Race to the Top - District

Technical Review Form

Application #0535WA-1 for Puget Sound Educational Service 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:

This is a powerful vision but it reflects an earlier 2010 commitment to get all students to read by grade three, dramatically increase Algebra and STEM subjects, and cut the achievement gap in half. Personalization has been added, since it was not one of the original Puget Sound districts objectives. Still. this is a very strong commitment to address poverty and meet the needs of refugee and immigrant pupil populations in the county to be served. There are many language needs to be served and this vision addresses those needs. Important achievement goals are stated for grades three (reading), grade eight (algebra) and grade eleven (readiness for college or careers).

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

(A)(2) Reviewer Comments:

All schools will be eligible but there are many schools with high poverty, many students of color and limited English who will be given priority. Thousands of students will be served and the precise numbers are listed by school as required. The process was very inclusive and participatory. 500 persons designed this RoadMap to higher performance for all schools in the seven districts. The process was thorough and included not only educators but employers and civic leaders.

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

(A)(3) Reviewer Comments:

This is a high quality plan with dozens of pages describing each component, a very detailed 100 page budget, and more than 100 letters of strong support reflecting a full spectrum of stakeholder support. The proposal is especially strong on early learning, Algebra and STEM, and on planning for college or careers. Each district will share their special strength, for example one on ELL best practices, and another district on their personalized learning strategies. They have committed to adopt policies and best practices from each other and scale up across LEAS successful strategies employed in each of their districts.

Many of the seven major goals, activities, timetable and responsibilities are laid out in great detail in several Appendices (A 4-7) and reflect the complexity of serving 150,000 children living in more than twenty communities and seven school districts. For example, they propose to raise the high school graduation rate from 77 to 89 % and focus especially on racial and ethnic groups with high school graduation rates in the fifties. The plan will subsidize the PSAT testing fees so that all high school students can discover very early how ready they are for college and what they must improve to become ready.

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

(A)(4) Reviewer Comments:

At the moment Puget Sound is well below state-wide achievement and high school graduation rates especially with immigrants, American Indians, Hispanic students and special education students scoring lower on proficiency exams. They pledge to raise test scores and cut the gaps by half. They commit to increasing both college enrollment and attainment rates from a substandard 24% to 34% which for low income students and immigrant children would represent major gains in equity and opportunity. These ambitious goals appear to be achievable because of an aggressive plan and cooperation by other agencies including housing and social services.

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

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

(B)(1) Reviewer Comments:

The districts have worked well together and individually to address persistent issues of low achievement.

(a) Puget Sound officials report that math scores had been lower than they should be and algebra courses not taken by several ethnic and racial groups. Transcript reviews revealed that serious racial discrepancies in mathematics course access have been addressed. The University of Washington contributed math professor teams to strengthen the mathematics knowledge of the public school teachers. Mathematics scores have begun to rise.

(b) The districts have addressed, with state help, five schools that were in the lowest 5% and scores increased enough for four of them to be taken off the state list. At the only one remaining underperforming school, a recovery/turnaround plan is in place.

(c) RoadMap baseline reports now include not only achievement data but teenage births, high school truancy and other relevant social data potentially affecting academic performance. These data will help parents, educators and other agencies serve better the needs of students.

Each LEA had adopted a different strategy but have agreed to share best practices, data tools, and effective strategies with each other, a strong component of the project.

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

(B)(2) Reviewer Comments:

The U.S. Civil Rights office conducted a review of equity issues in the county. Then the state of Washington enacted a law requiring each school to make public salary data for all schools by school, and other expenditures as well. These districts qualify for all points because they post these data on district websites to ensure transparency. Each district issues school report cards with these and academic performance data.

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

(B)(3) Reviewer Comments:

Puget Sound was able to document sufficient autonomy and state support for the changes proposed. The state allows Alternative Education plans that individualize or personalize educational experiences that may include parent partnerships, online courses and other approaches. Also, to qualify for a high school diploma each student must have a plan for high school and beyond, demonstrating readiness for a college and/or a career. The state has a strong education role, but allows flexibility in carrying out a program with sufficient autonomy but with safeguards for a credible plan.

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

(B)(4) Reviewer Comments:

Puget Sound area teachers were involved in designing the Road Map project from the beginning and attest to that in letters of support.

Principals and parents were among the hundreds of citizens who authorized the initiative. One teacher leader was especially passionate and strong in calling for teacher involvement in RoadMap and demonstrating that teachers care deeply. Other teacher union leaders signed agreements that certain policies will be subject to collective bargaining but reflect support.

130 letters of support were included in the proposal, ranging from U.S. Senators and mayors to social service agency executive directors locally.

These letters document the meaningful engagement of all stakeholders. Other family and youth serving agencies offered to provide health, social and emotional support for families and students in need of external support.

(B)(5) Analysis of needs and gaps (5 points)	5	4

(B)(5) Reviewer Comments:

The plan commits all the districts to personalization although it was not in the original design adopted two years ago. The current proposal features personalization and identifies one district that has worked the most on that frontier. The other LEAS will take their best ideas and implement them over the next four years.

The measurements proposed are at the elementary school level designed mainly for measuring students in grades and groups, not individual persons. The major focus is on reading, Algebra, STEM and high school completion. The emphasis is clearly on reducing gaps in achievement and attainment. There is a requirement that students, parents and educators agree on an an individual plan for "High School and Beyond" beginning in the middle school and refined and further developed through the senior high school years. The appendices add considerable detail on how each district will meet personalization objectives and assign responsibilities.

One district has experimented with personalized instruction and agreed to share their ideas on what works. The other districts will offer AP courses, IB, internships and blended learning that will provide and meet personalized objectives. The districts have a high quality plan for personalized learning, but most visibly at the senior high school level with fewer choices available for students in the earlier grades.

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

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

(C)(1) Reviewer Comments:

This plan outlines many high level strategies and useful early warning systems to help individuals that are lagging behind their peers. Most of the interventions are on basic skills: Let's Read, Algebra 1, STEM subjects, and much of the personalization achieved at the high school level by AP courses, IB, Digital STEM tools, and distance learning. Personalized instruction will be enabled by requiring of each student an individual plan for "High School Graduation and Beyond", a plan begun in middle school and revised each year with the advice of parents and educators.

There is an exceptionally strong commitment to work with housing and family service agency in two Deep Dive immigrant communities, helping low achieving students in four high poverty communities and in trying to reduce the mobility of low income families who move excessively and very often lose ground in school.

Students in general will have the chance to learn to use tools that will advance and personalize their learning, especially in STEM courses but in other subjects as well, especially at the high school level, more deeply through AP, IB and distance learning.

Of the eight major projects described in this section, several utilize College Board tools and UW Dream Project mentors and staff. These resources will promote the increase in high school graduates ready to pursue higher education and career training.Students will get useful feedback on their High School and Beyond required plan, more so than most states require. Tools, resources and mechanisms meet this requirement well.

(C)(2) Teaching and Leading (20 points)	20	18

(C)(2) Reviewer Comments:

a. The Road Map districts will advance personalized instruction through a document entitled "High School Graduation and Beyond" which documents a student,s plans and progress towards college or career training. Teachers, counselors, and parents with the student will evaluate progress towards timely graduation each year and revise the plan with new information. Academically talented students will be urged to deepen and accelerate learning through Advanced Placement courses and the International Baccalaureate program. All students would have the chance to enroll in distance or blended learning programs.

b. Teachers at every level will know more about the progress of students through the quarterly and annual reports generated through the RoadMap project. There will also be DataDashboards to identify progress and work yet to be done so that revisions can be made.

c.The State of Washington has mandated annual evaluations of teachers and students requiring use of student achievement data and followup professional development workshops to raise achievement, which is a strong enforcement feature for this

plan.

What is commendable is that Puget Sound appears to have identified their weaknesses such as shallow teacher preparation in math and science, and some frustration in reaching ELL students who may speak any of 167 languages. As a result the University of Washington has agreed to offer courses and workshops especially in STEM subjects.

d. There is a commitment to assign highly effective educators to low performing schools, but few details on how this will be done. There is to be a great focus on and a longer school day at four schools serving children from refugee and low income immigrant families, which will require highly effective educators to achieve the objectives.

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 governance structure provides for a central executive group with administrators, several teacher leaders, and community partners monitoring, reporting and making corrections as needed. Teachers have sought and won the right to monitor policy choices and revision at the consortium level. Their pledge of support also reminds administrators that any changes in the teacher workload and year will be subject to collective bargaining.

Each district will have autonomy and will involve teachers but there will be school leadership teams mainly at four low performing Deep Dive schools serving immigrant families.

Under (c) the State of Washington now allows credit to be awarded for competency/proficiency which are synonyms for "mastery" and several school districts have pilot or full "competency" projects in place. "Many" schools especially Highline are interested. Under (c) and (d) the clearest example cited is for world languages, which is illustrative.

This section is rated as very strong but lacks specifics on establishing school level teams (other than the four in Deep Dive). There is an innovative use of immigrant parents who would learn English and serve as Cultural Navigators for their own and other families.

(D)(2) LEA and school infrastructure (10 points)	10	9

(D)(2) Reviewer Comments:

This proposal expresses confidence that student data will be shared among schools and districts and to educators, especially relevant since as many as 20% of the students (especially low income) move from one neighborhood to another. This is a reassuring strength.

The pledge to create Data Dashboards will meet parent and external concerns about overall Road Map project gains. A system called Homeroom may have the capacity to inform parents but it is not described at any length.

This discussion of a Portal and Data Warehouse (in (d)) reveals that central administrators have a plan to coordinate and share data. Previous sections document how PreK-3 and high school level students will have plentiful data collected and analyzed.

This presentation appears to be well thought through on the Consortium or wholesale level. At the school level, it is less clear how teachers, parents and students can participate in the planning except at the four Deep Dive schools.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

There appears to be an intense interest and commitment to making midcourse corrections when needed. Puget Sound will issue frequent reports and the central committee and each of the seven districts will make corrections and improvements as may be required. Road Map employs numerous advisory groups including Aligned Funders (Gates, The Seattle Foundation and others) who will monitor and comment on scaling up successful programs and advise on problems. Reports will be issued quarterly and semiannually to the external stakeholders, unions and others, which seems very adequate.

