as one tool, it does not identify additional tools to support the learning and teaching process. Additionally, the applicant does not provide a comprehensive plan for teacher and leader professional development specially designed to assist in determining the effectiveness of the resources to meet identified student needs.

(c. i) The creation of personalized learning environments requires changes in policies, practices, tools, and systems within the school. Personnel within the school need training on each component to ensure success in obtaining the desired goal. The applicant identified two external partners (Deloitte and BFK) that will provide professional development diagnostics and support for cultural, climate, and continuous improvement dimensions that will be associated with the shift to personalized learning. The applicant reported that information will be incorporated from the evaluation system to improve individual and collective effectiveness in achieving project goals. It was noted that individual teachers and principals will meet to link portions of the educator effectiveness platform to incorporate best practices. Specific information was not referenced in the application.

The applicant also noted that the school improvement team would engage in specific work around changes in policies and practices which are a vital part of the overall project success. It is not clear if all educators will be involved in policy changes.

Likewise, it is not clear if all educators will receive professional development to ensure collective educator effectiveness, and enhanced school culture and climate.

(ii) School improvement is a continuous process that includes training, and changes in systems and practices. The applicant reported that training will be provided for school leadership teams and system personnel focused on high performance structures and practices. It was further reported that the training is already underway and will continue as part of the framework and timeline for project implementation. Professional development will assist in ensuring that all parties are not only aware of the tools available, but also characteristics of high performing teams. The applicant provided a schedule with timelines for the trainings. This will contribute to project success given the focus on effective practices in closing achievement gaps and continuous improvement. Teams will also work with regional data centers for improvement purposes.

(d) The applicant noted future plans to develop separate LEA plans to increase the number of students who receive instruction from effective and highly effective teachers and hard to staff schools (subjects such as special education). A high quality plan was not provided in the application. This key aspect of the competition is scheduled to begin in Phase 3 and 4 after project initiation. Given the fact that this is a four year project, this late initiation does not reflect an ambitious approach to successful implementation of the application.

The applicant provided a general framework that outlined specific phases of the project, including a matrix of activities, and responsible parties. A specific emphasis is placed on the Learning Platform. Specific aspects of the plan are not fully developed. The score for this section is in the high point range.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	10

(D)(1) Reviewer Comments:

(a) The creation of effective professional learning environments require changes in district and school structures, policies, and practices to ensure success. Structural changes are necessitated to ensure the necessary support for the learning and teaching process, inclusive of resources and personnel. The applicant outlined plans for each participating district to initially employ a Professional Learning Practitioner, who will receive intensive training to deliver on the RTT-D plan targets and responsibilities to personnel in their respective district. Several additional responsibilities were identified for this staff person. This consisted of conducting an inventory and assessment of the current infrastructure in the respective district related to implementing personal learning methodologies. The PLP will then work with the LEA Transformation team on the development of the work plan. Leadership Teams in each school would collaborate and make recommendations on policy changes. Recommendations for re-organization of central offices will then be made on the Collaborative and district level. Changes would be disseminated to district personnel via administrative channels.

The employment and assignment of a key support person is a good strategy for collaboration and information gathering, but does not constitute a district re-organization to support implementation of a major initiative such as identified in this competition. The expectation that one staff person will provide all initial training and program capability assessments within a district is highly unlikely and might not achieve the most effective desired result. The plan to reorganize individual district offices at the collaborative level could also become problematic given the unique needs and interests that exist within individual districts. The could also become problematic given local Boards of Education and competing priorities.

(b.) It was noted that based on a previous study, participating schools currently have leadership teams that will also be actively involved in program implementation and service delivery. The applicant noted that LEA Transformation Teams will work with school leadership teams providing, (c) support with sufficient flexibility and autonomy over factors such as school calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non educators and school based budgets, (d)giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways, and (e) providing learning resources and instructional practices that are adaptable and fully assessable to all students, including students with disabilities and English Language Learners. A key component in the success of this project will be support, buy in, and collaboration among LEA's. Leadership teams within schools will be instrumental in obtaining buy in within schools and implementing all project activities. A critical component that is not discussed within the application is the role of the local Boards of Education and their role in the program implementation. The responsibilities

identified above are generally reserved by local board action, and is not discussed in the application, and could be problematic in implementing major parts of the project.

(c) The applicant did not provide a plan for assuring students the opportunity to progress and earn credit based on mastery, not the amount of time spent on a topic. (d) Additionally, a plan was not included to provide support for students with disabilities and English Language Learners as identified in the competition criteria.

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

10

8

(D)(2) Reviewer Comments:

(a) A key component in ensuring success implementing personalized learning environments is for the school and LEA to have the infrastructure to support the project. With that recognition, the applicant reported that the design specifications for the selection of a vendor for the Learning Platform and instructional practices platform. The applicant provided a chart with scheduled activities related to the project. The plan incorporated goals, activities, timelines, and responsible parties to ensure that all key provisions of the project are addressed. The plan incorporated strategies to inventory local governance matters, and ensure that all participating parents, students, educators and other stakeholders have access to content, tools, and other learning resources both in and out of schools to support implementation of the proposed plan. This will enhance support and increase the likelihood of parent and community engagement in the educational process.

(b) Parents and other stakeholders often require technical support in navigating the school or educational environment. To address this challenging area, the applicant reported that vendor design specifications will ensure that students, parents, educators, and other stakeholders have appropriate technical support provided through a range of strategies as required in the competition criteria. This includes face to face trainings and on line trainings, coupled with the development and distribution of a user manual for use by all stakeholders. Trainings and support would be provided on an ongoing basis to ensure access to school level information. This type of outreach and support is essential and increases support for parent and community engagement activities.

(c). The applicant reported that the technology systems will allow parents and students to export information in an open format and to use the data in other electronic learning systems. While information is presented on data dashboards, it is unclear what other electronic learning systems will be used to provide data exportable for parents and other stakeholders. However, information is not provided on other electronic formats. It was further noted that two managing groups within the governance structure of the collaborative will monitor infrastructure changes, compliance, and productivity. This will ensure that all provisions of the project are carried out as reported.

(e). The applicant has partnered with an existing collaborative of Educational Service Centers that provide data management, access, and infrastructure support for personalized learning. This will ensure that LEA's and schools use interoperable data systems which are essential to the success of the project. Additionally, the partnership organizations will conduct an audit of data base systems, align data and learning platforms, ensure LEA's and schools use interoperable data systems, and ensure effectiveness of the initiative. This partnership also builds capacity for the project in addition to support from partner organizations with a history of work in the designated area. One inherent challenge to the success of this aspect of the project is the inability of some homes to access the internet or without internet capabilities.

While most activities in this category are currently in the design stage, the applicant has provided specific plans for designated activities, and has initiated partnerships to successfully implement provisions as outlined. The score in this category is in the high range.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

School improvement is a continuous process that requires deliberate actions in key areas. This includes policies, programs, practices, and plans. Effective school improvement also involves data analysis to determine root causes and program development, specific interventions, frequent monitoring, ongoing feedback, and program modifications where needed. The applicant provided a matrix which comprised the continuous process strategy. The matrix identified specific activities that will be implemented to monitor and measure progress, and strategies to share information related to the project.

