



# Race to the Top - District

## Technical Review Form

Application #0956WI-1 for Kenosha Unified School District

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9
<p>(A)(1) Reviewer Comments:</p> <p>The applicant is made up of 22,905 students in grades PK-12 across 43 schools, including: 23 elementary schools (PK-5), five middle schools (6-8), six high schools (9-12), and six charter schools. It employs 1,620 full time professionals, 680 support staff, and 68 administrators. In 2011, it began a district-wide Transition Plan designed to improve student achievement and personalize the learning environment for all students in all schools.</p> <p>There is an aggressive strategic effort to carry out the Transformation Plan on a district-wide basis.</p> <p>The applicant has very specific goals to improve student performance.</p> <p>The applicant shows specific beliefs that drive the instructional process. It provides a clear picture of research-based programs such as AVID College Readiness System, National Career Readiness Skills and Certification, Youth Apprenticeships, Internships, Advanced Manufacturing Technical Certificates (Welding and CNC Operator) as part of the aggressive approach to improving instruction.</p> <p>The applicant outlines several ways it wishes create a better-personalized instruction environment.</p> <p>The district has stated a mission but does not include a vision in the proposal. One must look to the district's published plan in Appendix 1 for it.</p> <p>The applicant included its transformation plan in the Appendix, which has been developed and in place during the current school year. It must have considered how it proposed to carry out the transformation plan without using RTT funds. It is not clear why it developed such an aggressive program if it did not have the recourses to carry out the effort.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	9
<p>(A)(2) Reviewer Comments:</p> <p>The applicant has identified 17 elementary, 5 middle and 3 high schools for the project.</p> <p>There is a specific process used to select students from high-need schools, with the participating students meeting the eligibility requirements. There is no evidence that each individual school meets the high-need criteria in each category.</p> <p>There is a total number of students (17,005) identified to be served by the project.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	8
<p>(A)(3) Reviewer Comments:</p> <p>The applicant introduces the idea that it did not start its reform efforts with RTT funding, nor will we finish them with RTT. There is an ambitious plan to improve instruction through a series of long-term activities and services.</p> <p>There is clear evidence that the applicant proposes to reform its current educational structure in a way that is different than what is currently being carried out.</p> <p>There is no evidence that the district will use RTT to scale up its effort to carry out meaningful reform in high-need schools that cannot be done under its current Transformation Plan.</p> <p>There is no evidence that the funded project will improve student learning outcomes for targeted high-need students and schools rather than all students served by the district.</p>		

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8
<p>(A)(4) Reviewer Comments:</p> <p>There are well-designed goals that show that the applicant's Transformation Plan will likely result in improved student learning and performance and increased equity. They have been set so that student performance will to be equal to or exceed State targets overall and by student subgroup, for each participating LEA by: (a) increasing student performance on summative assessments (proficiency status and growth) (b) decreasing achievement gaps (c) increasing graduation rates and (d) increasing college enrollment rates.</p> <p>The applicant's goals address (a) increasing student achievement using proficiency assessments.</p> <p>There are specific goals (and indicators) addressing the targeting of decreasing achievement gaps.</p> <p>There are specific goals (and indicators) that address (c) proposed graduation rates.</p> <p>There are specific goals (and indicators) addressing college enrollment.</p> <p>The applicant did not adequately address how it proposed to use its Transformation Plan described in the application to target schools and students identified in the proposal differently than will be done in the district-wide Transformation Plan.</p>		

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	10
<p>(B)(1) Reviewer Comments:</p> <p>There is strong evidence that the applicant's schools have successfully raised student achievement and created pathways to college and careers in specified low-performing schools. There is supporting documentation showing the success since 2008 in advancing student learning and achievement and increasing equity in learning and teaching.</p> <p>There is a detailed description, including charts or graphs, support student data, and other evidence that demonstrates the applicant's ability to (a) Improve student learning outcomes and close achievement gaps , including by raising student achievement, high school graduation rates , and college enrollment rates; (b) achieve ambitious and significant reforms in the persistently lowest-achieving schools served ; and (c) include student performance data that is readily available to students, educators, and parents in ways that can inform and improve participation, instruction, and services.</p> <p>The is strong evidence that the district is showing significant improvement at all grade levels since 2007. There is evidence of improvement in the graduation rate and an increase in the number of advanced courses offered. There is an increase in the number of programs designed to improve instruction including teacher training and development. It also addresses how it makes performance data available to parents and students.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	2
<p>(B)(2) Reviewer Comments:</p> <p>The applicant states that it has a high level of transparency in budgeting and financial reporting processes and practices, including by making public, by school, actual school-level expenditures for regular instruction, instructional support, pupil support, and school administration.</p> <p>It does not present clear evidence that this is true.</p> <p>There is a well-documented discussion of the extent to which the applicant makes available the four categories of school-level expenditures from State and local funds including: (a) actual personnel salaries at the school level for all school-level instructional and support staff, based on the federal classification of local government finances.</p> <p>The application does not provide adequate evidence that it makes this information publicly available.</p>		
(B)(3) State context for implementation (10 points)	10	6

(B)(3) Reviewer Comments:

The applicant has a provided good information about how it operates as a fiscally independent governmental unit that is required by law to hold a meeting of all electors annually and states that it is “gaining” sufficient autonomy to implement school improvement initiatives.

There is no clear evidence that it has regulatory authorization to create personalized learning environments for has students.

There is an adequate discussion about how the personalized learning services will be coordinated with current state requirements in the areas of labor-management, scheduling, academics and governance

(B)(4) Stakeholder engagement and support (10 points)	10	7
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(B)(4) Reviewer Comments:

There is evidence that the applicant has been meeting with the teachers union and that they along with others were involved in the development of the Transition Plan. It is not clear when these meetings happened.

There is clear evidence of teacher support shown in letters from such people as Julie Abt, English Teacher at Indian Tail High School; Charles Romano, Instructional Technology Teacher from Tremper High School included in attachment 9 for the Transition Plan and services currently being carried out and included in the application.

There is strong evidence included in Appendix 8-C and letters from school principals including Jeff Pertl, Federal Funds Trustee & Policy Advisor from the Wisconsin Department of Public Instruction; Joe Kiriaki, Executive Director and Anne Knapp from the Kenosha Education Association; Trenten Smith, President of the Bradford Senior High National Honor Society; Jacob Murphy, Student President of the Indian Tail High School National Honor Society and Danielle Wilson, Student Body President from Tremper High School that a variety of different groups were directly involved in the development of the proposal but it did not show how the reform model included in the application transcends what has been started in the district.

There isn't sufficient evidence of proposed modifications to the application or what changes were made because of community and stakeholder input.

There are a significant number of letters of support from stakeholders including Joe Kiriaki, Executive Director and Anne Knapp from the Kenosha Education Association the Association representing the teachers included in the proposal with evidence of direct engagement and support for the proposal from teachers in participating schools

(B)(5) Analysis of needs and gaps (5 points)	5	3
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(B)(5) Reviewer Comments:

There is a good description of the educational gaps, the needs identified and how they be addressed for all the schools in the district. There is no evidence that the applicant proposes services specifically for the high-need schools identified in (A)(2).