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

(E)(2) Reviewer Comments:

What is very impressive is the planned use of multiple media and communication channels, from websites to Facebook, television and quarterly reports, for all stakeholders. Examples of articles already published about RoadMap were included in the appendix. Employers and unions and community agencies have been intensively involved since the 2010 birth of Road Map. These stakeholders will be well informed about this project via quarterly and annual reports. This is one of the very strong components of this proposal.

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

(E)(3) Reviewer Comments:

Puget Sound will use at least 28 measures which are thoughtfully laid out and described, with rationales, in the proposal. Earning the highest marks are the Grade Three assessments, and Algebra I and other STEM achievement measures which are the central focus of RoadMap, clearly defined, measurable and reportable.

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

(E)(4) Reviewer Comments:

Puget Sound ESD is committed to making readjustments and to create the professional development opportunities needed to make the plan work. They involved so many organizations and leaders that "standing still " is not an option. The Aligned Founders group is full of ideas on how to scale up successful practices within the consortium.

There is a strong commitment to technology and to work with community partners, especially housing and social service agencies. Only the Deep Dive (lowest income) schools have committed to school leadership teams. Otherwise, there is a strong commitment to evaluating the effectiveness of investments.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The Puget Sound ESD budget is exceptional in its detail (more than 100 pages) and describes thoroughly the funding needed for each project. Under (a) and (c) (i)the district explains how federal Titles I, II and III funds and both state and Federal Bilingual Education funds will be used to support the plan.

Investments in computers and STEM tools will be made one quarter each year rather than all in year one, so they are one-time investments each year. Examples include the heavy investment in STEM math and science coaches and in bringing on math mentors who will help teachers upgrade their instruction in STEM subjects.

The consortium will contract with the College Board for college and career pathway ,materials and services. They have a clear budget for each of eight projects within the total plan.

The district is optimistic that a Washington State Supreme Court decision will provide millions in additional state funding for local schools to sustain the momentum.

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

(F)(2) Reviewer Comments:

The State of Washington by a Supreme Court order must increase state school funding which Puget Sound ESD believes will support and sustain Road Map until 2020, initially designed as a ten year plan. A Gates Foundation senior executive chairs a philanthropic committee although it is not clear that foundations have committed major support, other than for the early warning system, but provide advice. The state will be the major player in sustaining this plan.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

Puget Sound has identified two clusters of very low income families, many of them refugees, living in public housing, moving often from one location to another, and thereby creating barriers to student learning. What makes great sense are these imaginative and potentially effective measures:

1. extending the school days for 2200 children in four low performing schools as part of a Deep Dive academic intervention strategy

2. training immigrant parents to become Cultural Navigators helping other parents "Read to Succeed".

3. teaming with the local Housing Authority to decrease family moves and incentivize stability in residence

There are explicit timetables, activities, checkpoints and clear allocation of responsibilities and data to be collected each year.

This creative intervention strategy requiring a partnership with housing and family service officials is potentially powerful, and will expand opportunities for several thousand children in two low income, low scoring school neighborhoods. The strategy addresses directly serious family and student needs. It could be a model for the country if successful.

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Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Puget Sound ESD has prepared a powerful presentation that addresses the educational needs of seven school districts including South Seattle and six other suburban school districts to the south. They accept Common Core standards, will use data to evaluate educators, commit to college and career readiness and to other RT3 goals. Planning for Road Map began in 2000 and emphasizes early education needs (through grade three) especially reading, and then focuses on Algebra I in grade eight, and on an expansion of STEM competence for teachers and students at all levels. It provides for personalization mostly at the high school level, through IB, AP, distance learning and other choices, but that was not the central focus initially. The proposal enjoys very strong support from local officials, employers, funders and teacher leaders.

Total	210	204

Race to the Top - District

Technical Review Form

Application #0535WA-2 for Puget Sound Educational Service 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:

(A) (1) The Road Map District Consortium of eight districts in the Seattle and So. King Co. region have worked together since 2010, building an impressive foundation of collaborative work and data driven action plans to accelerate student achievement and dramatically decrease achievement gaps. Their common goals include doubling the # of students in their districts who are on track to graduate from college or earn a career credential by 2020; closing the "unacceptable" achievement gaps for students who are from low income and/or non-white families; and increasing achievement for all students from cradle to college/career. The Consortium's member districts each bring specific expertise and valuable experience in areas relating to the goals of the Road Map District consortium and those of the RTT-D initiative. There is compelling evidence that the member districts are already sharing their individual and mutual successes and have a comprehensive and coherent vision for continuing this work in an intensive and focused way. The participating districts have spelled out how they will work together as evidenced by the detailed MOUs and clearly delineated accountability measures, fiscal management plan, and organizational and decision-making structure. They have anticipated possible issues that may arise regarding conditions of employment for bargaining unit, and have memorandums of agreement with each teachers association outlining good faith problem solving protocols to be used if needed. The application has an impressive and well grounded vision of an extensive reform agenda that is focused on its communities of highest need and supported by its educator, families, and community organizations.

Overall, this section is remarkably strong. Regional consortium members are deeply committed to establishing the critical conditions for providing a personalized learning environment for each student and have action plans for the necessary practices, tools, partnerships and programs they will use to realize their compelling vision: "Start Strong, STEM Strong, Stay Strong."

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

(A)(2) Reviewer Comments:

(A) (2) The applicant consortium has a detailed and comprehensive three tiered, regional system building approach to implementation. Tier 1: system-wide impact; Tier 2: impacting high need schools; and Tier 3: high intensity 24/7 community/school partnerships. Strong mechanisms are in place for data analysis and publicly sharing results to help leverage the impact of RTT-D funds. The consortium's selection of high need schools is based on the usual FRPL poverty standards; however the districts have established higher poverty criteria for "high need schools" based on schools that also have very high ELL student populations. Currently over 167 different languages are spoken in the region; it is one of the largest U.S. refugee resettlement portals. With regional poverty and a high degree of student/family mobility within the region, the Consortium's 261 schools will all benefit from Tier I support. However the Priority Focus of Tier II interventions and supports will be those schools with over 77% of students qualifying for FRPL in grades K-8, and over 55% for high schools; 71 of the 261 schools meet this high need definition. It is especially commendable that Tier III will focus on 24/7 community/school partnership "Deep Dive" projects for a small number of high poverty schools with high numbers of students living in public housing. For instance the Mount View Elem. and White Center Heights Elem. have 87% of their students from low income families, 42-43% ELL, and 90-91% non-white student populations. The tables displaying school demographics appear detailed and complete.

Overall, the process to selecting schools for each Tier is thoughtful, rigorous, and supports high quality LEA and school level implementation of the proposal's projects.

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

(A)(3) Reviewer Comments:

(A) (3) This section describes a high quality plan for scaling up school and district wide change initiatives; achievement to scale is a major near-term objective. The Road Map Project has strong scaling support mechanisms in place including strong data analysis capability; effective ways to showcase results; committed local and regional funders; and a leadership group (the Puget Sound Caucus) that includes the region's college presidents, the U.Wash. Dean of the School of Education, and the regions K-12 superintendents. The regional Education Trust focuses on achievement gap reduction and improving outcomes for ELL students. Scaling up also builds on lessons learned from district and regional projects re: CCSS implementation, NextGen Science; Teacher, Principal & Superintendent Evaluation systems; doubling the number of students taking Algebra in 8th grade (starting with high need middle schools); teaching and leadership P.D. to increase subject matter expertise; standards-based instruction; and, "most importantly, the ability to personalize and differentiate instruction." In addition, there are goals and proposed initiation and scaling up of projects in STEM, career awareness, integrated Middle and High School advising with work-study counselors; and the creation of a regional data portal. All of these are evidenced-based interventions which support the consortium's goals and plans to "achieve to scale."

Overall the application reflects impressive work and a high level of understanding of how to scale up successes from pilot school initiatives in order to reach the consortium's outcome goals.

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

(A)(4) Reviewer Comments:

(A) (4) The applicant's vision is highly likely to result in improved student learning/performance and increased equity based on its ambitious yet achievable annual and long-term goals. Washington State and Consortium Annual Measurable Objectives (AMOs) are set to reduce the gaps in performance by half for all ESEA student subgroups by the 2016-17, using 2010-2011 as the baseline year. This same formula was used to set targets for graduation rates and college enrollment rates. The Road Map Project's 2020 goals are fixed at the performance level of the top ten districts in the state, a worthwhile and ambitious target! Annual targets are set using a compounding growth model in which the rate of improvement increases over time; they are equal to State ESEA targets. Thus the Consortium's goal for 2016-17 is to have graduation rates at 89% and college enrollment rates at 80%. Regional post secondary degree attainment is currently at 20% with the target goal of 34% set for 2016-17. These are particularly ambitious goals given the present low level of math and reading achievement in sub groups such as Pacific Islanders, Hispanic, Black, American Indian, Low income, Special Education, and Limited English speaking students. Overall, the district and consortium goals for improved outcomes is very strong.

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

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

(B)(1) Reviewer Comments:

(B) (1) The Road Map Consortium's Auburn School District in particular has a clear record of success in advancing student learning and achievement and increasing equity in learning and teaching. Auburn has had a sustained data driven focus on improving the instruction of preK to 3rd grade students, with strong community partnerships with early learning providers and an emphasis on elementary P.D. for personalizing instruction. Their work will be the model for the other member districts' RTT-D funded PreK-3rd grade initiatives. The Consortium can also point to a wide range of other examples for improving math achievement, instructional differentiation, extending graduation rates and 'gap closing,' improvements in college-going and rigorous course-taking, and increasing the number of high school students taking AP, IB or Cambridge courses -- which serve as the 'default' program for all students demonstrating proficiency on state assessments. Already the dramatic improvements in various member districts have been actively shared and are being implemented in other member districts' schools.