The proposed model for improvement is based on the "Deliverology model" for improvement, and addresses several essential elements in the RTTT-D program, to include comprehensive planning, LEA/school infrastructure, learning, teaching and leading, evaluating effectiveness, and sustainability. Scorecards are also provide as part of the monitoring process.

In reviewing the participants that will be involved in the project monitoring, it was noted that a number of diverse stakeholders are included for monitoring process, and providing input on program implementation. This consists of teachers, Personalized Practitioners in each district, and critical friends. Feedback will be obtained through surveys, on line forums, and through leadership surveys. Students will also be polled on student well being and teacher performance. Data and reports will be disseminated on an annual basis, in most instances, and shared across districts. The seven critical leadership teams (delivery groups) will provide annual performance scorecards to assess progress against performance measures. The description and activities for continuous improvement are aligned with the vision and theory of action described for the project.

Additionally, as part of this application a collaborative leadership team will coordinate all activities working across districts while working with the service provider. District and school level leadership teams will coordinate and drive the work at the local level. When fully developed, the learning platform will serve as the major program intervention. Training is also provided for teachers and leadership teams on key provisions of the project. These and other activities provide a coherent strategy for coordinated improvement through capacity building and resource sharing.

The applicant provided a comprehensive plan for continuous improvement based on the key activities in the project which are listed above. These activities address each criteria established in this category. The score in this category is in the high point range.

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

(E)(2) Reviewer Comments:

The applicant solicited the support of one of the project partners (Battelle for Kids) to work with the 15 LEA's in crafting a communications campaign for the districts and on effective ways to enhance communications and increase community engagement. A policy has been developed around the topic. Activities are provided for each district to enhance communications.

The plan incorporates three strategies centered on support and resources to educators and others involved in delivering personalized learning, publicly sharing information to highlight the quality of the investment in the work, and creating and launching a student engagement campaign as a lever to ignite parent/family awareness and support for personalized learning, dual enrollment, etc. The plan is comprehensive and could serve as a model for districts in effective public relations campaigns.

The applicant developed a comprehensive communications plan. The score in this category is in the high point range.

(E)(3) Performance measures (5 points)	5	2
--	---	---

(E)(3) Reviewer Comments:

The applicant provided a chart with descriptive information related to each performance measure. The information provided addressed program indicators as required in the competition criteria. The measures are ambitious and achievable. The applicant did not provide baseline data for several 9-12 performance measures and noted that they would need to be determined. It was noted that a significant amount of future data collection and tracking will be performed by individual LEA's.

The score for this category is in the low point range.

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

(E)(4) Reviewer Comments:

The applicant identified plans to employ an independent third party evaluator to assess the effectiveness of the program and implementation as described in the grant proposal. The planned evaluation will include qualitative and quantitative research to address the goals and priorities which include implementation, successful student academic and life outcomes, sustainability of the project, and best practices. The plan is well described and will provide data on all components of the application as identified in the competition criteria.

The score in this category will be in the high point range category.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8
<p>(F)(1) Reviewer Comments:</p> <p>a. The budget submitted by the applicant identifies all funds that will be used to support the project. This consists of Race to the Top funds and funds from two philanthropic organizations. This consists of Deloitte, a global business leader, and the region's largest philanthropic organization, the Foundation for Appalachia Ohio. The total revenue from these two organizations is \$1,000,000</p> <p>b. The budget includes a cost of \$600,000 for a Delivery Group Consultant. The plan does not identify specific responsibilities for this position. Moreover, the costs associated with the position appear to be unreasonable and excessive. All other costs are reasonable and sufficient to support the development and implementation of the applicant's proposal.</p> <p>c. The applicant provided a thoughtful rationale for the all investments and priorities. This includes budget information, program goals, priorities, and expectations. The average annual cost to educate a student in the area is \$536. The requested amount of funds represents 7% of the annual average cost of educating each student which is reasonable.</p> <p>i. A breakdown of expenses was provided by the applicant. Approximately 50% of the budget would be expended to support specific work tasks in schools, 16% of the budget would be for development and acquisition of the Learning Platform tools, 16% for employment of Personalized Learning Specialists in each district, 10% for network platforms and capabilities, 3% for the interoperable data platform, 3% for the creation and support of the Appalachian Aspiration Partnerships, and 2% to support the selection, credentialing, and placement of 75 dual enrollment teachers across the LEA's.</p> <p>ii. The applicant reported that 90% of RTTT-D investments are onetime costs. It is estimated that approximately \$3 million will be needed annually to sustain the project. Plans would be implemented to ensure participating districts absorbed these costs through re-purposed funds, grants, or other viable means.</p>		
(F)(2) Sustainability of project goals (10 points)	10	10
<p>(F)(2) Reviewer Comments:</p> <p>The applicant provided a plan to sustain the project after the grant period. Each of the 15 LEA's are abreast of the proposed plan and have committed to providing support. Within the first three months of the grant a sustainability task force will be formed to devise strategies to sustain the project after the grant period. Committees will be established around four areas to include collaboration, Human Capital, Systems, and Governance and Management.</p> <p>Several approaches will be reviewed and developed to include use of financial and performance metrics in non instructional areas to identify areas for potential savings and improvements, shared services, raising local funds through an operating levy or other fundraising efforts, and examining existing Title funding.</p> <p>A three year budget was presented detailing expenses after the grant period and consists of funds from local LEA's and private sources. After the initial three years the assumption is that the LEA's would provide 100% financial support for the project.</p> <p>The applicant provided a comprehensive budget with a program description and analysis. The budget addressed each component in this category. The score for this category is in the high category.</p>		

Competitive Preference Priority (10 total points)

	Available	Score

Competitive Preference Priority (10 total points)	10	6
---	----	---

Competitive Preference Priority Reviewer Comments:

(1) Collaborative partnerships have the potential to create meaningful change within districts. They often serve to expand resources and build organizational capacity. The applicant has partnered with the Foundation for Appalachian Ohio to focus on college and career aspirations of students, particularly high need and low income rural students. The partner organization has been in existence since 1999 providing services throughout the state to increase college access and increase student motivation to attend college. FAO seeks to foster access to educational opportunities necessary for personal success. The RTT-D plan requires all districts to develop a K-12 college and career ready strategic plan which includes aspiration as one of three critical factors (aspiration, academic preparation, and accessibility) that must be in place for students to secure postsecondary success. FAO will serve as a key partner in the plan by assisting LEA's in forging sustainable public and private around student college and career aspiration. While individual plans have not been developed for each participating district, the organization has provided financial and program resources throughout the region. The writing competition for students and professional development for teachers are examples of the support that will be available to participating districts. The focus on workforce development and employment of students throughout the region are activities that align with the goals of the RTTT-D district in preparing students to be college and career ready. The additional resources will strengthen the collaborative and support region wide collaboration.