There is sufficient documented evidence that a significant discrepancy exists among different racial groups in core subjects and a need for services.

There is also sufficient information showing a discrepancy among different racial groups and the needs for preparing these students to take become college ready.

There was substantial information provided related to proposed solutions for identified gaps.

Although students from different racial groups will benefit from program services, there is no specific proposed solution shown that relates the personalized services for the different racial groups affected in the targeted schools.

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

	Available	Score
(C)(1) Learning (20 points)	20	15

(C)(1) Reviewer Comments:

There is clear evidence included that part of its district-wide Transition Plan that the strategies designed to promote college readiness can be done with the personalized learning experiences proposed for high needs students throughout the district.

There is specific evidence that activities used as part of the district-wide Transition Plan are research-based and have proven

successful in helping students achieve college readiness using personalized learning experiences.

The is evidence of an ability for project services to help students gain higher-order thinking skills through services that emphasizes instruction using research based approaches.

There is evidence that the Transition Plan activities for the entire district are organized around four pillars: school culture and safety, academics, social life skills and civic engagement show promise of encouraging students to learn in a positive school climate.

There is no clear evidence that the Transition Plan promotes college preparation within the total program.

There is sufficient evidence that the plan includes strategic commitment to appropriate training for the teachers to carry out project activities.

There us evidence that the proposed project will focus on low-income students because only 11% of that group enter college and complete a bachelor's degree, but does not mention if they come from the target schools listed in the application.

(C)(2) Teaching and Leading (20 points)	20	16
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(C)(2) Reviewer Comments:

There is clear relevant information about how teachers are trained to carry out highly effective teaching and that all teachers based upon the needs of students. All critical areas were adequately addressed and supported with supplemental services such as mentors.

There is substantiated documentation of an in-depth professional development component that offers continuous on-going well-developed professional development. It includes a variety of content area professional development.

There is sufficient documentaton that the teacher evaluation using a continuous growth plan with sufficient and a means for combining it with existing professional development to help teachers to be better instructors.

There is specific evidence that teachers and principals participating in the proposed components: (a) will be engaged in training, and in professional teams or communities that supports their individual and collective capacity.

There is strong evidence that teachers and principals participating in the proposed program will be engaged in training that: (i) supports the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready.

There is strong evidence that teachers and principals participating in the proposed components will receive training that: (ii) adapts content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches

There is clear documentation that training will address: (iii) measuring student progress toward meeting college- and career-ready standards, or college- and career-ready graduation requirements and the use of data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators.

There is specific evidence that teachers and principals participating in the proposed components will be engaged in training that: (iv) improves teachers' and principals' practice and effectiveness by using feedback provided by the teacher on-going *Continuous Growth* evaluation tool that includes frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

There is documented evidence related to: (b) how participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress.

There is also specific reference on how participating educators will use: (i) actionable information that helps each identify research-based learning approaches for programs such as AVID that respond to individual student academic needs and interests.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

The project's governing structure is adequately defined so that it will be: (a) organized to manage grant support and services. However, It is not clear, with a Transition Plan already in place, how the governing structure is designed to complement what the applicant already has in place.

Although the advisory council is an important part of the project, it is not clear if it exists for the current program and/or what their authority is or will be.

There is strong evidence in the document showing how it will facilitate personalized learning by: (b) providing school leadership teams in all schools, not just those identified for participation, with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets. It states that principals have flexibility in scheduling, staffing decisions, curriculum, and budgeting including adjusting class schedules to allow additional time for student learning as well as for teachers to collaborate.

The project offers flexibility to the way student populations could be taught, but does not adequately show how the instructional approaches such as blended learning could enable students to progress through the curriculum and earn credits at their own pace.

There is not a convincing discussion that there has or there will have policies or practices that (c) gives all students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic.

There is little documented evidence of a high-quality plan designed to (d) give students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways or (e) provide the learning resources and instructional practices that are adaptable and fully accessible to all students.

(D)(2) LEA and school infrastructure (10 points)	10	5
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(D)(2) Reviewer Comments:

There is an adequate description about how the applicant will use technology including iPads, desktops, Netbooks for students.

There is a good discussion about about instructional support through many supplementary services such as: Instructional Literacy Coaches, Interventionists, Instructional Technology Teachers, Mentor Coaches, and/or Technology and Support Technicians. There is not adequate evidence that all the supplemental resources can be continued without federal ongoing support. It also does not provide adequate information about how the new technology can be maintained.

Although there is not clear evidence that all students participate, its availability, as described, would strengthen program infrastructure.

There is evidence that the use of the Internet will allow (a) all participating students, parents, educators, and other stakeholders to have access to content, tools, and other learning resources both in and out of school to support the implementation of the program. It is a valuable tool, yet was not described convincingly as a resource for the strong program proposes.

There is evidence that the future use of data management systems show that (b) students, parents, educators, and other stakeholders have appropriate levels of technical support provided through a range of strategies and c) offer information technology systems that allow parents and students to export their information in an open data format and to use the data in other electronic learning systems. There is no evidence that any of these resources are currently being used as part of the Transition Plan that has been in place a period of time.

There is no convincing evidence that the technology used and proposed (d) allows the applicant and participating schools to use data systems that include human resources data, student information data, budget data, and a system instructional improvement data. However, there is a good description about how students could use technology resources, such as blended learning, to carry out the instructional process. The use of technology for instruction was not adequately discussed.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	10

(E)(1) Reviewer Comments:

The use of a continuous progress plan by leadership teams is a good tool to track progress is an effective vehicle for measuring project progress and for identifying areas that must be adjusted. It is an effective tool that can be used for continuous improvement by the central management, school and classroom levels. There is strong support for the strategy described in the application designed for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward meeting goals set for the district.

There is documented evidence that the applicant has developed a strategy that addresses how the project will monitor, measure the project's progress, and how it proposes to publicly share information on the quality of the project.

The model supports opportunities for ongoing corrections and improvements during and after the term of the grant.

(E)(2) Ongoing communication and engagement (5 points)	5	4
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(E)(2) Reviewer Comments:

There are appropriate means described for including input from educators, students, parents and community members with evidence that the project leaders will make adjustments and revisions to its project.

There is evidence that staff will use periodic internal and external surveys, school open houses, PTSO parent/teacher data meetings, SIDI collaboration, access to its main website, school websites, daily/weekly school e-newsletters, Chew-and-chat meetings.

There is a good strategy for ongoing communication and engagement with internal and external stakeholders through the SIDI Teams ad Advisory Council, a committee of participating internal and external stakeholders.

There is strong evidence that the applicant will make adjustments and revisions during project implementation, and has a clear and high-quality approach to continuously improve its plan.

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

Sufficient data are included indicating achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures.

Not all of the required information about the number and percentage of participating students who are from low income families and are considered high-need was included.

All required data related to the percentage of participating students who will graduate from high school was adequately addressed.

All required data related to the percentage of participating students, by subgroup, who are on track to college- and career-readiness was well documented.