Persistently low achieving and low performing schools in the Road Map region have demonstrated notable success in constructing and implementing successful 'turnaround' plans with Renton's Lakeridge Elementary School leading the way. Other high diversity/high poverty/low achievement schools that were struggling have also demonstrated soaring test scores. For instance the article on Seattle's Mercer Middle School in Appendix B-9 illustrates the positive impact of a constellation of strong leadership; hard working teachers working with energy, joy and a sense of urgency; aggressive interventions for struggling students based on a heavy use of data to tweak instruction; increasing parent involvement, especially for immigrant families; and developing its own math curriculum. Now as a 'high poverty/ high performing' school, Mercer is a lighthouse for similar schools in the Consortium that are working to replicate Mercer's culture and the dramatic changes in students' aspirations and academic successes. Mercer students now outperform Seattle's average test scores, especially among ELL, African American and students from families below the poverty line -- and the city's school board and Road Map leaders are committed to having such schools as the standard, not the exception, for all districts. Appendix (B) (1) illustrates the positive

results of such 'ambitious and significant reforms' in numerous other low & lowest achieving schools where there have been strong and on-going achievement gains particularly among sub-groups other than White & Asian (who already were outperforming peers).

Student performance data is available and extensively shared to 'inform and improve participation, instruction, and services.' Starting in 2010 Road Map Consortium member districts worked together to develop indicators of student success and set targets. In 2011 data was generated and shared in a public report that looked at the disproportionality among subgroups in areas such as discipline, teen birth rates, math course-taking, FAFSA filing, and the results of student motivation and engagement surveys. Data sharing with educators, parents, youth development organizations and business/community leaders has helped focus everyone on specific challenges and the commitment to target collaborative work needed to achieve rapid improvements. RTT-D funding will accelerate regional data sharing and its ready access and usefulness for students, parents, and teachers.

Overall, the applicant demonstrates that member districts are eager to utilize the "lessons learned" in exemplar low/lowest performing schools/districts; these strategies can then be adapted/adopted by other member schools/ districts to advance student learning/achievement and increase equity among subgroups.

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

(B)(2) Reviewer Comments:

(B) (2) For 2011-2012, all districts in the Road Map District Consortium are submitting data on the US DOE's Civil Rights Data Collection survey (six of the seven districts did so in 2009-2010). The CRDC survey makes public information including school & district characteristics, policies, and course-taking data and school finance data as described in (B) (2) (a) - (d). Washington State also generates public reports on each district, addressing the CRDC categories of staffing levels and funding elements, along with a comparison of how school districts actually deploy staff and resources in each building. The resulting School and District Report cards are available on the internet. Also, individual member districts publicize their financial and policy data on their websites; Seattle also provides annual school scorecards that summarize student performance data, demographics, and financial information. Kent school district has won national recognition for its financial reporting from the GFOA and Auburn posts annual School Performance Reports on the internet. RTT-D funding would build on the exemplary information sharing and transparency that presently exists, especially for local parents, educators, and community members.

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

(B)(3) Reviewer Comments:

(B) (3) There is evidence that each Consortium district has more than sufficient autonomy under Washington State's legal, statutory and regulatory requirements to implement the proposal's initiatives that will maximize personalized learning environments. State policies include a heightened focus on personalization and on equity of opportunity, improving accountability and elevating the use of student growth in the evaluation of teachers and administrators. State examples include the newly created state Dept. of Early Learning; establishing the Thrive by Five public-private partnership; developing a Washington State Kindergarten Inventory of Developing Skills (WaKids), and new State Board of Ed. policies allowing students to earn credit by demonstrating mastery instead of by strict 'seat time.'

The WA state Constitution accepts state responsibility for the funding of education and its regulatory code provides autonomy and flexibility to local districts to implement personalized learning environments and strongly encourages Alternative Learning Experiences. The state also encourages the use of online learning and requires high school students to complete a personalized High School and Beyond Plan in order to graduate. HB 1521 (2011) emphasizes the role of local districts in implementing bold ideas to create innovative schools and personalize learning, indicative of the creditable recent support provided by the state's legislature.

The state is implementing its Comprehensive Education Data and Research System that will help educators assess student progress and will provide transparent information to parents and the public. ARRA funding supports a a P-20 longitudinal data system that will be fully operational in 2013. State lawmakers have enacted a new Teacher and Principal Evaluation System to be fully implemented in 2013-14 that ensures regular evaluations of all educators using a four tier rating scale that includes student achievement impact data; it also ensures the training of evaluators and mentors to effectively implement the tools and overall evaluation system. Additionally, the state identifies and supports dramatic improvement of Tier I & II lowest performing schools.

Thus there is compelling evidence for Washington state's supportive context for the implementation of the applicant's plan for implementing personalized learning environments.

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

(B)(4) Reviewer Comments:

(B) (4) There continues to be extensive stakeholder involvement and active support of the Road Map District Consortium's proposal. Multiple workgroups comprised of state and district staff, community groups, education funders, and service providers participate in groups focused in areas such as Birth-3rd grade, STEM, ELL, and high school to college completion; each group made recommendations that were included in the Road Map's proposal. In addition, the Road Map's Education Results Network (ERN) meets several times a year to provide feedback on Road Map work and identify opportunities for deeper involvement.

There are other examples of stakeholders providing feedback to RTT-D proposal drafts. For instance, at the Sept. 13th ERN meeting recommendations were made to expand community-based mentoring, extend STEM during out-of-school time, and to establish STEM partnerships with businesses. On Sept. 20th, parent engagement organizations such as the Community Network Steering Committee members and school-family liaisons from the region were convened and recommended strengthening college and career counseling at middle & high school levels and providing College Board testing free of charge for all students. The ideas of the Work Groups and ERN were duly incorporated in the RTT-D proposal.

Public comments on the developing proposal were solicited through Survey Monkey (300 responses -- admirable but modest in light of the Consortium's total population), a web site, and a Facebook page. The website pages in Appendix (B) (4) (2) illustrate that communication was two-way, with extensive information provided about the evolving Road Map proposal and the invitation to email input/ suggestions and, if desired, to write letters of support for the Consortium's proposal. A modified electronic survey was also sent to middle and high school students and there was a facilitated focus group with 15 students from the high poverty, diverse White Center neighborhood (again, admirable, but a very modest pilot considering the number of students involved in the intended project). Local School Improvement Teams' teachers and principals along with local Education Associations' collective bargaining representatives were also engaged in the development of the proposal, including meetings and follow up conversations to discuss comments and suggestions. One important result, boding well for the implementation of RTT-D initiatives, was that MOU language was added to clearly preserve collective bargaining and contractual rights of each Ed. Association's members.

The letters of support are powerful and extensive; the Consortium received over 150 individual responses. These are exemplary in their range and in their obvious knowledge of the Road Map proposal. They are not 'boiler plate' letters but instead reflect the particular backgrounds, contributing expertise and thoughtful priorities (closely aligned with the Consortium's goals) of government officials, local philanthropies, higher education, parents, PTAs, faith and community-based organizations and many others. The depth and breadth of the support these letters represent is very impressive, as evidenced by those in Appendix (B)(4)-6. It is worth noting that various letter writers see the funding of this Road Map proposal as not only tremendously helpful to its member districts and the regional economy, but also to provide the rest of the state (and districts/collaboratives in other states) ways to enhance and improve educational opportunities for all students.

A letter from Microsoft's Executive Vice President notes that this company currently has 6,000 job openings and about 3,400 of those (many in the Puget Sound area) are for researchers, software developers, and engineers. Microsoft wants to develop "home grown talent" for its own and other regional 'information economy' jobs and sees the Road Map RTT-D projects as a compelling means towards that end. The letters in the Appendix constitute powerful evidence of support for the Road Map proposal and the region's commitment to actively address the complex challenges of improving personalized learning for all of its students.

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

(B)(5) Reviewer Comments:

(B) (5) The Road Map District Consortium has a comprehensive and in-depth understanding of its schools' needs and the gaps between lower and higher achieving groups of students. The proposal cites numerous successful efforts to reduce these gaps through more personalized learning, but it candidly admits that no single district has yet "put all the pieces together." Their RTT-D proposed activities will help them fill gaps and build on strengths to regionalize best practices and effective strategies.

Working with their schools and webs of community supports (evidenced in the Letters of Support), the Consortium will collaboratively provide personalized learning at a scale that can far more effectively meet the individual needs of all the region's high need students. This section describes six categories of research-based personalization strategies the Consortium will utilize. These include implementing standards-based differentiated instruction aligned with the CCSS; utilizing adaptive learning tools to identify and address the learning needs of pre-school children and ELL students; using Early Warning Indicators, EWIS, and tools such as Chicago's On Track System to provide actionable data for individually tailored

interventions and supports. In addition, these will include addressing equity of opportunity to ensure high potential students of color take rigorous coursework such as AP or IB classes; increasing open access to the region's innovative schools such as Aviation High School, Seattle World School, Big Picture High School, and the TAF STEM-focused Academy; and moving to competency based learning rather the old 'seat time' model of earning high school credits. These are all powerful interventions and supports.

Overall, there is indeed evidence in this section for a high quality plan to continue analyzing the districts' ability to provide personalized learning environments -- and to respond to identified needs with effective, scalable strategies and interventions.

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

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

(C)(1) Reviewer Comments:

(C) (1) The applicant Consortium has a comprehensive approach to personalizing learning and preparing all students in this region, but particularly those with the most critical needs, to be college and career ready. There are already established Consortium-wide commitments to implement the CCSS and prepare students for the SBA, to implement Next Generation Science Standards (NGSS), and to increase the number of college and career ready graduates well-prepared to participate in the region's strong STEM-based economy. This is important as presently local STEM related companies must recruit qualified new employees from outside the region. The North Sound LASER regional science education alliance will expand its support of 'Science Teachers on Special Assignment' mentors' Network, and the Consortium will work with the Universitiy of WA's Center for Educ. Leadership to complete the development of a suite of experiences and resources, "Principles of Science for Principals."