(2) The identification of goals aligned with specific activities is an important ingredient in maintaining a successful partnership. A table was provided in the application and included the target population, category of result, and the desired results in each category. The targeted population consist of low income students in grades 6-12. The applicant identified four measures which will drive the work of Aspiration and FAO. This includes strategies to reduce chronic absenteeism and discipline referrals, improving well being data, increasing the percentage of high needs students in grade 9 who attain five or more core credits by the end of the year, and enhancing opportunities for high needs students to access higher education, earn dual enrollment credits, reducing personal college costs, and growing college attendance. Specific program plans will be developed in each district, tailored to the population in each respective district. A major focus of the collaborative is to provide support to students from a wellness approach, covering both academic and personal areas. The proposed activities incorporate leadership activities and financial support to districts to support capacity building activities within each district. The proposed program also includes motivational activities to encourage students to pursue college and careers. These measures align with and support the goals identified in the RTT-D application. Success in the areas identified will result in increased school attendance, increased college attendance, and overall student achievement.

(3) A. The applicant reported that a common assessment would be conducted annually to guarantee the work on the established priorities. The applicant did not specify if the results would be tracked along indicators at the aggregate and student level for participating students. It was further reported that specific activities would be implemented to focus on increasing out of school personalized supports, and easing access to higher education. Specific activities to clarify and support these two items were not identified.

B. Successful program interventions require frequent monitoring and assessment to ensure that resources are targeted to areas where they are most needed. The applicant reported that FAO survey data would be generated from all LEA's to assess program results. Data would be analyzed and compared with resources being invested. Based on the results obtained from the data program modifications would be initiated, if necessary to ensure that funds are being expended in ways to achieve maximum results. The applicant did not provide clarity on the survey to be administered. This includes the intended purpose, focus, format, and target audience for data collection. The targeted audience for program interventions is children affected by poverty. The applicant did not reference targeted activities for students with disabilities, English learners, family instability or child welfare issues. Survey results are one method of collecting data. The applicant did not provide specificity related to collection and utilization of achievement data and student wellness data to track success on indicators as reported in the application.

C. Successful practices that result in increased achievement and students success should be replicable and scalable. The applicant provided a plan to scale the project activities in the region. This includes expansion of the program to elementary school children in subsequent years. Moreover, existing programs sponsored through the partnership would include a writing contest in grades 5-8, scholarships, professional development grants for teachers, and endowment funds. This holistic approach, providing financial and programmatic resources to participating schools and districts, will assist in skills development for students and capacity building for teachers. This partnership, coupled with the commitment of an additional \$400,000 for additional activities, will support improvement efforts in the participating districts.

D. The applicant reported that through a focus on the aspiration gaps previously identified there would be improvements in results over time. The applicant did not provide a specific narrative related to this criterion. It was noted the "The I Am a Child of Appalachia Campaign" has received a number of awards for successful work on behalf of children. Given the 13 year history of work and support in the region by the FAO, the likelihood of improvement in results is greatly enhanced.

(4) The applicant identified several projects which will serve as the focus for the work of the Aspiration Partnership. This includes support for families filling out FAFSA forms, getting more students enrolled in summer enrichment experiences such as STEM camps. The applicant did not provide information on services that address social emotional and behavioral needs, acculturation of immigrants and refugees as defined in the competition criteria.

(5) (a) To ensure success in program implementation and obtaining desired results staff members must be engaged and have the capacity to support program implementation. While the applicant noted past professional development endowments to schools, a plan was not provided to build capacity of staff in participating schools. The applicant did not address this criterion.

b. Successful partnerships and program interventions often require collaboration of knowledge, time, space, and resources. The school and surrounding community are critical assets in ensuring program success. While the applicant noted that the partnership would identify and inventory specific needs and assets in support of the project, a specific plan was not provided, including specific activities, timelines, and responsible parties.

c. Successful implementation of partnership activities requires decision making at the local level. This collaborative consists of 15 school districts. The applicant reported that each Aspiration partnership, located in each LEA, will develop a decision making process which includes the establishment of priorities, providing communication and program supports for students. This key component will assist in maintaining each collaborative, ensuring stakeholder engagement, and implementing local based decisions to increase the likelihood of project success.

d. Parental involvement and support are essential components in successful educational endeavors. Parent-teacher relations greatly increase the level of support provided by parents. The applicant reported that parents will be represented in each partnership and participate in a survey to assess their thought on program supports. The possibility of a parent advisory group was also referenced. The applicant did not provide specific strategies (beyond a survey) to describe how the partnership would build staff capacity to engage parents and families of participating students.

e. The applicant reported that the partnership would routinely review plans to assess common areas to identify specific areas for improvement to obtain maximum effect with program offerings. The applicant did not provide information on how the partnership would build the capacity of staff in participating schools in assessing the applicant's progress, and implementing the plan to ensure maximum success.

(6) The applicant provided descriptive information to include the population group, type of result, and desired results. The target population consists of low income students in grades 6-12. Performance measures are provided for categories where current data is available with other measures to be determined. The identified measures are ambitious and achievable. .

The applicant addressed most of the criteria in this category and scores in the mid point range.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant is an established educational collaborative comprised of 15 rural LEA's. Maysville Local School District is the designated Lead ESA. The collaborative partnership also includes three educational service agencies and nine institutions of higher learning. The operational management of the Ohio Appalachian Collaborative is provided by Battelle for Kids, a nonprofit school improvement organization.

The applicant identified as the number priority was that all LEA's would build off the work from progress made as part of previous reform efforts in the four RTTT core educational assurances (effective teachers and leaders, data use, standards and assessment, and struggling schools). Specific examples include the professional development and training for teachers, implementation of the teacher and superintendent evaluation instruments, teachers having data for assessing student learning, and recruiting effective teachers and leaders in hard to staff schools.

The curriculum in each district and materials in the Learning Platform are aligned to college and career readiness standards, and teachers have participated in trainings to implement the common core curriculum. In reviewing the application the applicant met the requirements of Absolute Priority 1.

Total	210	164
-------	-----	-----

Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	5

Optional Budget Supplement Reviewer Comments:

1. The applicant proposed a four year budget requesting \$1,970,230.76 to construct a K-12 student perception survey. The survey would be used to support teacher evaluation systems and professional development for teachers. Additionally, the survey may be administered as a summative, end of year, measure of student perception that could be a part of the teacher evaluation process. The goal would be to create an innovative tool that teachers and school leaders could use to reflect, improve, and foster a personalized learning environment that accelerates academic growth for all K-12 students.
2. The applicant reported that the survey would be administered in at least 100 diverse urban, rural, and suburban school districts in Ohio over the three years of the grant. As part of the development and administration of the survey the 15 participating districts in the project would be asked to administer the survey, an online portal would be developed to administer the survey, and an introductory video would be created to accompany the survey. The proposed budget request covers four years which reflects an inconsistency in information provided.
3. A four year budget accompanies the project request. The costs associated with the request appear to be excessive given the nature of the project, the project narrative provided, and target population.

The applicant has not provided a compelling rationale for the development of a student survey. A number of organizations around the country have successfully developed surveys associated with teacher effectiveness. Moreover several states and districts have developed similar instruments. Student surveys are one measure of teacher effectiveness and are being used as part of multiple measures in local districts. The results on student surveys to this point are mixed. Given the costs associated with the proposal and other information provided above, the score in this category falls within the low-middle point range.