All required data related to the number and percentage of participating students, by subgroup, whose teacher of record and principal rated as highly effective; the number and percentage of participating students, by subgroup, whose teacher and principal are rated as effective was well documented.

Not all of the number and percentage of participating students who are listed as eligible for Free Application for Federal Student Aid (FAFSA) was included.

All required data related to grade-appropriate academic leading indicators of successful implementation of its plan was well documented.

There wasn't convincing evidence about the (a) rationale for selecting the performance measures presented.

There wasn't adequate information about (b) how the measures identified provides rigorous, timely, or formative leading information tailored to the proposed plan and theory of action regarding the project's implementation success or areas of concern; and (c) how it will review and improve the measure over time if it is insufficient to gage implementation progress.

There was not sufficient documentation of grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.

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

The applicant proposes to use a project team for internal monitoring and evaluation and to conduct continuous assessments using a Logic Model.

There is no substantive discussion about how the applicant proposes to evaluate funded project activities such as professional development and the activities that employ technology.

There was very little discussion about how the productivity of project staff, including the implementation of the proposed compensation reform, will be evaluated or how staff will be able to determine if the use of additional resources such as technology actually improves student performance.

There is no way to determine what will be done to measure the effectiveness of input from community partners other than statements that such actions are planned.

There is no way to determine whether the organizational structure overseeing the participating charter schools is being evaluated.

The project will not use an external evaluator, which would be a way, without internal bias, as a means to determine project effectiveness.

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

	Available	Score
(F)(1) Budget for the project (10 points)	10	5
<p>(F)(1) Reviewer Comments:</p> <p>There is a well-developed detailed description about how grant funds will be used over three years as part of the narrative document, and then four and five years in the appendix to (a) support the project.</p> <p>There is sufficient evidence that the applicant (ii) fully identified the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during the grant period, as they were described in the proposed budget and budget narrative.</p> <p>There is a (i) detailed description of the use of Federal funds that it will use to support the implementation of the proposal.</p> <p>Figures showing that the costs proposed were (b) fully documented and sufficient to fully support the development and implementation of the applicant's proposal.</p> <p>There is good evidence and (c) a complete rationale for the investments and priorities as part of the budget narrative.</p> <p>There is not an adequate information about how the applicant will use a combination of grant, state and local funds to (a) support the project. There is not a clear picture as to why so much money is needed for a supplementary project for targeted schools when a Transition Program currently exists and is proposed to continue for the entire district without the level of funding that the applicant believes it needs.</p>		
(F)(2) Sustainability of project goals (10 points)	10	5
<p>(F)(2) Reviewer Comments:</p> <p>There is a good description about the use of approximately \$36 million to carry our a reform model that was approved and is currently being implemented. There is very little evidence that the level of funding to be used as a one-time focus on strategies that will ensure the long-term sustainability of the personalized learning environments in selected targeted schools is possible.</p> <p>There is a clear description about the ongoing costs but no clear evidence that new funding sources can be secured.</p> <p>The modest projected increases in existing sources was not adequately addressed.</p> <p>There is a strong reform model offered, but there is little documentation to show a sustainable commitment or possible continuation supporting the high cost of supplementary personnel.</p> <p>The high cost of supplementary personnel projected makes the project's sustainability questionable.</p>		

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The school-based mental and behavioral health program was a well-developed project designed to provide critical student and family supports using a professional development plan and parent education components and services designed to increase awareness of mental and behavioral health issues; strategies to create a more positive, caring, and safe school climate; and increased access to mental health and wraparound services for participating students and their families.

Public and private resources developed as part of a partnership were well designed and will augment the project's resources.

There is evidence that the project will provide additional student and family supports to schools by addressing the social, emotional, or behavioral needs of the participating students.

There is evidence that the partnership that will be formed is coordinated with services of public or private organizations, including public health services, and before school, after-school, and social service providers.

The is coherent information about how the integrated student service providers including such agencies as the Kenosha County Department of Human Services, St. Aemilian-Lakeside, Kenosha County Health Center, Kenosha County Head Start and Even Start, National Alliance of Mental Illness, Prevention Services Network, and the Hope Council were coordinated to port the plan described in Absolute Priority 1.

There is a well-documented description about the services provided will: (a) track the selected indicators that measure each result at the aggregate level for all students in the consortium and at the student level for the participating students; (b) use the data to target its resources in order to improve results for participating students; (c) include a strategy to scale the model beyond the participating students to at least other high-need students and communities in the LEA or consortium over time; and (d) improve results over time;

There is a (4) clear description about how the partnership would, within participating schools, integrate education and other services for participating students.

There also is a (5) well-developed process showing how the partnership and school district would build the capacity of staff in participating schools by providing them with tools and supports services that (a) assess the needs and assets of participating students that are aligned with the partnership's goals for improving the education.

The services outlined show that the project will include family and community supports identified by the partnership.

There is a plan to (b) identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports identified by the applicant.

There is a well-developed description about how project staff will (c) create a decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students and support improved results; (d) engage parents and families of participating students in both decision-making about solutions to improve results over time and in addressing student, family, and school needs; and (e) routinely assess the applicant's progress in implementing its plan to maximize impact and resolve challenges and problems.

There are well -documented description about how project services will be used to (6) identify annual ambitious yet achievable performance measures for the proposed population-level and describe the desired results for students.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant proposes a strong Transformational Plan that clearly and succinctly addresses all of the areas reviewed. There

is a clear rationale for developing such a plan and a strong commitment by the district to carry out the ambitious program. The plan was developed over a period of time and includes key district personnel working with a variety of stakeholders to put the plan in place. However, it is a plan that was developed and is currently being carried out.

The application stated that the services in its proposal were designed to address approximately 17,000 high-need students in 25 schools in a district that has 23,000 students in 43 schools. There was no clear evidence that the applicant was requesting services for the proposed schools. It seemed likely that the project was budgeted for the entire school system.

It is also not clear why the applicant could not carry out the Transformation Plan when it has developed and implemented the plan without knowing whether grant funds would be available. There is evidence that if the services and resources requested in the application would not be supported with federal funds, that the plan in place could not be carried out adequately. That seems logical given that the planning and development of a Transformation Plan that was implemented in 2011.

There is no clear evidence that the extensive use of supplemental personnel needed for project activities requested in the proposal are truly necessary for the proposed plan to be successful.

Total	210	148
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Optional Budget Supplement (Scored separately - 15 total points)

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

Optional Budget Supplement Reviewer Comments:

The applicant is applying for additional funding to pilot the Restorative Practices and Capturing Kids' Hearts supplemental project. The award would directly support school-based mental health and wraparound services, Capturing Kids' Heart (CKH), the CAAAD Alternative to Suspension Program, and Trauma-Sensitive classrooms. Staff would also be trained in Changing Mindset About Behavior skills.

There is detailed evidence that the proposed budget (3) will be adequate to support the development and implementation of activities that are proposed.

There is a (1) clear rationale for the specific student population that the applicant will address.

There is (2) a viable plan for how it could carry out training activities that would be co-developed and implemented across the participating schools.