Other region-wide commitments include providing every student in a high need elementary school with a summer reading plan. All those schools will have a summer reading partner organization, such as a local library, to support students and families; doubling the number of students successfully completing Algebra or higher in 8th grade (focusing on Hispanic, African American and Native Hawaiian students); and ensuring all students complete and utilize their "High School and Beyond Plans."

Additional plans focus on building a high quality regional PreK-3rd system, expanding the effective use of digital STEM tools, creating a regional system for career awareness and exploration, creating an integrated system of middle and high school advising/counseling, strengthening course rigor and broadening college level course selection to support personalized learning and postsecondary success,and adopting the College Board College & Career Readiness Pathway suite of assessments. In 2011 only 52% of high school grads in the region met minimum state requirements to even apply to a four-year college. 47% of the region's community college students must take remedial math -- and 23% are required to take remedial English. These are dismal statistics that fuel the consortium's sense of urgency to improve the region's students' college (and career) readiness.

Within each plan there is concrete evidence of detailed goals and strategies, time-lines, performance measures impacted by each project, and project deliverable. There is a plan for evaluating the impact of each project on personalized learning and student success as well as how project-generated data and 'lessons learned' will be shared with students, schools, families, and regional communities. This section also describes the Consortium's initiation of a College and Career Readiness Investment Fund that will make grants available to participating districts to develop more rigorous AP & IB courses and to train teachers to effectively teach such courses to diverse, high risk student populations. Overall there is persuasive evidence that the Road Map Consortium's plans address the goals expressed in (C) (2) (a) through (c).

(C)(2) Teaching and Leading (20 points)	20	19

(C)(2) Reviewer Comments:

(C) (2) [The projects and commitments described in (C) (1) also impact Teaching and Leading]

This section describes the regional commitment to implement educator evaluations tied to student growth and the creation of a Teaching and Leading Investment Fund to improve instructional practices and principal leadership to personalize learning environments in the Consortium's highest need schools. The new four-tiered [Unsatisfactory, Basic, Proficient or Distinguished] educator evaluation systems will be implemented in 2013-2015 with support in place for 'transition training' to the new systems.

Subject matter expertise will be focused on math and science, helping prepare students for the region's STEM intensive jobs.

With a high level of new immigrant families in the region, improved ELL instruction in STEM subjects will also be emphasized. Along with increasing content expertise, the Consortium members will build and support more effective PLCs and provide professional development on differentiation for teachers and building leaders. Along with data tools described in previous sections, the Road Map Cons. districts will utilize the new growth-based Achievement Index as it becomes available.

There is less evidence provided in this section about how the Consortium will increase the number of students who receive instruction from effective and highly effective teachers and principals, although this is a predicted outcome from the Teaching and Leading Investment Fund professional development investments and the follow-up to the new teacher and administrator evaluation systems. There are also few details provided as to how participating districts will utilize project based learning; however inquiry-based science is a stated emphasis of the professional development options that will be offered by the Institute for Systems Biology.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

(D) (1) The Puget Sound ESD will serve as the Lead LEA and fiscal agent for the Consortium; the MOUs describe its governance and organizational and decision-making structures -- and the specific responsibilities of the PSESD and each LEA for sharing of best practices and providing mutual assistance. Consortium members will establish a broadly representative Executive Committee to provide grant oversight/support/compliance and manage the RTT-D Investment Funds and their disbursements. They will ensure transparency through extensive public reporting/sharing of results and best practices to ensure grant benefits are scaled up across the region.

School leadership teams are not specifically mentioned but it is clear in the strong letters of support from the districts' teacher associations that they are and will be involved in key decisions at the local level. Participating districts do have the autonomy and flexibility to make decisions about school schedules, staffing models, and budgetary decisions; examples are included to illustrate innovative school models and school turnaround strategies.

This section of the application also provides extensive examples of successful elementary and secondary schools and programs that give students the opportunity to earn credit based on mastery and competency rather than seat time. Digital math tools, access to online tools like Khan Academy, and software tools designed to personalize and increase English language acquisition and literacy skills for ELL students are examples of these adaptable and fully accessible resources. In addition, an "Internet Academy" and The Learning Center blended learning high school model provide more flexible and accessible learning opportunities.

There is robust evidence of the Consortium's commitment to a high quality plan for providing needed support and resources to all students, focusing on practices, programs, approaches, and models that facilitate personalized learning and higher levels of achievement within all subgroups, especially in high need schools.

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

(D)(2) Reviewer Comments:

(D) (2) The Road Map Consortium's major objective is to "improve access to information and instructional tools so that student learning can be maximized in school and out of school..." A large number of families move about in the region each year, and the Consortium will invest in accelerating information exchange across districts and between students, parents, teachers, and key service providers through the development of a Regional Data Portal and Data Sharing Agreements (FERPA compliant). RTT-D funds would also be used to implement adaptive blended learning tools especially for STEM with an expansion of P.D. for parents and service providers on CCSS and the Next Generation Science Standards. The digital STEM tools will provide "portable access" during school, by after school providers and at home. Intensive School and Community Partnerships (Competitive Preference Priority) will invest in extending school-driven learning resources to before & after school providers as well as families. The plan includes expanding the technical capabilities of a centrally-hosted 'data warehouse' so that data in a common format can flow more easily between member districts -- and would serve for performance management reporting. Grant funds would also be used to create an easy-to-use customized Data Dashboard interface for educators, parents, and students with instructional website information available in multiple languages. Technical support and training would be offered to all stakeholders. Non-proprietary data exported from the central data warehouse will be available in open data format such as CSV, XML, or ODS. The data warehouse project will include investment in Open Database Connectivity that will provide interoperable data systems. There is very strong evidence of the Consortium's high quality planning for strengthening and

expanding comprehensive policies and infrastructure to support personalized learning as described in (D) (2) (a) through (d).

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

(E) (1) The Consortium's plan for continuous improvement is driven by timely and objective data; each investment of RTT-D funds will be expected to meet key milestones and contribute to achievement of performance targets. The PSESD staff team and Road Map Project will monitor district and system-wide results and report quarterly to the Consortium's Executive Committee, with rapid 'course corrections' implemented when necessary.

Also district and partner staff involved in each investment/project will meet regularly as a professional learning network to review results, share successes, and discuss problems. There is evidence that the Consortium is committed to a rigorous, data-focused management approach that focuses on outcomes; regular meetings of all collaborative project teams and the Executive Committee will focus on reviewing progress against targets and recommending any needed improvements. The region already has experience in such an approach, for instance with the broad based regional effort to sign up low income students for the College Bound scholarships as well as the development of the regional Road Map's Early Warning Indicator Data Teams.

This section states, "A very intensive version of this collaboration will be established for districts and early learning teams engaged in building up a strong PreK-3rd grade aligned system based on the use of data to drive improvement..." This section does not describe the applicant's plan to publicly share information on the quality of its RTT-D funds, but previous sections have described a vigorous communication plan (verified by the newspaper articles and letters of support in the appendices -- and this need for publicly shared information is covered extensively in the following section, (E) (2).

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

(E)(2) Reviewer Comments:

(E) (2) The Road Map Project is a "collective impact initiative" [see Appendix A1-1]. It is proud of its ongoing communication and engagement with educators and a broad array of stakeholders in the region that share a commitment to dramatic improvement in education results, especially for high-need students.

The plethora of detailed and enthusiastic letters of support in Appendix B attest to the applicant's regular and meaningful engagement of individuals and organizations from work groups and community college presidents to parents and an impressive variety of networks, organizations, and businesses. Communication and engagement are key to the continuous improvement process as well as ensuring transparency and strong accountability to local communities and the U.S. Dept. of Education.

The applicant's communication tools include newsletters, internet sites, Facebook presence, quarterly briefings at ERN meetings and the Puget Sound Caucus, special reports and community briefings, forums with teachers and principals, school board briefings, parent polls, meetings with the broad-based Community Network Steering Committee representing advocacy for high needs students, and an annual Road Map Regional Parent "Cradle to College and Career" Conference that is expected to draw 750-1,000 parents.

Overall, there is compelling evidence of effective strategies for ongoing and comprehensive communication and engagement with internal and external stakeholders.

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

(E)(3) Reviewer Comments:

(E) (3) The applicant's Road Map Indicators of Student Success were established in 2010 through an extensive public process. Topic-specific Work Groups nominated a set of indicators and the final list was approved by the Road Map Project Sponsors; its overall goal is to double the number of students in the region who are on track to graduate from college or earn a career credential by 2020, to close achievement gaps, and to increase achievement for all students. Annual targets for each RTT-D performance measure are expected to be 'ambitious yet achievable.' The Consortium's Executive Committee will determine each measure's effectiveness at guaging progress and if needed will solicit advice from the Road Map Project Data Advisors to identify more useful measures.

The AMO method is used for state assessments in reading & math, high school graduation, and college enrollment. The Consortium also uses target setting methodology with its On Track Indicators that fixes goals at the performance level of the state's top ten district; annual targets are set using a compounding growth model where the rate of improvement increases over time. Information is provided on how Consortium commitments and projects will influence performance measures for the various stated grade bands of students.

Varied, appropriate and meaningful performance measures of students' academic and non-cognitive areas of growth are provided for PreK-3, grades 4-8, and grades 9-12 as well as post-secondary and 'All' students The targets and measurements for each performance indicator are research-based, age-appropriate and focused on improving student success in all areas. Special attention is given to identifying early warning signs that predict high school drop outs so that early detection of problems facilitate effective early interventions and supports. The measure directly tied to improving student outcomes is the percentage of students attending the participating schools with Washington State Achievement Index ratings of "very good" or "exemplary," and the number and percentage of participating students by subgroup with an effective/highly effective teacher and principal. These are high standards for performance measures and certainly qualify as "ambitious" goals that are, given the described interventions and supports, achievable.

This section of the application provides extensive and compelling evidence of appropriate, ambitious and achieveabl targets and performance measures regarding the specific expectations outlined in (E) (3) above.