Race to the Top - District

Technical Review Form

Application #1069OH-2 for Maysville Local 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:

1) Leveraging cooperation among the Ohio Appalachian Collaborative (OAC) consortium's fifteen rural districts to achieve a comprehensive and coherent reform vision of personalized learning for grades 6-12, which would not be possible for individual districts to accomplish on their own, is a feasible approach. Strategies such as building on specialized academic offerings of districts to share with others in the consortium are part of a well thought-out approach to making the vision a reality.

- 2) A clear vision is presented of ten outcomes expected at the end of the grant well aligned to the four core assurance areas and five priorities that position the OAC consortium to succeed in establishing a personalized learning network.
- 3) The establishment of the OAC Personalized Learning Network (PLN) to deliver individualized learning options and supports to all students, especially to high needs students, and provide a wider and deeper array of choices tailored to their career and personal interests provides a strong implementation framework for meeting the goals and priorities of the project.
- 4) Having an outside entity with expertise to manage the grant and establishing four delivery groups so that no one group is overburdened is a strength of the plan.
- 5) Partnering with higher education institutions to co-design and deliver a common dual-enrollment system provides a clear vision for dual-enrollment opportunities available to all students.

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

(A)(2) Reviewer Comments:

- 1) A survey method of determining readiness for reform is an effective way to select districts to participate in the grant. All schools, educators and students in those LEAs will participate in the grant.
- 2) The percentage of participating students from low-income families in the consortium exceeds the 40% required threshold.

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

(A)(3) Reviewer Comments:

- 1) The plan building block model is a comprehensive, graphical depiction of all facets of the project including scaling up to full implementation. It includes vision, goals, priorities and delivery mechanisms.
- 2) Additionally, tables expand the description of the project with an overview of the delivery plan to complete the description. The four phases of the project with goals, timelines, activities, deliverables and responsible parties describe a high-quality plan for meeting project goals.
- 3) Organizing delivery groups is a unique model for assuring all facets of the project are managed and completed appropriately.

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

(A)(4) Reviewer Comments:

- 1) Complete tables are included with targets for all schools and subgroups in each area based on the State AMOs on approved ESEA waiver or above for where baseline data exceeds AMOs. The consortium LEAs are committed to meeting or exceeding AMOs for all students and all applicable subgroups.
- 2) Targets are realistic and appropriate for individual schools.
- 3) Inclusion of progress toward value-added growth targets for each district adds another view. It is appropriate that the consortium is working to obtain value-added data by subgroup since it is not currently available.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	9

(B)(1) Reviewer Comments:

- 1) Historical data are mixed among consortium schools. Some have a track record of improvement and others are struggling especially with subgroups. There is inconsistent evidence of success for the past four years.
- 2) No data are provided for grades 7-12 over the past four years.

- 3) Historical data are not included on high school graduation rates and college enrollment. However numbers shown reveal two schools with a 100% graduation rate for SWD in 2010.
- 4) Two OAC schools are identified as Focus schools under the state of Ohio's accountability system. One of these schools moved up two ratings on Ohio's local report card to "Excellent with Distinction" over the last two years. Interventions such as additional tutoring and support have yielded success in improvement efforts.
- 3) Five participating districts are using an online tool available to students and parents with access to individual student data while others disseminate reports. There is no evidence to indicate the availability of data has improved participation, instruction, and services.
- 4) Teachers and principals have access to an online site with comprehensive data. While site access is increasing there is no evidence provided linking improvement to access to site data.

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

(B)(2) Reviewer Comments:

This response is scored in the low end of the high range because, though the applicant provided a great deal of data on expenditures at the school level available on the state and state DOE websites, it is not clear how this information is provided to the public so that it is easily located and understood. It is appropriate that all OAC PLN LEAs commit to making expenditure data public at the local level through the RTT-D grant.

(B)(3) State context for implementation (10 points)	10	7
---	----	---

(B)(3) Reviewer Comments:

- 1) Legal requirements in Ohio seem to be conducive to personalized learning implementation. The application provides a table of revised and administrative codes regarding personalized learning.
- 2) The narrative mentions a statewide plan for implementing methods for students to earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction. It is not clear from the narrative whether each LEA currently has permissions in place through state code and local policy to implement personalized learning environments and alternative learning formats in lieu of seat-time requirements.

(B)(4) Stakeholder engagement and support (10 points)	10	9
---	----	---

(B)(4) Reviewer Comments:

- 1) A comprehensive table is provided detailing how the various groups engaged in and revised the development of the proposal.
- 2) The proposal contains comprehensive evidence of support for the proposal from collective bargaining representatives and teachers above the 70% level in districts without collective bargaining.
- 3) The number of letters of support is impressive and is well organized by stakeholder category. However there are no letters of support from parent and/or student organizations.

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

(B)(5) Reviewer Comments:

- 1) A focused approach for identifying gaps and needs is described in the proposal. Professional consulting from Battelle for Kids and Deloitte will provide sound practices to identify areas of need and avenues for addressing them. Gap/needs analysis coordination by the personal learning practitioner at each LEA is a feasible plan.
- 2) Tables in sections C1 and C2 provide a high-quality plan including goals, timelines, activities, deliverables and person(s) responsible for identifying and addressing needs and gaps.

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>1) The learning platform proposed is focused on personalization for each student and though not at the end of the design stage, it has key components that are appropriate for student success, including:</p> <ul style="list-style-type: none"> a) ongoing and regular feedback; b) access to digital learning content; c) ability to identify and pursue internships, and other opportunities in their areas of interest; and d) A vehicle for goal-setting and tracking progress toward college and career readiness (CCR) goals. <p>2) Appropriately, the project provides accommodations and strategies for high needs students to assure they will remain on track for CCR and graduation requirements.</p> <p>3) A sound plan is in place to train and support teachers and students on the tools and resources available to them.</p> <p>4) A table is provided that includes goals, activities and deliverables as well as timelines and responsible parties aligned to the requirements of the criteria. The table provides an action plan for achieving the seven essential elements for the engagement and empowerment of all learners and all educators. The table provides a clear and comprehensive view of the plan in a format that is well organized and easily understood.</p> <p>5) An effective practice is the use of scorecards for delivery groups to report to stakeholders on progress toward meeting goals.</p>		
(C)(2) Teaching and Leading (20 points)	20	20
<p>(C)(2) Reviewer Comments:</p> <p>1) All criteria are addressed with a high-quality project plan including goals, activities and timelines in four phases, and responsible parties. Teaching effectiveness is addressed by:</p> <ul style="list-style-type: none"> a) Creating and sharing content to meet a variety of learner needs. b) Inter and intra-district instructional rounds for peer observation of personalized learning environments and strategies. These are an effective method of building teacher capacity and learning around possibilities based on real, local examples. Feeding lessons learned into the learning platform extends and maximizes the value of these walk-throughs. c) Providing continual real-time data and conducting personalized data and performance management workshops to inform student progress, increase assessment literacy and improve practice. d) Plotting their own learning path for professional development. Using the BFK Formative Instructional Practices (FIP) Progress Guide the rubric team will analyze their current practice and set goals individually and collectively to embed FIP practices in all classrooms. <p>2) Additionally, examples of performance management scorecards for the project are included revealing the thoroughness of the planning and the level of detail of the processes necessary to carry out all four phases of the project.</p> <p>3) The culmination of the strong emphasis on College and Career Readiness is the credentialing of 50-75 dual enrollment teachers through partnerships with regional higher education institutions to meet the goal of all 11th and 12th grade students participating in dual enrollment opportunities.</p> <p>4) An innovative component of the proposal is the establishment of a regional human capital plan involving all LEAs, ESCs, business groups, higher education institutions and the Foundation for Appalachian Ohio to train, hire and retain effective teachers.</p> <p>5) The Battelle for Kids Educator Effectiveness Platform on the Ohio Professional Standards is part of the plan to increase number of students receiving instruction from effective and highly effective teachers and principals. The ongoing and regular feedback from educator evaluation systems on their engagement, productivity and mastery of content, instruction and assessment is conducive to improvement in educator effectiveness.</p>		