There is a substantial amount of the requested funds included in optional budget #1 that will be used for training and for the trainers. There is a second supplemental budget request for the operation of summer programs. Each is for the maximum amount allowed. It is not clear whether the applicant could carry out the project adequately without both supplementary requests.



# Race to the Top - District

## Technical Review Form

Application #0956WI-2 for Kenosha Unified School District

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

The 3rd largest school district in Wisconsin, KUSD has already acknowledged a need for comprehensive reforms for its lowest performing schools and, as a result, has implemented several reforms within the four core assurance areas over the last four years; RTTD funds will be used to further and build on these reform areas.

KUSD has already developed "an innovative Transformation Plan" designed to improve student achievement and personalize the learning environment. The plan was adopted in February 2011 and recognizes the change from localized society to a global society where technology plays a leading role. Under this plan, learning is individualized, fluid, engaging, data-based, and utilizes technology and innovative practices, whereas teachers become facilitators, coaches, and use frequent and varied assessments to track student learning.

The district clearly shows a coherent reform vision and ability to achieve reform through its adoption of the Transformation Plan. It is now poised to continue pursuing its reform goals, and the goals of RTTD, by launching large-scale system reforms that will turn schools around, close achievement gaps, and increase graduation and college- and career readiness. The district's Theory of Change states "We will maximize the brilliance of all learners, especially underprivileged youth, by providing them a learning environment that is personalized with high quality instructional approaches, empowered by literacy, leveraged by technology, made relevant by real-world connections to career and college aspirations, and embraces their need for social, emotional, and mental health." There are 6 foundational elements KUSD identifies in their RTTD initiative:

- Implement standards-based instruction using the CCSS and rigorous content: they will "back map" the standards and will create new or align existing curriculum to the CCSS. Teachers will learn how to use data to identify gaps, employ standards-based grading, and use differentiated instruction to build students' capacity to succeed.
- Explicit focus on literacy empowered by high-quality instructional approaches and technology: teachers' effectiveness will be supported by job-embedded PD and supports through a coaching model designed to increase their capacity to personalize the learning environment. Differentiated instructional approaches and integration of technology will serve as a tool to leverage learning and provide digital content, adaptive curriculum, individualized relevance, acceleration, and data management.
- Advance a culture of college- and career-preparedness through progressive, sequential 21st century skill-building curriculum and relevant experiences: literacy focus will be supplemented by college- and career-ready programs such as AVID, National Career Readiness Skills and Certification, Youth Apprenticeships, Internships, Advanced Manufacturing Technical Certificates, and alliances with business and industry leaders.
- Highly effective use of assessment data and ongoing progress monitoring to personalize instruction, improve student achievement, and practice continuous improvement processes: teachers will have more time to work individually with students as electronically-based adaptive curriculum assesses students' skills and responds to their learning needs. An ePortfolio system for 6-12 will enable more authentic, performance-based learning and assessment, and a central systems-wide data management system will bring it all together so all relevant stakeholders will have access to monitor, assess, and report on student performance indicators.
- Highly effective teachers and principals through a robust PD: a job-embedded PD program that will emphasize research-based strategies that include coaching, mentoring, modeling, workshops, online/credit-bearing courses, academies, workshops, institutes, professional learning communities, book studies, collaborative planning sessions, training-of-trainers, reflective practices, etc.
- Provide a caring school climate that responds to the social, emotional, behavioral, and mental health needs of all students to reduce barriers to learning: implementation of programs such as Capturing Kids' Hearts and Changing Mindset About Behavior; Trauma Sensitive Classrooms and increased ability to recognize and respond to mental health issues; the Changing Attitudes, Agendas, Actions, and Direction Program will be used in lieu of suspension; Restorative Justice practices to support social skills in high need students; wraparound services to leverage resources and supports from community-based agencies.

These 6 areas and KUSD's prior success with reform initiatives provide clear evidence of a comprehensive and coherent reform vision and articulates a clear and credible approach to RTTD goals. A reasonable and comprehensive 4 year implementation timeline is included with the reform vision.

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

10

10

(A)(2) Reviewer Comments:

2.a) The schools selected to participate in the RTTD initiative have been rated by WDPI Accountability System as "Meets Few Expectations" or "Meets Expectations" and have at least 40% of participating students from low-income families based on eligibility for free or reduced-price lunch subsidies. The state rates schools based on four areas: student achievement; student growth in math and ELA from year to year; closing gaps; and on track and post-secondary readiness. Student engagement indicators are also included, such as test participation rates on WSAS, absenteeism, and drop out rates. The accountability

scores of the chosen schools include 63-72.9 "meets expectations" and 53-62.9 "meets few expectations."

2.b) Using the criteria above, the district has identified 17 of its 25 elementary schools, 5 middle schools, and 3 comprehensive high schools with total enrollment of 17,005 students to participate in the RTTD initiative.

2.c) The total number of participating students is 17,005; total number of participating students from low-income families is 9,950 and total number of participating students in the LEA or consortium from low-income families is 12161 (it is unclear how or why there is a discrepancy between these two numbers); 14,334 total number of participating high-needs students; and 683 participating educators.

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

10

7

(A)(3) Reviewer Comments:

The proposal clearly states that the reform efforts did not begin with RTTD funding, nor will they end with RTTD funding, but this initiative allows them the opportunity to broaden and accelerate the reforms already in place and increase student achievement for KUSD students with the hope that it will ultimately "raise the education bar for the state and nation."

RTTD will scale up a number of successful reforms to date, including implementation of PLCs and job-embedded professional development, RtI and Positive Behavior Interventions and Supports frameworks, differentiated instructional practices, problem-based learning, modifications to school day and school year calendar, School Improvement Data Teams, technology integration, family structure, asynchronous and blended learning, training in behavior management and skills, alternative solutions to suspension, and assessment and progress monitoring system, and 6 educators who are engaged in creating Performance Based Personalized Learning Environments. The RTTD initiative will organize, expand, and enhance these efforts into a coherent, systemic, and sequential plan that will serve to address the needs of all learners in the district. The initiative targets participating students in participating schools, while several projects are targeted for certain grade bands that will be scaled up during the grant period; however, effective strategies, supports, and services will be scaled up to some or all schools in the district as needed in the post-grant period to impact the learning of all students in the district.

An extensive and detailed table is provided that lists 28 key strategies and the plans for scaling up during and after the grant period. There is no clear or pointed discussion in this section of how the reform proposal will help the applicant reach its outcome goals.

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

10

8

(A)(4) Reviewer Comments:

KUSD has aligned its goals with the Annual Measurable Objectives for Reading of the Wisconsin Department of Public Instruction. They have also based their goals on past improvement and the ability to improve through enhanced capacity-building made possible by RTTD initiative. In nearly all cases, the annual goals are both ambitious and achievable based on the applicant's vision for reform.

4a) by 2016-17, all KUSD students tested grades 3-8 and 10 will reach 50% proficiency or higher in Reading on WSAS by the post-grant year. KUSD identifies a 4% increase overall among students each grant year and one post-grant year.