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

(E)(4) Reviewer Comments:

(E) (4) The Road Map Consortium members and their stakeholders want to know "what works, for which students, and at what cost," thus providing a focused evaluative framework for examining the value of their proposed RTT-D investments. They will conduct an on-going school-level cost/benefit analysis to determine which projects or strategies provide the highest return on investment. Specific examples include comparing costs per student by school to instructional costs and key performance indicators such as graduation rates. They will also utilize longitudinal trend analyses on a variety of factors and costs in order to evaluate programmatic effectiveness and ROI.

It is very helpful that the Consortium has already identified each project's intended goals, deliverables and related performance measures; thus each investment of RTT-D funds will be studied through process, output and outcome evaluations. In addition,the Executive Committee will contract with a third party to work with the Road Map's Project Director to fully implement those evaluations and report to the E.C. with written summaries to the full Consortium. Full presentations and discussions will be scheduled at least annually for representatives from all participating LEAs so that evaluation findings can be used to continuously improve all project work with teachers and students in the Road Map schools.

Overall, the evaluation plan appears to be strong and viable with detailed performance measures, targets and methodology. The specific goals (for instance, the percentage of 8th grade students who are on track to college & career readiness) are particularly ambitious for the lowest achieving subgroups such as Hispanic, Black, Limited English and Special Education students; the formative evaluations will help determine whether they are achievable in a few short years.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

(F) (1) The Road Map Consortium is requesting $40 million in RTT-D funding to support inter-related projects to increase student achievement, decrease the achievement gap, and create opportunities for personalized learning region-wide. The total amount, and the funds designated for each project appear to be reasonable and sufficient given the significant needs and current low achievement levels of most subgroups in the total population of the Consortium's 147,000 students.

The applicant plans to use all RTT-D funds for "allowable, effective, and proven strategies"; each project appears to be adequately funded with productive uses of funds that will contribute to their sustainability and ongoing impact. There is a detailed description of the costs for both one-time investments and those that will be used for ongoing operational costs. Individual personnel costs seem somewhat high but may well be in line with similar positions in the Consortium's region; travel reimbursement is slightly above the current federal guidelines but also may be in line with Washington state's. Funds from other sources to support each project are included.

Professional development is a key factor in improving STEM, ELL and differentiated, culturally responsive teaching. However

in the midst of a multi-million dollar budget there are some minor concerns, or at least lines that need to be further clarified. For instance, the cost of $13,000. per year per teacher for ELL and Cultural Competency Training seems high especially compared to the much lower $2,800. per year per teacher for Math and Science endorsement training and considering that there is a separate contract to provide P.D. of $140,000 for the first year. The stipends for teachers and principals to participate in additional training also seems generous (e.g., $5,000. per principal per year, especially since principals are already paid for whatever time it takes to 'do their job' -- and as principals may be involved with multiple training initiatives, thus unreasonably increasing their income).

On the other hand, the estimated cost of substitute teachers (when teachers are participating in project-related trainings and P.D.) seem low, especially if high need schools want to hire competent and well qualified subs to continue intensive instruction while the regular teachers are out of their classrooms. Conference registration fees for project P3A appear remarkably and unreasonably high (listed separately from travel, meals & lodging) at over $2,000. per person per conference. Project DD1's travel costs of $20,600. per year for the preK-3rd Director seem high.

Project DD3's computer lab computers should be available for far less than the estimated $2,800. each particularly since these will entail 'bulk purchases.' The cost of buying computers for Project 4 is also estimated at the generous level of $2,800. per computer. In addition, purchase prices are estimated to increase by 3% per year, while actually the cost of a good computer has been decreasing each year.

STEM tool licenses (unspecified) in Project 4 also seem very high at $40,000. per school. In Project 6 it is unclear why Counselors would be paid an additional stipend of $45. per hour to participate in a three day training since presumably they are also paid for that time through their regular school contract.

The budget documents appear to be fair though there are a few budgeted items that need closer attention, as noted above. In addition, there are additional caveats, in this case in the applicant's favor, that it it difficult to estimate the specifics of the Investment Funds for which RFPs will be issued to member districts and it is certainly a challenge to provide budget estimates for up to four years and more in the future. Overall, the applicant provides thoughtful rationales for its project budgets including details for the source of various revenue streams impacting the applicant's RTT-D plans.

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

(F)(2) Reviewer Comments:

(F) (2) The applicant has a high quality plan for sustainability, given that priority has been given to focusing on projects where the impact could be maximized with one-time investments. Before RTT-D funds are used that might impact ongoing district budgets beyond the RTT-D grant funding period, the Consortium's Executive Committee will require districts to analyze their potential for re-deploying existing dollars.

Investment funds will require match dollars to ensure that other funders are brought in early and to ensure that districts are strongly invested in project success. As the applicant states, "Building local ownership of the Consortium's major regional system change will be key to achieving and sustaining much higher system performance."

The Consortium will also work closely with the Road Map Aligned Funders Group to position their most successful projects for partnership investments over time. There is evidence of such funders investing over $23 million in the region's educational systems (preK through post-secondary) annually, and it is positive news that many are currently aligning their investment priorities with the Road Map Project and its performance metrics. The Aligned Funders Group is co-chaired by senior program officers of the Bill & Melinda Gates Foundation and the Seattle Foundation. Due to ESHB 2261 (2009), there is also the anticipation that state funding for education will increase over the next six years.

This section outlines a detailed plan for each project (in narrative and tables) of time-lines for impact and funding sustainability. One area that bears further planning is the probable need, beyond the RTT-D funding period, for on-going professional development for newly hired staff. That is, some of those educators trained in RTT-D initiatives will eventually retire or leave for other jobs -- and as students numbers likely increase -- new teachers and principals will also need professional development opportunities in order to fully implement RTT-D established strategies and programs.

Overall, given past support from outside funders who are very committed to goals similar to the Consortium's, and the Road Map Consortium's very successful experience in leveraging such strategic investments, the long term sustainability plan is both wel-developedl and persuasive.

Competitive Preference Priority (10 total points)

	Available	Score

Competitive Preference Priority (10 total points)	10	9

Competitive Preference Priority Reviewer Comments:

The applicant's proposed "Going One Step Further" partnership project is a "Deep Dive" to engage families and a multitude of service organizations in the Consortium's highest need elementary schools. Grounded in the work of the Promise Neighborhood and Choice Neighborhood federal initiatives, this project will start with the Kent East Hill and White Center intensive school and community partnerships.

In the four targeted schools within these partnership projects, 73% to 87% of students are from low income families. They also have a high percentage of ELL students, up to 91% of students are non-white, and there is an immense diversity of spoken languages and cultures. Achievement scores are low. This project is grounded in the research-based evidence that success and scale will come from educators working closely with health, housing, and other community service providers. In-depth data-rich service integration and personalized referral systems will be built and implemented along with new approaches to family engagement.

There is extensive evidence of robust community partnerships at each site employing research-based strategies and programs such as dual language instruction, Math in Focus, Sensory Temporal Math, Blended Learning, ST & other adaptive digital math tools, Fountas & Pinnell BAS & GLAD, Family Navigators Program, Extended Day model programs, and the KCHA Education Initiative.

King County is the number one secondary migration site in the country for immigrant and refugee families, and the system of support services has not kept pace with the growing need. With the Rtt-D funding, families will be ensured of an increase in housing stability and rapid re-housing (thus causing fewer disruptions in children's schools/schooling) and there will be an intensive effort to improve participation rates for early learning/support programs and to increase achievement through extended school day opportunities. These are commendable efforts!

Educational partnerships will also be established with housing authorities, private and faith-based early learning providers. Read to Succeed Kindergarten and After school academies will be expanded. RTS partners such as Youth & Family Services and KCHA will recruit family members to serve as Cultural Navigators (an innovative and very promising strategy), using the PIQE framework training model to increase family engagement. Trained parents will then serve as educational leaders and advocates in the housing community.

The applicant provides an extensive list of partner organizations and their leadership teams' focus, the specific population level desired results, and exactly how they intend to track progress, use data and scale success. Of particular interest are the identified immigrant and refugee community-based organizations that will provide all residents with culturally-appropriate and easily accessible educational and socio-emotional support, physical/dental and mental health services, and "intentional pathways to early interventions."

With RTT-D funds and partnership support, the Deep Dive targeted schools will build the capacity of staff within and outside of school so that personalized interventions can be implemented through schools, community partners, and family members. There will be a quantitative and qualitative analysis of on-going needs including regular data reviews and hundreds of interviews with parents and residents facilitated by community engagement outreach staff. To assess educational and socio-emotional program needs, the Parent Climate and Healthy Youth survey will be utilized by the Kent S.D. (and, if successful, will be replicated). Decision-making will be collaborative between schools and partners/providers and will involve School Improvement Teams as appropriate. On-going parent and family engagement will be facilitated through outreach staff, a Resident Advisory Committee, Family Navigators, PIQE, and planned events and celebrations and informal interaction.

The progress of this project will be routinely monitored through reviewing formative and summative student achievement data and the information generated from tools such as the WA state Healthy Youth Survey, the K.S.D. Parent Climate survey and student surveys. Annual ambitious yet achievable performance measures are outlined with particular attention to the percent of students scoring proficient or better on the WA state's reading assessment for 3rd grade and its math assessment for 4th grade.

A few areas would benefit from clarification. For instance it is not clear why the percentage of Black 4th graders proficient in math from Millennium Elem. School dropped from 55% in 2010-2011 to 29% in 2011-12 -- yet is expected to rise to 62% in SY 2012-13. Limited English speaking students are expected to make heroic gains of up to a 42% increase in proficiency in 3rd grade reading from SY 2010-11 to SY 2016-17 (and up to 45% in math) despite much more modest expected gains in attaining English proficiency (15.2%). While these may be errors in calculations, they still will require the applicant to delve further into these statistics and the underlying assumptions behind these projections.