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13
(D)(1) Reviewer Comments: <ol style="list-style-type: none"> 1) Battelle for Kids provides a comprehensive, professional management structure for the project. A strong component of the proposal is the use of delivery groups. One of these groups is assigned to provide support and resources to all schools. Additionally a Personalized Learning Practitioner (PLP) is assigned to each LEA and handles project responsibility for the LEA. 2) The narrative states that school leadership teams will have flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators and school-level budgets. However, the PLP will work with building principals to review these factors in regards to facilitating personalized learning. This practice, done collaboratively, should focus school processes toward personalized learning and the structure that will support a successful implementation. 3) Allowing students to earn credit based on mastery rather than seat time is supported by Ohio's online- and blended-learning-friendly climate. This includes Innovation Zones, credit-flex options and legislative action to define blended learning. However, it is not clear whether all LEAs in the OAC have permissions in place through State legislation and district policy. 4) After a survey of personalized learning opportunities and practices in OAC schools, a shared focus on strengthening and expanding mastery-based dual enrollment courses was initiated. Based on the RTTT innovation school site, the Rural Ohio College High School (ROCHS), this proposal includes a focus on the creation of a common dual-enrollment quality assurance program which should be an effective strategy for achieving college and career readiness. 5) The proposal states that learning resources and instructional practices are adaptable and fully accessible to all students particularly students with disabilities and English learners, however there is no detail provided on accommodations for students with disabilities and English learners. 		
(D)(2) LEA and school infrastructure (10 points)	10	8
(D)(2) Reviewer Comments: <ol style="list-style-type: none"> 1) The proposal does not describe a process for ensuring that all students have access to content outside of school. Families without Internet access or home computers would be at a disadvantage if some provision is not made for access. 2) The proposal describes an adequate level of technical support. 3) Technical specifications for the data system dictate that parents and students will have the ability to export their information in an open data format. The plan to have the learning platform delivery groups monitor inclusion is a recommended strategy to assure vendor compliance. 4) Technical specifications outlined in the proposal describe a robust, sophisticated system that meets the criteria. The plan would provide for an interoperable data system to be built that is SIF-compliant and has various data sources such as budgets available by role through educator and student IDs. 		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
(E)(1) Reviewer Comments: <ol style="list-style-type: none"> 1) The proposal includes a comprehensive process for monitoring, measuring and sharing status of the project. A table is provided with detail on all facets of the process. The process is well developed and designed to communicate with internal 		

and external stakeholders through, among others, the PLN web portal, and an annual report.

2) A part of the "Deliverology" approach used by OAC during RTTT work, the delivery performance scorecards are an important vehicle for gathering data on possible improvements to this project.

3) The online portal has convenient feedback forums to gather information from teachers and students. This is a convenient and effective way to collect data from participants to make adjustments in a timely manner.

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

(E)(2) Reviewer Comments:

1) A table outlining multiple communication strategies indicates a comprehensive process to make sure information is flowing to internal and external stakeholders with opportunities for discussion and questions.

2) The use of consultants with expertise in communication campaigns to help manage the process for the consortium is a sound strategy for gaining community and educator engagement and support.

3) A high-quality communication plan is provided in the appendix and is a comprehensive description of the strategies employed to communicate.

(E)(3) Performance measures (5 points)	5	4
--	---	---

(E)(3) Reviewer Comments:

1) Performance measures and targets selected by the applicant and fully developed accurately reflect the focus of the proposed project and are rigorous enough to drive improvement toward project goals.

2) If measurements selected are not sufficient to adequately measure progress there is a plan to engage third-party measurement experts, a sound practice.

3) The number of performance measures and tables meet the criteria, and targets provided are ambitious yet achievable. However, baseline ACT End-of-Course exam results gap data are not available for subgroups which results in a TBD notation for those targets. TBD is not responsive to meeting goals and metrics.

4) The Gallup social-emotional indicator student poll results are not available for students with disabilities and economically disadvantaged students which results in targets of TBD for those subgroups. TBD is not responsive to meeting goals and metrics.

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

(E)(4) Reviewer Comments:

1) The plan to engage a third party evaluator to assess the program development and implementation to meet the criteria is reasonable. Annual reports and mid-year briefings to provide formative data for improvement are appropriate. A final Summative Report providing analysis of the project's stated goals, including recommendations for improvement and feasibility/guidance for scaling and expanding, will be provided and is important for moving forward after the grant period.

2) The Ohio Education Research Center (OERC), a network of Ohio-based researchers and research institutions, is a valuable partner in this process. The center can assist in the structure of the evaluation plan, the selection of potential vendors, and provide critical advice as the project moves forward.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	9

(F)(1) Reviewer Comments:

- 1) The budget narrative and tables are comprehensive and meet the budget criteria. Budget items are aligned to the goals, activities and deliverables of the project.
- 2) The budget provided should yield sufficient funds to meet project goals.
- 3) A separate comprehensive sustainability budget is provided.
- 4) Additional descriptive information is needed for the delivery group consultant line items. It is unclear what services are provided.

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

(F)(2) Reviewer Comments:

- 1) A commitment to fund sustainability of the project after the grant ends is evident in the narrative and in the table provided.
- 2) Establishing a sustainability task force early in the grant is a feasible plan to look for cost savings, repurposing of funds, and external sources of funding for sustainability of the project.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

- 1) Addressing the aspiration gap among rural Appalachian Ohio students builds on the work already in progress by the Foundation for Appalachian Ohio (FAO) and is closely aligned to the goals of the RTT-D project addressed in this proposal.
- 2) FAO has expertise in this area and can secure additional partnerships to focus on the deficits of hope and resilience among OAC students that can affect their college and career readiness efforts.
- 3) A strong component of this effort is the availability of the Gallup Student Opinion Poll data.
- 4) Performance measures are appropriate for the scope of work in the partnership.
- 5) More detailed information is needed to describe the process of surveying parents and families regarding the solution to aspirational barriers.
- 6) A timeline is not included for the FAO review of plans of aspiration partners to identify and resolve challenges except for the narrative description of "on a regular basis."

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The Ohio Appalachian Collaborative has submitted a high-quality proposal to meet Absolute Priority 1. The plan is ambitious yet achievable due to the highly organized and comprehensive project plan, the expertise of the partners involved, and the experience already gained through collaboration in the region. Checkpoints are built into the project to allow adjustments as needed. Participating in the State of Ohio RTTT grant has given the consortium experience and the ability to build on that work through the RTT-D proposal.