4b) in line with State of Wisconsin targets, KUSD identifies achievement gaps between race subgroups compared to white populations: a 1.6% decrease each year among American Indian or Alaskan Natives, a 5.5% decrease each year among black students, a 4.8% decrease each year among hispanic students; a 4.8% decrease in achievement gap between students with disabilities and students without disabilities; a 5.5% decrease between ED and non-ED students; a 5.8% decrease each year between LEP and non-LEP students; and a .7% decrease each year between the genders.

4c) by June 2016, 85% of seniors will complete high school with a regular high school diploma (4 year rate). Baseline SY is 2010-11 (2011-12 is not yet available). Overall, graduation rates will increase by 1.6% each year.

4d) Data is not available for college enrollment, but the proposal states that upon notice of RTTD funding, the district will populate the baseline with data from National Clearinghouse. KUSD offers an alternative performance: by December 2016, no less than 85% of students in 12th grade will indicate that their post-graduate plans are to attend a 4 year college or vocational/technical college. The data currently being used as baseline data is the Wisconsin Information Network for Successful Schools. Overall, KUSD has a 56.3% college enrollment rate in 2010-11; beginning in 2012-13 with a 65.7% college enrollment rate, KUSD expects to have a 4.7% increase in college enrollment each year to 85% in the post grant year

4e) no data exists for this yet; however, the applicant expresses an intent to gather this information at the start of grant implementation.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	10

(B)(1) Reviewer Comments:

1a) KUSD provides three charts that show increases in student achievement as measured by students who scored Proficient or Advanced on the WSAS; however, two of the charts compare 2007 or 2008 data to 2010, whereas the third chart compares 2007 to 2011 data. This appears confusing as the applicant does not provide an explanation for and it is not clear why 2011 data is not used for all charts. Overall, it appears that KUSD has made gains in student achievement scores; however, much of it was lost between 2010 and 2011. It would aid the reviewer's understanding and comprehension of the discrepancy represented between 2010 and 2011 if an explanation were offered for the drop in student performance scores overall. See information below.

KUSD also notes a narrowing in achievement gap among Hispanics and ED students only.

- Among Hispanics, they state that the achievement gap showed a 14% improvement in math from 2007 to 2010 (20.6 to 17.8 respectively) and a 16% improvement in reading from 2007 to 2010 (19 to 15.9 respectively). However, the tables provide information from 2011 and in each case, the achievement gap widened significantly for 2011 for both Hispanic and Non-Hispanic groups. In reading, 2007 data shows a 19% achievement gap and in 2011, it shows 18.7% achievement gap. Most of the gains made between 2007 and 2011 were lost. In math, 2007 data shows a 20.6% achievement gap and in 2011, it shows 18.2%, again representing a significant loss in gain between 2007 and 2011.
- Similar results are reported among ED students, each of which showed an improvement in achievement gap between 2008 and 2010 from 65.9 to 71.4 (19% gap) in reading respectively, 49.3 to 52.6 (26.6% gap) in language respectively, and 62 to 65.1 (22.4% gap) in math respectively. However, gains were lost from 2010 to 2011 in both ED and Non-ED students. Among ED students in reading, 2008 shows a 23% gap, whereas 2011 shows a 22.5% gap, a loss from 19% in 2010. In language, 2008 shows a 27.3% gap, whereas 2011 shows an increase in achievement gap at 27.9%, and a loss from 26.6% in 2010. In math, 2008 shows a 24.1% gap, whereas 2011 shows a 23% gap, a loss from 22.4% in 2010.
- In both subgroups and in both "control" groups (Non-Hispanic, Non-ED), gaps increased and percent of students scoring proficient or advanced on the WSAS decreased. Information regarding other subpopulations (African American, Asian, sped, etc.) are not provided.

KUSD reports evidence of success in retention rates, yet the wording is confusing and causes ambiguity in the definition of success. For example, the applicant calls attention to their "retention rates, which have consistently decreased from 3.6% during the 2007-08 school year to 2.2% in 2010-11; this represents a 40% decrease over that time period." The applicant reports a decreasing retention rate among Hispanics (4.8 to 2.4) and among African Americans (5.1 to 3.4). No data is given for ED or SpEd students.

KUSD reports inconsistent and incompatible graduation rates as measures of student achievement. For example, among "traditional" graduates, KUSD reports a 75.8% graduation rate in 2008 and a 79.4% graduation rate in 2011; however, 2010 showed a graduation rate of 81.1%. This represents a loss between 2010 and 2011. Among ITED students (ITED [Iowa Tests of Educational Development] is an alternate avenue for students unable to meet the credit requirements for traditional HS diploma), KUSD reports a 77.4% graduation rate in 2008 and a 83.7% graduation rate in 2011; however, 2010 showed a graduation rate of 84.6%. This also represents a loss between 2010 and 2011. There are further discrepancies among subpopulation graduates when one views graduation rates as measures of success: looking at the table provided, it appears that more African American, Hispanic, Students with Disabilities, and ED students are more likely to graduate under the ITED program than "control" groups. While this is technically evidence of success, it ultimately indicates questionable success when so many subpopulations view the alternate diploma as the route to graduation.

No information is provided for college enrollment other than a baseline percent of 56.3% college enrollment in 2010-11 as indicated by students who planned to go to college (see A4d).

1b) KUSD reports receiving the New Wisconsin Promise School of Recognition for 2012-13 by the state in four of their high needs elementary and middle schools: Lincoln Middle School, McKinley MS, Vernon Elementary, and Grewenow Elementary. 5 other schools and Lincoln MS and McKinley MS have received this honor over the last 5 years. The WDPI recognizes these schools for "their work to break the link between poverty and low academic achievement through rigorous programming and attention to student needs" and their efforts align with the WDPI agenda 2017 goals: improve graduation rates, reduce dropout rates, close college- and career-readiness gaps. To be eligible, each school was among the top quartile for student poverty rates and student achievement on statewide reading and math assessments was higher than the state average for similar districts, grades, and poverty levels. All award winners receive federal Title 1 funding to provide services to high

numbers/percentages of ED students.

1c) KUSD shows evidence that all stakeholders have access to student performance data. School and district websites provide access to students, parents, and educators and make available student performance data through School and District Report Cards issued by the state. Each Report Card contains summary and disaggregated student performance data from WSAS, school demographics, attendance, disciplinary, graduation, and staff statistics.

Educators meet in an annual Data Retreat each May or June to review summative assessment data and collectively identify gaps and weakness to develop formal goals with corresponding strategies, outcomes, and indicators to improve instruction and services for the following school year. Title 1 schools are required to develop comprehensive plans that include needs assessment, reform strategies, goals/outcomes, strategies to attract highly qualified teachers, PD programs, parent involvement, transition services, teacher involvement in the use of academic assessments, assistance, coordination and integration of federal/state/local services and programs, and annual evaluation process. During the school year, teachers meet weekly in PLCs to review data, monitor progress, and inform instructions. Monthly vertical team meetings are held to assess and inform school-wide progress. Each school has a data team to facilitate data sharing/analysis. Staff has access to student performance data through Staff Connect. Principals share data on a quarterly basis with teachers to show where they are in relation to school goals and their peers. Staff are encouraged to participate on School Improvement Committees to support reform through data analysis.