Overall, the applicant's Competitive Preference Priority integrates public and private resources in four of the Consortium's highest need schools with clearly outlined partnerships, ambitious yet achievable performance measures for sub-groups, and clearly delineated desired results for targeted student groups.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

This is an exceptionally strong application with a coherent and comprehensive plan at the system/district/school/student & family levels for creating more personalized learning environments. There is evidence of active school and community support as evidenced by the plethora of thoughtful letters and the extensive, in-depth recommendations of the various broad-based work groups in the Appendices.

The application demonstrates a candid and thorough understanding of the complexities and challenges of multiply challenged students and families, and provides concrete evidence of the districts' and communities' passionate and on-going commitment to ensuring that all students (but especially those with high needs in low performing schools) will be graduating from high school fully college and career ready.

Total	210	206

Race to the Top - District

Technical Review Form

Application #0535WA-3 for Puget Sound Educational Service District

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

The applicant's plan is the vision and collaborative effort created by a consortium of over 500 district educators and community partners. The Road Map Project plan was designed based upon the Collective Impact Model, a social approach to engage all community stakeholders which impact the educational process and well-being of youth; the program is aligned with the four core educational areas of the Race To The Top grant. The applicant's cradle to college/career approach is a comprehensive and coherent plan designed to accelerate student achievement and will target Pre-K through 8th grade students. The overview the applicant presents is designed to ensure teachers are equipped to implement personalized learning plans especially in high-need schools. More specifically, to accomplish this goal the applicant proposes to provide a series of professional development opportunities for all educators that include: leadership and advanced content knowledge, educator capacity building and advanced technology. The plan contributes to the comprehensive approach because the process will ensure effective teaching methods and increased level of teacher quality to support students. The acceleration of student learning is evidenced throughout the application. For example the expansion of the STEM program will reduce gaps in reading proficiency for the 3rd graders by 2017, while scaling up the program through fourth and fifth grades. To support this goal, a summer reading program will be provided and parents will have access to reading calendars and games so that they can read together; this process will provide a deeper learning experience through parents and children working together. There is also sufficient evidence to show support for 8th graders and high school students and efforts to make them college and career ready through the High School and Beyond Plan. The personalized plan will work with students to achieve academic goals based upon the Common Core State Standards. This process will include expanding STEM courses (digital tools), increase the number of students completing high school and increase college and career readiness amongst other supportive programs

to be offered. Students will gain input from parents, teachers and other community entities that will allow them to create a personal plan best suited to meet their needs. Overall, the applicant has presented a comprehensive plan to support the needs of the targeted population.

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

(A)(2) Reviewer Comments:

The applicant's 3-tiered approach to select the schools to be impacted by the project is well developed and is a collective effort by the consortium. More specifically, tier one considered the project's effect on the target schools, educators, leaders and statewide impact as related to the regions poverty level and family mobility; tier two considered the impact the project would have on high needs students and tier three focused on recruiting and retaining high quality community and school partners. A list of all the schools to be served by the project is presented per district. The applicant proposes to serve a total of 147,085 students and of the total students 77,336 are low income. Additionally, 77% of the students in grades K-8 and 55% of high school students qualify for free and reduced lunch and 83% are considered high needs. The project will also serve 3,811 educators.

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

(A)(3) Reviewer Comments:

The scale up process presented by the applicant to support change beyond the participating schools is defined and provides a reasonable approach to ensure school reform within the school district. The program model and rationale the applicant proposes is based upon the Collective Impact Model whereby community and school entities are active partners in the learning process for school age children. The applicant has chosen this model because the consortium will invest in several projects that are referred to as "Deep Dives" which will support schools in high poverty settings.The "Deep Dives"schools will benefit from strong community partnerships who will support them throughout the year. The "scale up" process presented by the applicant will support change beyond the participating schools within the consortium. The process is designed to build regional systems, effective implementation assurances and system wide commitments. Data analysis and community award events will be used to share interest and goals achieved by the project. The plan to ensure all stakeholders will receive regular updates regarding the Race To The Top project is sufficient. The plan includes the use of leadership groups who will promote best practices throughout the district. More specifically, scaling up objectives related to the program activities to be provided by the applicant was presented and will support expansion of quality services for the targeted population. For example, PreK-3rd elementary schools will begin the process of making sure students enter school at grade level beginning 2013-14 by providing a variety of programs that include online support and summer reading program for students, parents and teachers. The district will build upon the activities and work in the schools and at home until full implementation in all elementary schools is completed by 2016-17.

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

(A)(4) Reviewer Comments:

a) The applicant provides 13 goal areas identified by subgroups for performance on summative assessments and the goals presented represent increases that meet State standards or are above standards. For example, the 2011-12 baseline data for 3rd grade reading is 67.8% and the applicant proposes to increase the rate to 86% by the year 2016-17 through a variety of reading programs throughout the school year and summer months.

b) The goal presented by the applicant to reduce the achievement gap will meet or exceed the State's current

standard. Currently, the district rate for African American students is 46% and the applicant proposes to reduce the rate to 16.4%. This goal will be met through individualized plans, academic support and community services.

c) The applicant proposes to increase the graduation rate for ALL students in the region from 77% to 89% by the year 2017. The applicant proposes a variety of programs that are designed to increase academic achievement while providing opportunities to gain personal learning experiences to reach this goal.

d) The baseline data provided by the applicant for ALL students regarding college enrollment for years 2010-11 is 60% and the applicant proposes to increase the rate to 80% which is significantly higher and it is obtainable based up the services and programs to be provided to promote academic achievement.

e) The current post secondary rate is 20% and the applicant proposes a rate of 34% by the years 2016-17. The applicant will track students attending two year and four year institutions. To ensure that students are on track academically the applicant will assist students with creating a personalized plan that will include both academic and personal goals.

Overall, the applicant has presented goals that meet or exceed the State's performance standards for students. More specifically, the goals presented are ambitious and will be achieved through a rigorous course of study and community/stakeholder support.

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	14

(B)(1) Reviewer Comments:

The consortium districts have a strong record of success in the areas of PreK-3 reading, math and high school graduation rate. The applicant includes charts, graphs and raw student data to show improvement within the region over the last four years. The information provided is evidence that the consortium has the ability to implement the proposed project.

a) There is clear evidence provided to show that there has been success in closing the achievement gap within the consortium districts over the last few years. For example, Pre-K -3 providers collaborated with community partners for professional development and obtained materials to assist with classroom and individualized instruction strategies which helped to increase productivity and provide support for high needs students. Additionally, diagnostic screening of incoming students was performed and students worked at home at their pace; and the district tracked their process. One success specifically presented by the applicant includes: the pairing math professors at a local university and their elementary team of teachers in order to boost their subject area knowledge which in turn would increase the knowledge of their students.

b) The evidence presented by the applicant clearly indicates that there is a statewide plan in place to provide intervention services for low performing schools. This is evidenced by the State's legislation passed in 2009 mandating intervention services be provided in low performing schools. Additionally, there is data provided to show further progress within the region. For example, the percentage of students attending 7th-8th grades proficiency rate increased in reading. In 2008-09 the Reading rate for 7th grade was (30.1%) and for the 8th grade was (40.7%) and currently, the Reading rate for 7th grade is (49.2%) and the 8th grade is (47.5%); the information provided clearly indicates success in student achievement.

c) Through the information provided it is evident the district makes available performance data to students, parents and stakeholders. The state website is accessible and provides real-time grades, attendance and other pertinent information related to school achievement. Mechanisms are innovative and in place to support teaching staff. For example, the Professional Learning Communities (PLC) provided early release time for teachers enabling them to time to develop lesson plans and collaborate with other colleagues and the Monitoring Academics Program (MAP) provided formative results of student achievement in core subject matters.

Weakness: a) The applicant does not provide any information regarding the specific improvements over the last four years regarding college enrollment as related to the targeted schools.

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

(B)(2) Reviewer Comments:

There is evidence of transparency of LEA processes presented by the applicant. The State is responsible for providing a set of reports of each district which is inclusive of detailed information that are made public including salaries. The report is comprehensive and available to the public and all school and district in enrollment, course taking, capacity, finance and

personnel salaries. The applicant has compiled information from all districts which presents the actual salaries of the school and school-level instructional support staff. Additionally, the applicant provides the actual personnel salaries for all level of instructional staff, school level teachers and non-personnel for all of the school districts within the Road Map Consortium.

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

(B)(3) Reviewer Comments:

The information the applicant provided indicates that there is support for the project from the State, community partners and stakeholders. The State has mandated that all school districts implement programs that will help students become college and career ready. Each school in the district has the freedom to implement individualized programs for their students. The States regulatory code encourages alternative learning, provides autonomy and flexibility for implementation in schools in the district. The information the applicant presents as support clearly indicates that through the efforts by both the State and school district students will be provided opportunities to incorporate programs that interest them within their course of study. Additional support includes the availability of online alternative learning opportunities and school curriculums, personal individualized contracts and written learning plans which are made accessible to teachers, parents and students. Parents can participate in parent partnerships and can exchange information regarding school activities. Parents can assist in the design of the individualized plan their child creates.

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

(B)(4) Reviewer Comments:

Stakeholder engagement in the creation of the project is evidenced in the development of the Road Map Project. The use of several work groups comprised of community stakeholders. educators, students, principals, service providers and parents was an innovative approach designed to help develop and implement action plans to help achieve project goals. One innovative process is the creation Work Groups that include STEM Work Groups, College Completion Work Group and ELL Group and Birth to 3rd Grade Work Group. The process is innovative because it will allow active involvement from all stakeholders who will support the project. Evidence is presented to show that groups were active throughout the creation of the project and will be active in the implementation process. For example, the STEM Work Group participated in forming and refining the STEM section of the grant proposal the applicant presents. The inclusion of support from the Education Results Network (ERN), is also vital to the program. The group is comprised of 1,000 stakeholders who meet several times a year to discuss a variety of educational concerns, provide feedback and identify ways to network with the Road Map Project. Feedback from the meetings include, extending the STEM program in and out of school time, using data to support early learning and elementary schools and establishing partnerships with businesses; the information was used to help create the proposal. Additionally, parents and community members were actively involved through the creation of the parent engagement organizations and the Community Network Steering Committee. The feedback from the committee was logical in the creation of the project because information included strategies for college and career counseling. The use of principals and teachers allowed for opportunities to actively participate in the process of creating the proposal and participants who assisted were chosen by the School Improvement Team. The Education Association Committee housed at each school helped to create all partner MOUs and helped to define the roles and responsibilities of the association as related to supporting the project goals. There is convincing evidence of support by stakeholders through the letters of support presented by the applicant. The variety of letters include support from parent organizations, community based organizations, teachers and other educators. Weakness:The applicant provides limited information indicating student input in the development and support for the proposal. The information presented states that there were 20 student responses received from an online survey and a hosted student forum only netted 15 attendees. Based on the number of students to be served by the project more input would further show students support the project.