Total	210	192
-------	-----	-----

Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	13

Optional Budget Supplement Reviewer Comments:

- 1) Quality student perception data are difficult to access and utilize effectively but can be a valuable tool for instructional improvement. This proposal for an optional budget supplement meets the criteria for a plan that is feasible for accessing perception data on hard-to-measure traits.
- 2) The OAC consists of 15 rural LEAs and the inclusion of additional Ohio LEAs exceeds the criteria for co-development and implementation across two or more LEAs. The implementation plan and timeline provided seem feasible. The development of a portal with capabilities for customizing the capturing of evaluations should work well and provide targeted, useful information to educators.
- 3) The proposed budget seems adequate but not excessive to support the development and implementation of activities that meet requirements. The only budget item is for consulting services. The two consulting organizations have excellent credentials and a track record for successful projects such as this one. In light of the components provided, such as professional development, teacher and school leader action guides, easy-to-read versions for K-3 students, and multiple language versions in addition to the survey portal and the survey itself, the budget seems reasonable.
- 4) A plan for scaling up to districts across the country meets the criteria and adds to the importance of developing the survey.
- 5) Other national reform organizations are developing this type of survey. It is not clear how this plan differs from others being developed and whether development cost savings might result in implementing an existing survey rather than building one.



Race to the Top - District

Technical Review Form

Application #1069OH-3 for Maysville Local 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 narrative describes a well designed and conceived plan, which is clearly presented, incorporating a comprehensive process for planning, governance, accountability, and actions. The vision plan capitalizes on the strengths of member LEAs and of the existing collaborative (the OAC).

The narrative presents a thorough description of priorities, which are aligned with overall goals and build upon prior OAC member work on core assurance areas.

The presented plan strategically incorporates OAC partnerships with higher education institutions and private / non-profit corporations to use the partners' strengths in support of the project goals and priorities.

Overall, the narrative articulates well and fully addresses their comprehensive reform vision, which supports a rating in the upper range.

--	--	--

(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>The narrative presented a logical and practical process that was used by OAC to gauge LEA interest in participation, commitment from LEAs, and determination of the focus for the RTTD plan.</p> <p>The narrative included a list of participating schools, the total number of participating students, the number of students from low-income families, and number from Rural Low-Income schools.</p> <p>The application provides the number of participating educators in the table for section A2.</p> <p>Overall, the application provides a complete picture of their implementation approach in a well-articulated narrative, which supports a rating in the upper range.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>The narrative includes a theory of action that incorporates steps for project success as well as sustainability after grant completion. The theory of action is comprehensive and includes all levels and participants in project LEAs, with logical strategies and delivery systems aligned to the vision.</p> <p>The timeline presented includes yearly milestones and deliverables addressing key activities in each project phase (e.g., designing the Learning Platform in Phase 2). The level of detail provided in this section is clear and comprehensive, and effectively communicates the major activities in each project phase.</p> <p>The plan's phases are logical and sequential, and should facilitate effective completion of activities within each phase, the project as a whole, and sustaining of the project after the grant is completed.</p> <p>The narrative did not include discussion of reform to support district change beyond the participating schools because all schools in the OAC LEAs are participating.</p> <p>Overall, the narrative provides a complete and thorough high quality plan addressing LEA-wide reform, which supports a rating in the upper range.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	10
<p>(A)(4) Reviewer Comments:</p> <p>The application narrative and tables address each of the required student outcome areas in a clear and complete manner.</p> <p>The OAC project targets meet or exceed State achievement targets on summative Reading and Math State tests.</p> <p>The narrative provides a clear explanation of OAC student achievement targets and how they were calculated using State targets and State ESEA requirements.</p> <p>The narrative provided a logical and reasonable process for determining subgroup targets for participating students and schools on State assessments.</p> <p>The college enrollment rate increase targets are small from year-to-year, but realistic given the schools' baselines.</p> <p>Overall, the narrative presents an exceptionally well-done and clear description of the project's goals and targets for student achievement outcomes, and the methods and measures that will be used for evaluation of progress. This supports a rating at the top of the upper range.</p>		

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	8
<p>(B)(1) Reviewer Comments:</p> <p>The evidence provided in the narrative and tables supports a record of success over the past four years in the OAC LEAs of student achievement at only one of the project grade levels (grade 6). Figure 9 provides average achievement performance for grades 3-6 in reading and mathematics, but similar tables are not provided for grades 7-12. In addition, only two of the four</p>		

grades showed consistency in gains in average performance (grades 4 and 6) over the six years of data.

There is some evidence provided showing increased high school performance over the past two years, but four years of data are not included in the application.

There is some evidence provided showing closing of achievement gaps over the last two years in high poverty schools and with Students with Disabilities, but four years of data are not included in the application.

The narrative includes only the most recent graduation rate for each project school, which does not allow for a four-year trend analysis.

The narrative includes only a single year of data for college enrollment, so it is not possible to evaluate the OAC LEAs for a record of success in the past four years.

The narrative provides evidence to support substantial reform in the two OAC participating schools that were considered low performing.

The evidence provided indicates that the availability and type of performance data provided to students, parents, and educators is varied within the OAC districts and schools. Minimal data are provided to suggest substantive increase in the availability of student performance data in the past four years across all of the participating schools.

Overall, the narrative provides information that indicates an inconsistent pattern of demonstrated success, across schools and districts, and across grades, within the OAC LEAs. This supports a rating in the middle portion of the middle range.

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

(B)(2) Reviewer Comments:

The narrative indicates that the State of Ohio publishes and makes available school level salary information for teachers, instructional staff, and support staff. OAC PLN districts provide the public with that State-reported data.

The narrative does not include details on the processes used by most of the project LEAs to inform their public about the availability of this State expenditure data.

Overall, there is sufficient evidence that participating districts communicate all of the required expenditure information to their publics, although the details on how that is done are not provided. This supports a rating in the lower portion of the upper range.

(B)(3) State context for implementation (10 points)	10	5
---	----	---

(B)(3) Reviewer Comments:

The narrative provides evidence that the State has made options available for personalized learning environments, which include a number of revised and administrative codes (e.g., waivers for innovative pilot programs).

The narrative does not include evidence that each LEA has conditions that would facilitate implementation of the proposed personalized learning environments.

Overall, the evidence supports a rating in the middle portion of the middle range, because even though the State has provided LEAs with flexibility, the narrative does not address whether the participants have fully addressed the conditions required for project implementation.

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

(B)(4) Reviewer Comments:

The narrative provided substantial evidence that numerous times stakeholders were engaged in meaningful meetings during the development of the RTTD proposal. The processes used and opportunities provided were varied and appropriate for the audience, and included focus groups of students and engaging stakeholders in a visioning activity. The proposal design and elements were substantively revised based upon feedback from these meetings with stakeholder groups.

The application includes evidence of LEA support through Memorandums of Understanding and / or votes by teachers in support of the OAC PLN plan.

The application includes letters of support from higher education institutions, local and state officials, and community organizations.