Parents are invited to attend annual data retreats and PTSO meeting to help review/analyze data and advise school goal-setting. Parents are recruited to serve on Title1 Comprehensive Schoolwide Planning and other School Improvement Committees. Data is shared through school newsletters, public displays of data on school bulletin boards, data walls, and in commons areas that include quarterly progress updates on goals, student performance, or annual data reports. Parents are also provided data through Student Data Folders, Student-Parent Career Conferences, Parent-Teacher Conferences, or Parent Connect where parents can log in through the district website to view their child's performance data.

Students may access their individual performance data through Student Connect on district website, student data folders/logs and other individualized plans. Some school participate in Test Prep Assemblies where they set goals for upcoming WSAS. Students may also participate in Student Academic Success Tactic Team or Student Belonging Tactic Teams to provide feedback on improvement of services and learning. Data is shared with students and open for review and feedback at PTSO meetings, and students are provided performance data at career conferences, student conferences, career portfolios, and student intervention plans.

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

5

5

(B)(2) Reviewer Comments:

2) KUSD states that it holds annual electors meeting in which overall budget is presented to the public and voted on and provides web addresses/links to this information. The district posts the budget and expenditure information for public review on the district website, such as Comprehensive Financial Annual Report, Annual Adopted Budget, Annual Proposed Budget for the FY, other Financial Information. An attachment is included that indicates a-d expenditures for each school in the district. It does not state whether these funds are from State or local or both.

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

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(B)(3) Reviewer Comments:

KUSD became a "common school district" in 1994, a "fiscally independent governmental unit that is required by law to hold a meeting of all electors annually." KUSD states it has sufficient autonomy to implement school improvement initiatives to create more personalized learning environments for students. Such initiatives include blended learning, flex scheduling, and performance-based grading. The district has 6 charter schools (none of which are participating schools in RTTD) that are allowed further freedom to be more innovative. Wisconsin charter school law gives charter schools freedom from most state rules and regulations. There are also five Schools of Choice (only one of which is a participating school in RTTD).

In an autonomous decision, KUSD has implemented formal school reform models such as Expeditionary Learning, Talent Development Model, School-wide Enrichment Model, School Magnet, and Dual Language Immersion. They also offer a High School Competency Diploma Option (ITED).

The district was granted state waivers to extend the elementary school day M-Th with 1/2 day Fridays to allow for collaboration, preparation, and PD time. Secondary schools received a waiver to provide 5 asynchronous learning days wherein students continue to learn but are able to attend school from home or other place via online access to "virtual school"

or assigned take-home work to allow for PD and collaboration among staff.

Other examples of autonomy are the freedom to structure schools in new learning environments, i.e. Family Structure, middle school and freshman houses, block scheduling, advisories, crew mentoring, and seminars.

KUSD utilizes site-based management that allows for principals and teachers to determine budget, curriculum, teacher training, and hiring (each school has an interview team).

In terms of RTTD, schools have sufficient autonomy to operate and make decisions for personalized learning environments, hiring, community involvement, PD and collaboration, and disciplinary practices.

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

There is insufficient evidence to suggest that students or families at participating schools were involved or engaged in the development of the RTTD proposal. The applicant does state the district posted a notice of application on the district website and aired the notice on the district's cable TV station to solicit comments and feedback from parents, students, staff, and community. The feedback option was a link to an email address typed in smaller font than the rest of the notice at the bottom of the page where stakeholders could email their suggestions. There is no evidence suggesting that the community offered any feedback or suggestions.

KUSD teachers are represented with collective bargaining rights by the Kenosha Education Association. The KEA was involved and engaged in the district's Transformation Plan, the driving force behind the RTTD initiative and proposal. The applicant states that nearly 100 stakeholders were involved in strategic planning focused on the vision, mission, goals, and action steps for the Transformation Design. It appears these 100 stakeholders were KEA members only, and did not involve other relevant stakeholders necessary for program "buy in." The Transformation Plan was adopted by the School Board. During the planning process for RTTD, design team members met with Union representatives to gain feedback and guidance.

Numerous letters of support for the RTTD initiative (64 pages) are attached and include federal, state, and local governing bodies, teachers union, university supports, learning centers (i.e. Sylvan Learning), county health and wellness services, individual school support (including letters of support from student body presidents), and other community letters of support.

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

KUSD has provided a starkly honest and focused appraisal of the needs and gaps, as well as has provided a comprehensive plan to address these needs and gaps, in its school district and has provided an initial plan for comprehensive analysis in year 1 of RTTD initiative. KUSD has provided 6 strategy areas that were addressed in its Transformation Plan and that will be further addressed through RTTD initiative:

1. Implement CCSS and rigorous content:

- Needs and Gaps: curriculum not aligned to CCSS in K-12; lack of educator knowledge and/or skills in teaching CCSS; history of low academic achievement in district compared to state averages; 4 schools declared Title 1 Focus School by state due to low subgroup performance and high achievement gaps between subgroups in Reading or Math; KUSD students grade 3-10 were outscored by statewide peers in core content areas in 2011.
- Plan to address: form PLCs to increase staff capacity to implement CCSS and align existing curriculum with CCSS; train teachers to unpack the standards and create instructional frameworks to create new curriculum, instructional techniques, formative assessments, and lesson plans aligned to CCSS; create web-based Resource Bank to share assessments and exemplar lessons/units; implement standards-based grading and report cards.

2. Focus on literacy learning through differentiated instructional practices and integration of technology and digital content:

- Needs and Gaps: inequitable access to technology across schools and lack of instructional support to integrate technology tools into the curriculum; lack of personalized learning plans and adaptive digital curriculum; 27 schools rated "Meets Few Expectations" or "Meets Expectations"; observations and teacher surveys revealed fewer than half of elementary Reading classrooms have daily procedures for high success reading, about 35% use workshop format to deliver writing instruction, and only half use small groups for instruction regularly; observations and teacher surveys revealed nearly all teachers of middle school English provide instruction in whole group format citing there isn't enough time to address skill effectively, and a majority of the time is spent on language grammar and conventions rather than writing process; observations and teacher surveys revealed nearly all teachers of high school English provide whole group instruction, engagement strategies are rarely seen, teacher collaboration between content areas is lacking, and

there is a steady decline in complexity of texts used in English courses; percent of students with disabilities who scored below proficiency in ELA on the WSAS exceeds the statewide average by 8.4% and achievement gaps are nearly 5% higher than statewide averages; percent of students from ED backgrounds who scored below proficiency in ELA on the WSAS exceeds the statewide average by 3.7% and achievement gaps are nearly 3% higher than state; percent of Black or Hispanic students who scored below proficiency in ELA on the WSAS exceeds the White students average by 23.4% and achievement gaps between Black students and white students is 27.4% and between Hispanic students and white students is nearly 20% (however, it appears that with the exception of the gap between black and white students in reading, these averages are below state averages).