(B)(5) Analysis of needs and gaps (5 points)	5	4

(B)(5) Reviewer Comments:

The goal of the consortium partners is to focus on improving individual approaches to personalized learning through the use of best practices and strategies that will be implemented throughout all of the schools within the consortium and district by 2017. Overall, the applicant presents strategies that will allow for successful reform process that will address the needs and gaps identified within the target area.The strategies presented include delivering standards-based instruction with differentiated approaches to allow for individualized instruction that are aligned with the Common Core State Standards. The implementation of this process will allow students to achieve in an environment conductive to their learning styles and needs. The process will further assist teachers with using student data effectively to deliver complex, personalized instruction and utilize their leadership skills gained through the professional development process. The use of online adaptive learning

tools is a viable approach to support students during in and out of school hours and during the summer. The use of the blended learning approach is supportive of the learning process and some schools will use adaptive online brain development software to build and extend learning opportunities for three and four year olds. The use of the Early Warning Indicators is an effective way to monitor student progress and allow for adjustments in the classroom instruction and student's High School and Beyond Plan as needed. The process is innovative as it will be used to monitor middle and high school students, provides actionable data to school staff to that they can identify and use preventive strategies. A strategy to ensure students of color take more rigorous coursework is provided and is an approach to address equity amongst all students. For example, educators will review individual student data to identify students who should be in more rigorous school work and then work with them to move them toward enrollment and successful completion of AP and IB courses. All district consortium partners have promised to use this approach and implement project activities as indicated through MOU's. Weakness: The applicant does not indicate how the online approach will specifically address the region's high ELL population as indicated by the applicant; there are no specifics provided.

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

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

(C)(1) Reviewer Comments:

The applicant provides a comprehensive plan to improve learning and teaching strategies for personalized instruction. There is sufficient evidence to show that there are commitments from district partners to support the strategies that will be used to implement programs and support the process. The strategies are aligned with the the four core education areas as defined by Race To The Top District grant. The consortiums' overall goals are to provide resources for cross-sector work, improve leadership and teacher quality, improve instructional tools and learning environment for students, improve data systems and engage families and ensure access, transition and pathways for every student in the district especially high risk students. The rationale for the project activities to be provided as indicated by the applicant are designed to ensure students gain content knowledge and become college and career ready while providing professional development for teachers and principals. The applicant has successfully aligned program activities that support the state Common Core Standards (CCSS); the process will ensure that students are provided a rigorous course of study that will include college and career ready standards and allow for the scale up process. Each consortitum member is responsible for implementing all program activities for their target school. For example, a survey was conducted regarding high school student relationships between math and postsecondary success and the survey concluded that middle school students who took algebra were likely to enroll in college. Therefore, one strategy offered by the applicant will be to increase 8th grade math skills especially for low income, high needs students and ELL students to increase learning capacity in algebra instruction and the applicant will use the process to scale up the approach to high school students. The use of the survey outcomes is appropriate because the assessment was used to create programming based upon the needs of the students to be served. Support to show that the applicant will create experiences for students to understand how to structure their learning to achieve their goals is presented and is aligned with strategies that will allow for personalized learning opportunities and measure progress toward those goals. The use of the High School and Beyond Plan is innovative because it allows for creating personalized learning opportunities and meets the state requirements. The integration of the personal plan process began in 2010 for students entering the 8th grade level and low income students who signed up for College Bound Scholarship. There is commitment from the consortium to ensure supporting completion of high school and provide guidance in the creation of their plan as presented by the applicant. The "cradle to college" approach is innovative because the process supports students from the beginning of school through graduation. For example, instruction for PreK-3rd grade students will include providing early reading programs so that students are prepared for school and students will create and implement their High School plan beginning in the 8th grade through graduation. Additionally, students will work in high quality environments and gain deep learning experiences and mastery in educational content comprised of selected digital tools for personalized STEM learning using evidenced based strategies. Online career awareness and career exploration will be offered through Career Cruising Network and via Springboard for middle and high schoolers and cc:Spark, a digital game for elementary students to learn about careers. Additional mechanisms to be used include career exploration and mentoring experiences offered using digital tools and students will be able to connect with professional mentors through a matching process. A college and career readiness advising training system will be created and the Dream project to provide counselor assistance; report results and sharing data will include formative evaluation will be conducted. The applicant proposes to implement the project throughout all of the schools within the district by 2017. Overall, the applicant provides numerous strategies and approaches that will support the goals of the project.

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

(C)(2) Reviewer Comments:

The training strategies the applicant proposes to provide to teachers and educators will support the goals for the project. The Tier 1 and Tier 2 approach will utilize an instructional program that includes curriculum and assessments to track student progress. Teachers will develop student objectives that are based on student achievement, priority learning targets, content area and grade level. Additionally, teachers will participate in district wide in-services to gain knowledge regarding the skills needed to implement the project. More specifically, training will include using data to inform instruction and measures, adapting content to meet student's individual needs and help develop rigorous content study that meets college and career ready standards. The use of the programs will increase teacher quality and students will benefit from having teachers who are qualified to teach them collectively and as individuals to support their overall success. The applicant has provided sufficient information to show the process teachers will to measure student progress. For example, teachers will align the data with students academic needs and interest and state standards. Baseline data will be used to measure student progress and ensure students are college and career ready. Specific activities will include PSAT/SAT training through classroom and online instruction, Read and Step, a college and career planning tool offered beginning in the 8th grade and their individual High School Beyond Plan. The applicant provides other optimal learning approaches that will successfully assist the project. For example, a business software program to make student data accessible will be made available to all educators and stakeholders. The system will allow educators to review areas where students have mastered their studies which will accelerate the graduation process. Stakeholders, teachers and students will have access to records via the state and district websites and the processes will ensure that there is continual monitoring of student progress. The resources the applicant proposes to use are feasible and will support the project. Curriculum resources will include college and career ready content in core subjects in addition to art, civics and workforce studies to provide a variety of learning opportunities. The plan to provide processes and tools to meet student needs is supported by the activities the applicant propose to implement and they are feasible to support the process. An electronic toolkit with curriculum, formative assessments, instructional tools, project ideas and more will be accessible to all stakeholders. The online tool will have a section for professional development materials and a searchable database for program feedback. The applicant provides ample support to show that teachers and principals will receive training, policy information and other resources needed to provide an effective learning environment for students. Teachers and principals will be evaluated on their performance and to support them professionally and improve classroom effectiveness. The plan to provide professional development based upon the needs identified, assessment of evaluation outcomes and classroom instruction will allow for program adjustments as needed; the process will also ensure students are provided with the best possible course of instruction. The applicant's Tier 3 approach to provide effective training systems and practices is innovative and will support professional growth and student achievement. For example, Tier 1 will provide district wide in-services and professional development opportunities to all educators and district administrators to effectively use student data to measure student progress and personalized instruction; Tier 2 will utilize Professional Learning Communities to work with elementary level teachers to develop content instruction, shared lessons, assessments and scoring rubrics; Tier 3 Individual Coaching will provide one on one instructional support for teachers. The applicant's focus on improving teacher quality is evidenced through a series of effective training opportunities and professional development support. Teachers will be trained to utilize classroom observations, student growth models and personalized instruction as measures to evaluate their success; the process will also be used to ensure teachers are properly trained and able to work in hard to staff schools. Additionally, principals are also trained and will monitor both teacher and student progress; teachers and principals will be evaluated as well to further ensure program goals are met.

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D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

a) Goals and strategies for the project are defined. For example, the applicant proposes to expand the use of Digital STEM

tools to provide personalized instruction for students and the strategies presented include: providing portable access to curriculum content to be used by educators during school hours and by after school providers, parents and students after school hours. Additionally, out-of-school provider curricula will be aligned with the students personalized school curriculum to address individual needs and school and community partnerships will focus on working with high need schools to provide additional services. The timeline for all project goals are clearly defined and include strategies, roles and responsibilities and deliverables. For example, the expansion of the data warehouse will begin in January, 2013 and the Kent School District will be responsible for implementation and by December, 2016 application analyst will have completed work with all districts to build customized reports and support analyzing performance measure progress; it is to be noted that this process will be ongoing from the beginning of the project and beyond project funding.There is support to show that the LEA's will be organized and overseen by a lead LEA within the district so that leadership can be provided to other schools in the district and serve as the fiscal agent. The process the applicant presents will provide numerous opportunities for collaboration amongst the partners. For example, each LEA will assist others within the district to provide program services and share best practices. The applicants' plan also includes the process by which a nine person Executive Committee will be selected if the project is funded. The duties of the organization include: overseeing the grant process, managing the Investment Funds, reviewing grant fiscal activity and reporting and sharing best practices to all stakeholders.

b) The applicant proposes "Deep Dive" Projects which will allow a school level team and parents to provide input and support for critical program design and implementation of partnerships to provide continual support for the project. Districts will have autonomy and flexibility to make decisions to implement the project. Assessments are aligned with state requirements and standards for high school graduation as well as support college and career goals.This process will allow all stakeholders, especially parents the opportunity to be actively engaged in their child(ren) education. Teachers will be given time to move away from the classroom during school time in order to work with students one-on-one, review personalized plans and work on other school related issues. This process will be made available due to the assistance of content and data coaches and other school staff who will instruct students when teachers are not in the classroom.