Overall, the application provides substantial evidence that a variety of stakeholders were actively engaged during the development of the proposal, and the proposal has wide support among stakeholders. This supports a rating at the top portion of the upper range.

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

5

5

(B)(5) Reviewer Comments:

The narrative describes a multifaceted process that should produce an overall consortium plan as well as district specific plans that comprehensively meet the project goals throughout the term of the grant.

Activities described in the narrative for identifying needs and gaps for each LEA include scopes of work (SOW) focused on the four RTTT core assurances, specific delivery groups that will focus on addressing needs identified , and modification and use of the Deloitte As One survey to identify needs and gaps in how people work together.

Overall, the application provides substantial evidence that the OAC PLN has a process and strategies in place that will identify needs and gaps, and address them, throughout the grant period. This supports a rating at the top portion of the upper range.

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

	Available	Score
(C)(1) Learning (20 points)	20	19

(C)(1) Reviewer Comments:

The narrative and table present a well-thought out, detailed, and thorough four-phase project plan for implementation over four years in the OAC's LEAs in the PLN. The plan is guided by seven elements for engagement and empowerment of teachers and students, each of which is important for successful reform and enhanced student achievement.

The length of each project phase appears sufficient to achieve the activities and focus of that phase.

The plan includes what should be sufficient time for planning and design, piloting, and full implementation.

The design assigns responsibility for activities and phases to specific delivery groups, appropriately sharing workload and accountability across groups. The described process should facilitate implementation success as there is clarity in duties.

Overall management for the project delivery groups is assigned to a partner, Battelle for Kids, which has expertise and experience in this role.

The plan includes use of a scorecard methodology for delivery groups, which is a useful public reporting strategy for accountability.

The application addresses sufficiently each of the specific C1 selection criteria, with the exception of C1a(iv). There is insufficient description regarding access and exposure to diverse cultures, contexts, and perspectives in development of the Learning Platform.

Overall, the narrative clearly presents a thorough plan, with a timeline, phases, structure, activities, and deliverables that are reasonable, logical, and directly address the project goals and RTTD requirements in a thorough manner. However, insufficient information is included regarding how the project addresses access and exposure to diverse cultures, concepts, and perspectives in C1a(iv). Overall, this supports a rating within the upper portion of the high range.

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

20

20

(C)(2) Reviewer Comments:

The OAC PLN "high level" plan described in the narrative and tables is a reasonable, focused set of general timelines, activities, deliverables, and responsible parties, aligned to specific project goals.

The activities presented in the high level plan table (e.g., creation of peer-to-peer observation practices in Phase 1) are ascribed to a project phase, not to a particular month. This level of detail is sufficient for the application, but more specificity will be needed to facilitate accountability and drive project work.

The plan focuses on use of several highly effective instructional and assessment strategies, including formative instructional practices, job-embedded coaching, and instructional walk-through processes. The combination of these in a systemic, monitored process should produce the desired project and student achievement outcomes.

The design clearly and reasonably assigns responsibility for activities and phases to specific delivery groups, appropriately sharing workload and accountability across groups.

The plan includes use of a scorecard methodology for delivery groups, which is a useful public reporting strategy for accountability.

The plan includes substantial and ongoing targeted professional development for teachers and principals on instructional strategies, assessment, and data use.

The sources of data to assess student performance and educator effectiveness are varied, and include formal, standardized instruments and systems (e.g., teacher evaluation system results) as well as more informal methods. The multiple forms and formats for assessment provide for a strong, balanced system of measuring project impact.

The plan includes inclusion of numerous instructional and professional development resources for teachers and students into the Learning Platform, which will be accessed by students and educators in all participating schools. The resources in the Learning Platform will be aligned to the College and Career Standards.

The plan includes a reasonable process to increase the number of students taught by highly effective teachers, and increasing student performance at persistently low-performing schools.

Overall, as presented, the plan timeline, phases, structure, activities, and deliverables are reasonable, logical, and directly address the project goals and RTTD requirements in a thorough manner. This supports a rating at the upper part of the high range.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13
(D)(1) Reviewer Comments: The process and plan described in the narrative will provide each LEA with opportunities to inventory and address needs related to personalized learning, share practices with other participating schools, and collaborate with each other in structured and non-structured ways. The narrative provides a thorough description of current options for mastery-based dual-enrollment programs that could be adopted by LEAs. The narrative includes a detailed description of what should be an effective process to inventory current LEA status and produce individual LEA scopes of work around personalized learning implementation issues. The narrative documents that the State has provided LEAs with options and flexibility for addressing personalized learning. The narrative did not provide sufficient details on the issues of demonstrating student mastery of standards at multiple times/ways or ensuring that practices are adaptable and accessible to students with disabilities and English learners. Overall, the narrative provides sufficient detail on the process the applicant will use to ensure an effective and appropriate level of support and flexibility for implementing personalized learning environments in participating LEAs. However, the inadequate level of detail regarding accessibility for students with disabilities and English learners and the provision of multiple opportunities/ways for mastery demonstration support a rating in the low portion of the high range.		
(D)(2) LEA and school infrastructure (10 points)	10	7
(D)(2) Reviewer Comments: The application provides a convincing narrative that the specifications for and selection of a vendor for the Learning Platform will meet required program and RTTD grant requirements. The OAC PLN plan includes partnerships with local agencies for technical and data delivery support and collaboration, which is an appropriate strategy for a rural area. This is an appropriate strategy for a rural area to provide manageable and		

responsive support to schools.

The narrative describes a comprehensive, ambitious, and thorough set of data system capabilities for the Learning Program system. When fully implemented by the chosen vendor, this system would be a model for personalized learning support.

The activities outlined in Figure 21 do not sufficiently or clearly address the goals from D2c and D2d regarding exporting information in an open data format and use of interoperable data systems. It is not clear how the activities denoted in Figure 21 for D2c around a yearly standard report or dashboards relate to parental/student access to exporting information.

Overall, the narrative provides thorough information for a portion of the selection criteria, but does not provide sufficient details on parent/student access for exporting their data. This supports a rating in the middle range.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>The narrative describes a multi-faceted and extensive process for monitoring status and progress of the project for continuous improvement. The plan includes monitoring each level involved in the project (i.e., principal, teacher, student, public) using various strategies (e.g., online, scorecards, focus groups, meetings) appropriate to the specific group.</p> <p>The measures provided in the narrative are reasonable and appropriate (e.g., number of completed credits for at risk students; data from role-alike focus groups of educators) to the specific goal and group.</p> <p>The methods and strategies presented in the narrative to communicate results are reasonable and appropriate to the target audience (e.g., placing policy and practice briefs for educators online).</p> <p>The plan includes a unique aspect of incorporating a “grow your own” leadership strategy to address a difficulty in attracting external talent to work in their schools.</p> <p>Overall, the set of strategies, measures, and processes to share results of continuous improvement efforts is comprehensive and feasible, and should enhance the likelihood of project success in meeting achievement targets. This supports a rating in the upper range.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>The application narrative and appendix describe a thorough and comprehensive targeted ongoing communication and engagement process. A variety of targeted strategies (e.g., a media kit that each LEA could use and adapt) should provide adequate and ongoing opportunities for each LEA to inform and maintain contact with both internal and external stakeholders.</p> <p>Overall, the plan presented in the appendix demonstrates a high value on communication and engagement with stakeholders, and supports a rating in the upper range.</p>		
(E)(3) Performance measures (5 points)	5	4
<p>(E)(3) Reviewer Comments:</p> <p>The narrative provided sufficient, convincing rationale for the inclusion of specific performance measures in the plan (e.g., on-track indicators, ACT Quality Core tests, Gallop Student Poll).</p> <p>The description of the review process of performance measures was appropriate and complete, including an explanation of the process of examining measures for adequacy and when new State tests are introduced.</p> <p>The yearly targets are reasonable for percent of students taught by effective or highly effective teachers and principals.</p> <p>The targets for social/emotional indicators are reasonable based upon the national data and the project goals.</p> <p>The targets for on-track indicators are ambitious, yet appropriate given the project goals.</p>		