- Plan to address: implement "coaching model" across grades K-12 to integrate best practices in all targeted classrooms using mentor coaches, instructional literacy coaches, interventionists, tech support, and instructional tech teachers; provide personalized learning environments through improved instructional practices such as "Skillful Teacher," integration of technology and adaptive digital curriculum, and individualize learning plans; ensure all students are taught by highly effective teachers in schools with highly effective principals driven by evaluation system and PD for staff using individualized learning plans.

### 3. Culture of college and career preparedness

- Needs and Gaps: 4 year graduation rate lags behind state average by nearly 10%, and are lowest among students with disabilities and other subpopulations; lower than state average on ACT scores, especially among African American and Hispanic students; only 8.2% of students took AP exams and the passing rate on AP exams lags behind state averages; 56.3% of students indicated plans to attend 4 year college or vo-tech college, whereas state average is 73.1%, with a large discrepancy between AA and other ethnic heritage students; 3 high schools rated "meets few expectations" scored an average of 77.9 for the success indicator of "On Track and Post-Secondary Readiness" compared to state average of 82.3%; lack in capacity building for CTE and Youth Apprenticeships, especially among students of color; local industry lacks skilled, entry-level workers for high-demand jobs in advanced manufacturing
- Plans to address: build CTE and YAP capacity with full-time coordinators and expand partnerships with local business and industry; create 4 year internship program and recruit more students of color; implement AVID across grades 6-12; implement .5 credit Career Readiness Skills Course in CTE programs; ePortfolios for 6-12; launch welding and CNC operator boot camps in high schools with tech certification.

### 4. Use data to monitor progress to personalize instruction, close achievement gap, and practice continuous improvement

- Needs and Gaps: no system-wide data management; teachers, parents, and students lack access to data; teachers lack skills and confidence to use assessment data to drive individualized, differentiated instruction; lack in digitally-based progress monitoring tools; non-existent use of ePortfolios and standards-based grading.
- Plans to Address: implement district-wide data management system; provide on-going embedded PD to staff and support creation of formative assessments; use multiple sources of assessment data to improve/individualize instruction; implement "Smarter Balanced Assessment System;" launch use of AIMSweb, MAP, and Data Teams; implement ePortfolios across 6-12 grades.

### 5. Highly effective teachers and principals

- Needs and Gaps: lack of comprehensive, multi-dimensional teacher and principal evaluation system
- Plan to Address: implement WDPI evaluation systems

### 6. School climate that responds to social, emotional, and mental and behavioral health needs of students

- Needs and Gaps: incident rate of disciplinary issues related to weapons or drugs resulting in expulsion or suspension among MS is nearly 200% higher than state average, and is highest among African American students; the incident rate not relating to weapons or drugs at HS is 52% higher than statewide average, and is highest among students with disabilities, Hispanics, and students of 2 or more races; district's truancy rate is more than double the state average, and is highest among American Indian, African American, and Hispanic students; the truancy rate at the HSs is at 43.8% compared to 13% statewide; suspension rate across the district exceeds the state average by nearly 4% and is 10% higher than state average in the middle schools, and is at 40.1% among African American students; only half of students agree with the statement that teachers care about them, they receive encouragement at school, and students at school care about them; 29% of students 7-11 are afraid of getting hurt by someone at their school once in a while, sometimes, or often.
- Plan to address: implement Capturing Kids' Hearts, Restorative Justice, and Trauma Sensitive School practices; teach behavioral management skills to students and parents; use nonviolent Crisis Intervention strategies; train staff in recognizing early warning signs of mental health issues; implement CAAAD Alternative to suspension program; develop integrated services model with community partners to provide mental health and wraparound services for students.

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

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

(C)(1) Reviewer Comments:

KUSD provides a comprehensive plan to improve learning and teaching by personalizing the learning environment and allowing students to pursue a rigorous course of study aligned to c&c readiness standards and graduation requirements, accelerate their learning by engaging and empowering all learners. KUSD has outlined this plan according to 5 of its 6 key strategies included in the RTTD initiative and addresses a.i-v and b.i-v within the context of each strategy. See final comments for complications created by some of these strategies.

1: Implement CCSS and Rigorous Content:

- KUSD is in the process of building capacity to implement the CCSS by creating a PD plan for Instructional Coaches, building Principals, and Content Coordinators to support staff in aligning the curriculum with the CCSS. It is currently focused at the elementary level and will culminate in the fall of 2013, in line with RTTD goals. RTTD will expand this work to the secondary schools. Content coordinators will become expert at observing and mentoring teachers in effective instruction including standards-based teaching, driving instruction through data, and differentiating instruction. Curriculum will be aligned to CCSS, exemplar documents will be created, and a digital resource bank will increase capacity for on-going and deeper implementation.
- Outcome expected are K-12 curriculum and assessment alignment to CCSS, teachers gain knowledge to teach to the standards of content literacy, students will be able to meeting reading and writing benchmarks, make learning more relevant, and be c&c ready.

2. Focus on literacy empowered by differentiated instruction and leveraged by technology

- KUSD recognizes that literacy is the foundation of all learning, and their RTTD initiative will change the way students experience learning in order to prevent and eliminate causes of failure due to weak literacy skills, as well as excel and deepen learning through student engagement and empowerment.
- Differentiated Instruction: RTTD initiative focuses on matching instructional environments with personal learning styles, preferences, interests and needs. All students will experience a range of modalities, but students will spend more time working in the setting that best matches their needs. These settings include: large and small group instruction, study groups, one-on-one teacher student conferences, peer collaboration, learning families, virtual/online learning, blended learning, independent practice, writer's/reader's workshops, tutorology, seminars, and circles. Instructional methods will be facilitated by highly effective teachers, interventionists, literacy coaches, and mentor coaches. Using the training of teachers model, literacy coaches will train literacy interventionists and English and other content area teachers on how to create personalized learning environments, implement evidence-based pedagogical approaches using differentiated instruction and "The Skillful Teacher," develop data-rich systems of assessment and progress monitoring to drive instruction, and create and use Individualized Learning Plans and/or ePortfolios to engage and empower students in their learning needs, goals, and plans. Instruction will be supported by digital content that will include rigorous sequential reading and writing curriculum, targeted intervention programs, and adaptive software, including Leveled Literacy Intervention System, Early Reading Success, MindPlay Virtual Reading Coach, and Criterion Writing Assessment. At MS and HS, 11 Instructional Literacy Coaches will build capacity from within to implement personalized learning environments by co-teaching, modeling, and coaching English and other content teachers how to implement differentiated instructional approaches, a system of assessments and progress monitoring, ePortfolios. AVID will also be instituted at grades 6-12 to accelerate student learning by focusing on academic training and college entry skills including writing, critical reading and thinking, and test prep strategies. eLearning centers will engage students in a variety of literacy experiences using technology to enroll in advanced coursework, electives, or intervention software during and outside the school day. Problem Based Learning will facilitate mastery and deep exploration of academic content. In PBL, students learn about a subject in the context of complex, multifaceted, and realistic problems. The goals are to help student develop knowledge, problem-solving skills, self-directed learning, collaboration skills, and intrinsic motivation.
- Technology integration: technology will support reading and writing learning by providing engaging environments, high quality digital content, and tools for understanding, grasping, and remembering content. It will also support differentiated and personalized instruction for all learners and equip them with tech literacy skills to be successful in 21st century global society. Technology will offer a platform for multiple instructional venues, educational software and assessments, adaptive curriculum, progress monitoring, and ePortfolios. All elementary Reading classrooms and MS and HS English classrooms, Reading Success Seminars, and several content areas will be equipped with technology

tools such as laptops, tablets, netbooks, interactive whiteboards, iPads, assistive technologies, etc. MS and HS will develop eLearning Centers that allow students to engage technology-rich applications during and outside the school day, such as extended learning time, advanced coursework, electives, remote tutoring, independent learning, and access to digital content and apps for students and parents. Teachers will utilize eLearning Centers to support blended, online, flipped, and asynchronous instruction. Intensive support for teachers via training, tech support technicians, instructional tech teachers will allow teachers to use technology as a tool to engage and empower students.