c) Students will enjoy opportunities to have input and become actively engaged in their education. Plans will also allow for them to gain competency credit and flexibility to move towards graduation which supports the college to career goals as proposed by the applicant. For example, the district awards one or more credits to students who demonstrate overall proficiency level as related to language and education for seat time credit-based graduation requirements are offered for at least two schools in the district.

d) Support is presented to show that there is a plan in place for students to show mastery, demonstrate competency to meet standard for graduation based upon the State assessment system. Students can present portfolios to show work in subject areas to show mastery which can allow students who don't test well to receive credit for bad grades. Additionally, the State allows for a number of standardized tests to be substituted and include: SAT, ACT and AP exams so that high school students can earn their high school diploma using alternate competency methods. Other methods include: gathering multiple pieces of evidence to demonstrate students who have met mastery and analyzing evidence of student progress in multiple ways.

e) Through the use of personalized learning plans ELL students have access to classroom resources they need to assist them with the educational process and gain the knowledge they need to graduate. For example, educators will provide specialized courses that student can access and they can take advantage of flexible learning environments. The process supports the goal of the project and will allow students to work at their pace and educators will be able to monitor their progress after school hours if needed. Additionally, schools will use software products designed to personalize and increase English language acquisition and literacy skills for English Language learners. Other learning resources to support all students include: the Learning Center, a blended learning model comprised of both teacher and digital content instruction through adaptive software that will allow for flexible learning schedules and Virtual High School, which provides on-line curriculum so that students can recover school credit,

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

(D)(2) Reviewer Comments:

a) The applicant provides a comprehensive list of strategies to be used to provide students with learning resources during in and out of school time . For example, there are plans to expand the use of the digital STEM tools to personalize instruction. The tools will provide portable access to school curriculum content that can be accessed through the school district website. Additional strategies include Project 3 which aligns out of school time curriculums with the school district to ensure that the

needs of the students are addressed. Other strategies includes the extension of the school day and the High School and Beyond Plan which is designed to assist students with a college to career program for middle and high school students. Goals and strategies are provided that will also address accessibility for all students and include providing educators with information to support personalization of instruction, making transfer of data easy between school districts and making sure that information will be made available to parents, students and community-based organizations. For example, parents and students will have student/school data specifically built for easy access. The applicant provides a platform that will allow collaboration with other students, parents and educators to assist with their High School and Beyond plan goals. Community based organizations will also have access to information needed to help students succeed.

b) Strategies to ensure that all stakeholders are provided with opportunities to receive technical training is provided. For example, regional data portal and sharing agreements will provide instructional training for educators and stakeholders how to use the system. Out of school will receive training upon request and parents/students will receive instruction through a tutorial and technical assistance on the district website.

c) The ability to access data and export information to support other learning systems is presented and will allow parents and students access to school performance records. Data can be accessed through the central data warehouse where the district and community based organizations will be able to export data utilizing their own system. Additionally, parents can request student data from the school district who will be able to export student information and save in a personnel file for use.

d) The applicant provides information that describes the process for ensuring that LEAs and schools will have access to data systems associated with the project. The data portal support transfer of data to all districts. Additionally, there will be access to the data warehouse located in the school district consortiums service area. The project will also invest in a data connectivity system to ensure all districts can import/export information.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The plan the applicant provides will ensure continuous improvement to support student achievement and teacher quality. Program staff will monitor the project and report quarterly to the executive committee. District and partner staff will meet quarterly; this process will present opportunities to share program success, review program assessment results and discuss problems. The use of the Early Warning Indicator is innovative because it will allow staff, teachers and parents access to student records and monitors student progress; this process will be implemented district wide. The City Oversight Group from the Office of Education will meet regularly with the Consortium Executive Committee to review program progress and concerns and to provide ongoing feedback.

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

(E)(2) Reviewer Comments:

To ensure continuous communication and program engagement with internal and external stakeholders, the applicant proposes to use the school districts web site to post program updates and events for review; the school's website is accessible to all internal and external stakeholders at all times. Newsletters will be dispersed to provide community updates and the consortium will continually update its Facebook page and the Road Map project site. Meetings will be held quarterly to provide updates, information sharing and gain input for other providers to further provide support for the project. Annual reports will be provided to all stakeholders regarding student progress. The Community Network Committee comprised of community and family members will provide feedback to the Road Map Project and a Parent Poll will be conducted to determine parent feedback about the program.

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

(E)(3) Reviewer Comments:

The applicant provides performance measures that are aligned with the districts overall performance assessment goals. Rationale and methods of measurements presented are ambitious and achievable as related to student achievement.The

measures call the Road Map Indicators of student success will be used to measure baseline data and improvement target goals. Specific age appropriate performance measures are presented for all of the target population and by grades. For example, performance measures track indicators for grades 9-12 will track the number of graduating students who complete and submit the FAFSA. The baseline data for 2010/2012 is 52% and the applicant projects by the year 2017-17 the rate will have increased to 80%. Student records will also be used measure student progress and early warning indicators will also be used to ensure students are not failing below grade level. Each performance measure for each subgroup will be reviewed and reported annually and the Executive Committee will solicit input from the Road Map Project Data Advisors to identify more useful measures if the measures currently in place are deemed insufficient.The processes the applicant has provided will help to ensure that student progress is aligned with their academic goals and personal learning plan thus making them college and career ready.

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

(E)(4) Reviewer Comments:

The plan the applicant presents to evaluate continuous program effectiveness includes analyzing school level performance measures to track student achievement and analyzing school level finances to ensure cost effectiveness of the program. Additionally, the applicant is exploring additional tools to measure investments such as hiring a third party evaluator who will work closely with the project director and other staff to support the evaluation process. Progress reports will be disseminated to the Executive Committee quarterly and to consortium members as well for tracking purposes and program adjustments as needed.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The applicant presents multiple budgets which represent all of the districts to be served by the project. The applicant is requesting 40 million dollars to support the proposed project. A description of all expenditures is presented and funds will be used to support project activities that include: expanding STEM programs, providing college and career programs, updating data systems and providing individualized programs for students and professional development for educators. The applicant has included one-time cost that consist of digital tools, infrastructure, system building, and capacity building. The projec will serve 147,085 students of which over 77,336 are low income.

(F)(2) Sustainability of project goals (10 points)	10	9

(F)(2) Reviewer Comments:

The applicant provides information regarding the plan to sustain the project after the funds have ended. The use of Investment Funds will support the project after funds end. The fund will support certain portions of the grant proposal such as increase career awareness (STEM based opportunities), middle and high school counseling and advising, PreK teaming approach and data and college board assessments. The Aligned Funders group, a group consisting of private and public funders will monitor project investments and the effectiveness of each investment as related to the project. Additionally, the applicant will leverage local funds to support the project. Additionally, community stakeholders will support the project by providing in-kind resources and services. Weakness: The applicant has indicated that State funds will be made available by 2018 amounting between $2-4 billion dollars for all schools within the district, however it is not clear if the applicant will be able to use the funds specifically for the project.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The applicant provides evidence of sustainable partnerships that include health centers, social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions. The project is a collaborative effort by district schools dedicated to student achievement and teacher quality. The implementation of the cradle to career model is all inclusive as it supports the goal to improve student achievement for all children PreK through high school through basic and individual educational opportunities. There is evidence of a 10-population level educational results for students within the target area. The "scale up" model is logically presented and include: focusing on developing partnerships, collaboration, and training between schools and partners and effective practices will spread to other schools in the community. Regular meetings and evaluation and other mechanisms will support the model. The Road Map indicators are aligned with the State and Race To The Top District core elements. The applicant will track and measure each result at the aggregate level through the use of the statewide data system and data warehouse and will review all processes on an ongoing basis to ensure project and student goals are met. The plan to use evaluation results both quantitative and qualitative will support improving results over time; feedback will be collected and regularly assessed and program adjustments will be made. The process to integrate education and other services is sufficient and includes: collaboration with community based partners who provide services that align education and socio-emotional programs to support students. Agencies will include: Youth and Family Services, SEA MAR Health Services, White Center Community Development Association and other programs. Plans to use state and district level assessments to create personalized instruction for students is presented and will include the gaining input from parents, educators and community partners. Additionally, teachers, principals, educators and community partners will provided professional development to provide appropriate educational opportunities for youth. The program is the result of a two year planning process and analysis of data collected from parents and stakeholders. On-going data will be collected to be used to improve the project. Decision making and process infrastructure will be conducted through the implementation of the School Improvement Teams at each school and school improvement strategies will be aligned with personalized learning opportunities. The process for engaging parents and families to support students is appropriate to ensure program goals are met. Principals and staff will meet with parents regularly to engage parents in activities, educators conferences and parents will be able to provide input in the creation of individual personal plans. Student performance data measures will be monitored continuously and will include input from surveys from parents and student and program data.The performance measures presented are ambitious and achievable and the applicant will utilize the Annual Measurable Achievement Objects (AMAO) to address the adequacy of ELL student's progress toward achieving English language proficiency

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant's proposed project meets the Absolute Priority 1 requirement. The Road Map Project is a consortium of district schools who presents a project to help students to become college ready and career ready.Students are able to choose subject matter of interest and supports college/career preparedness. State support the project is evidenced and includes a new data system that will monitor student progress and teacher quality, analyze cost of the programs and overall project accountability. The state adopted the Common Core Standards that redefined basic education to include college and career readiness which was phased into higher levels of school funding and integrated into the high school requirements. The "cradle to college" is the approach the applicant proposes to implement to ensure that all students in the district reach proficiency level through basic education and individualized instruction. The plan to provide professional development for educators is designed to support student improvement, student learning outcomes, incorporating student growth and evaluate teacher and principal performance and improve teacher quality. The project will decrease achievement gaps across groups because the project will be implemented at all schools across the school district and the students will graduate from high school and be prepared for careers.

Total	210	206