In general, the reading and mathematics targets are ambitious, yet reachable for the overall group and for Students with Disabilities and economically disadvantaged. In a very few instances the post-grant target performance level is lower than the baseline or extremely ambitious (particularly for SWD).

The application tables include instances of TBD or NA. However, in most of those cases they refer to either a) disaggregations (e.g., for economically disadvantaged students) which were not available for past data collections but will be available in the future because that field will be added to the data collection process, or b) disaggregations of data for very small numbers of students at a particular school (e.g., students with disabilities taking an EOC test at a very small high school), in which case the number may always be too small to report because of minimum N requirements. Although the use of TBD or NA in those school specific instances are appropriate, other tables for the consortium as a whole could have been completed with target numbers; thus, the application is not fully responsive to the selection criteria.

Overall, the performance measures are appropriate for the goals, and the targets for performance are ambitious, yet achievable within the context of the proposed plan. However, the use of TBDs when targets should have been provided only supports a rating at the lower portion of the upper range.

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

(E)(4) Reviewer Comments:

The narrative provides a description of an extensive external evaluation of the OAC PLN project. The evaluation design will include qualitative and quantitative strategies, and appropriately provide ongoing formative feedback as well as summative results.

Overall, the plan described would effectively evaluate the project and provide data for ongoing formative changes during implementation as well as a comprehensive summative report on project impact. This supports a rating in the upper range.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8

(F)(1) Reviewer Comments:

The application budget narrative and tables generally provide a thorough presentation of the project's budget, both overall and for each of the seven projects individually. The narrative provides reasonable and sufficient detail regarding the expenditures within specific budget category types (e.g., personnel) to substantiate the costs (e.g., \$3 million overall for 5 operational support staff), for the majority of the line items.

The budget plan process for distribution of funds uses a unique strategy of LEA allocation via yearly LEA Scope of Work plans. This is a reasonable and creative strategy to provide an incentive for each LEA to address its most important personalized learning issue within its district each year over the grant period.

The narrative clearly distinguishes between one-time investments and ongoing operational costs for each of the project budgets.

The narrative clearly identifies all funds for the overall project and notes which are from the grant and which are from other sources.

The information provided in the narrative and budget tables for four of the seven projects is insufficient for the Delivery Group Consultant line item, which is \$600,000. The information provided in the table is sufficient and linked to project/group goals for the Coherent/Comprehensive Planning, Competitive Preference Priority, and Sustainability delivery groups. However, there is insufficient detail provided for the \$600,000 expenditure in the other four Delivery Groups.

Overall, the level of detail in the budget narrative and tables is sufficient to conclude the proposed expenditures are reasonable and sufficient to support an effective project implementation. The lack of clarity regarding a consultant line item expenditure in four project delivery groups supports only a rating in the lower portion of the high range.

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

(F)(2) Reviewer Comments:

The narrative includes a detailed and thorough explanation of the OAC PLN plan for sustainability. The project includes a work

group to address sustainability over the term of the grant, which is a sound strategy to assure that funds and support is ready at the conclusion of the grant period to sustain the project activities.

The timelines, structures, processes, collaborations, and shared service strategies presented in the narrative (e.g., using performance metrics in non-instructional areas to identify potential savings) provide a convincing argument that the OAC will be able to sustain its project over time.

The narrative includes a reasonable process for increasing LEA funding support long term and decreasing funds from private sources.

Overall, the application provides a reasoned and feasible strategy throughout the entire grant period for sustaining the project after the term of the grant, which supports a rating in the high range.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The narrative provides a compelling and convincing description of a potentially strong partnership between OAC and FAO, and the ability of FAO to work with individual LEAs to design, measure, and use results to improve student outcomes.

The population-level results obtained by FAO through this partnership are completely aligned with the overall OAC RTTD proposal and project goals.

The partnership plan will be tailored to each LEAs unique needs, which is a stronger strategy for overall success than using a single strategy across multiple LEAs.

The desired student outcomes described in the narrative are aligned with and support the overall project goals. The changes in student outcome metrics presented in the table are achievable and appropriate to impact the overall project goals.

The narrative lacked specificity in how often FAO would review plans for continuous improvement purposes with each LEAs partnership.

Overall, the narrative provides sufficient description of a supportive, beneficial partnership providing additional resources that align with the overall project goals to justify a rating in the upper range.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The application describes a thorough and ambitious project to create unique personalized learning environments in 15 small rural LEAs. The project builds upon each LEAs work and prior collaboration between the LEAs. The major project technology and infrastructure deliverable (i.e., Learning Platform) is designed to significantly impact teaching and learning in the participating schools by providing personalized resources for curricular content and assessment of knowledge. The outcome measures are aligned with the project goals and with increased student achievement and preparing all students for careers/college. Successful project implementation should decrease achievement gaps across student groups and elevate overall performance of persistently low-achieving schools and high needs students.

Total	210	187
-------	-----	-----

Optional Budget Supplement (Scored separately - 15 total points)

--	--	--

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	15

Optional Budget Supplement Reviewer Comments:

The application's Optional Budget Supplement addresses a significant issue in education—measuring student perception and validly linking those results to student achievement results and teacher actions and effectiveness.

This optional project combines the resources, skills, and experience of two respected organizations (BFK and Gallup) that have the expertise to both a) produce a high quality product and b) feasible for completion within the timelines and constraints of the grant.

The budget narrative describes a thoroughly envisioned project, with activities clearly articulated in a timeline by project year. The funds requested are sufficient and reasonable in order to accomplish the goal of targeted survey items for students in K-12 that will relate to value-added student achievement growth, align with teacher effectiveness, and are available for students in ELL populations.

The plan provides student results for participating OAC PLN schools/students as well as a larger statewide network of schools/students in Ohio.

A significant and critical aspect is included in the project plan, that of linking student results with specific teachers and schools through roster verification capabilities. This is necessary to enable use of student survey results in educator evaluation processes.

Overall, the budget supplement addresses a significant issue in education—measuring student perception and validly linking those results to student achievement results and teacher actions and effectiveness—using a reasoned, and feasible approach. A successful project implementation would add value to the proposed RTTD project as well as the overall knowledge base on student performance and teacher effectiveness. This supports a rating in the upper range.