- The goal of this initiative is to narrow the achievement gap so that participating students will meet grade-level benchmarks, show at least one year's growth, and increase the percentage of students scoring Proficient or Advanced on WSAS in Reading.

3. Advance college & career (c&c) readiness through 21st century curriculum and real-world experiences. Key features of this goal is AVID and CTE program.

- AVID accelerates student learning, uses research-based methods of sequential instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. It scaffolds academic and social structures to help students succeed in rigorous coursework required for entry into and success in college. AVID will be implemented in grades 6-10 with plans to scale up to K-5. Students learn effective note-taking skills to strengthen writing, thinking, and reading; explore career paths and academic preparation for those career paths, and research colleges; and engage in collaborative group tutorials with trained college and peer tutors to encourage critical thinking strategies. AVID helps students understand the relevancy of school to their lives and their future career goals, how to achieve those goals, and gain a vision of their future that includes success in college, career, and life.
- CTE programs will include a career readiness course into CTE programs that will be required after students complete at least 2 courses in a chosen pathway. Students will earn National Career Readiness Certificate, an industry-recognized, portable, evidence-based credential that certifies essential skills needed for workplace success, and which verifies problem-solving skills; critical thinking and reading skills; mathematical reasoning and calculations; locating, synthesizing, and applying information from graphs; and comparing, summarizing, and analyzing information in multiple boost graphics. The CTE program will provide a four-year internship program that enables students, especially high needs students, to experience many occupational environments related to personal goals and interests throughout HS, and will help recruit high needs students to participate in a Youth Apprenticeship Program that allows 11th and 12th grades to combine HS course work with technical instruction and mentored OJT in skilled career areas. Upon completion, students will receive a state-issued skill certificate that may translate to credit hour application toward technical college programs. Additionally, CTE will expand career pathways by including Welding and CNC Operators Boot Camps, whereupon graduation students will receive an entry-level technical certificate they can use to launch into employment or continue to pursue more advanced degrees in technical or 4 year schools.
- Goal: student graduate c&c ready, increase the number of graduates who enroll in post-secondary education and career training programs.

4. Use of assessment data and ongoing progress monitoring to personalize instruction

- First, at the beginning of the year and periodically throughout the year, students will be screened or tested for academic strengths and weaknesses, which will form the basis for individualized instructional and learning recommendations; second, based on results, an individualized learning plan would be developed for targeted students that would include differentiated instructional strategies designed to address their needs, strengths, and goals, and would incorporate an ePortfolio that maps their educational and career pathways; third, ongoing monitoring of progress using formative assessments and digital curriculum will be used to assess growth and enhance or modify their plan; fourth, periodic summative assessments will allow a more long-term impact and ability to drive instruction.
- Assessment tools include: MAP Assessment System that provides detailed, actionable data about each child and measure academic growth from year to year in math, reading, and language. Difficulty of the test is adjusted based on student performance throughout the test. Final score is an estimate of the students' instructional level, which is used to personalize learning. AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for RtI and multi-tiered instruction. It screens and monitors both behavior and academics. It provides real-time reports at the student, class, grade, district, and state levels that provide actionable data to help schools determine RtI.
- Data management system and teams: a district-wide Data Management System will serve as a warehouse for student demographic, achievement, behavioral, and c&c readiness data. A link to National Clearinghouse to track college enrollment, degree info, and completion on alumni will be added. Data will be readily accessible to staff, students, administrators, and parents. It will feature a dashboard tool for viewing and analyzing student achievement and data, and will be accessible to the public. Each school's data team will meet frequently (doesn't say how often) to review student-level data and collaborate with teachers, admin, and district coordinators to make timely, data-driven decisions that lead to implementation of teaching practices proven to close the achievement gap.

5. Provide a school climate that responds to social, emotional, and mental and behavioral health needs of students

- School will provide school-based mental health and wraparound services; utilize CAAAD Alternative to Suspension Programs, Capturing Kids' Hearts, Restorative Justice practices, Nonviolent Crisis Intervention, and Trauma Sensitive Classrooms (see Competitive Preference Priority for more detailed information).
- Accommodations and strategies will be provided for high needs students. First, the purpose is to close the achievement gap, so a program design is based on best practices and proven strategies to address this outcome. Second, RtI and PBIS frameworks will be embedded in schools to ensure that the needs of all students are met based on a continuous process of needs identification, service provision, and progress monitoring. High needs students will be identified by Data Teams, screening/diagnostic assessments, and will receive accommodations via RtI processes. Third, monitor and report on the achievement gap through the support of a Data Analyst. Fourth, assistive technology devices will be provided for students who require them. Tech-rich classrooms and eLearning Centers will include access to any necessary accommodations and eLearning Centers will be available after school hours to increase accessibility for high needs students and their families. Fifth, provide PD programs to educate staff on topics such as Autism, Culturally Relevant Teaching, Inclusion, Spanish for Educators, among others. Sixth, implement successful programs such as AVID, YAP, and CTE.

1c) Teachers will first receive training in how to use the tools available to them to increase student achievement, after which they will be trained to use the data to provide useful feedback to students. Teachers will provide students with explicit instruction on and the tools for using achievement data regularly to monitor their own performance and establish learning goals. This process will motivate and empower students by enabling them to map their accomplishments, reveal achievement gains, and give them a sense of control over their own outcomes. Tools will provide students with a clear sense of learning objectives and will present student strengths and weaknesses in a user-friendly format. Formative assessments will increase student achievement as students are given multiple opportunities in multiple ways to gain proficiency. Teachers will learn how to articulate the content knowledge or skills that students are expected to know, along with lesson, assignment, unit, and yearly goals. Students will learn the criteria needed to assess their performance. Moving to a standards-based grading system, students and parents will master and assess student learning. Teachers will also learn how to provide feedback on student progress, and will build this reflection time into classroom instruction. Computer-based adaptive instruction will support this as students are given immediate and actionable feedback to inform their studies and learning goals. Parents will also learn what is expected of their children through standards-based grading and ways to assess their children at home or online with access to online curriculum and software. Students will become "savvy with the use of their own achievement data" through individualized learning plans that employ differentiated instruction. Students will further excel in a data-rich environment, and parents will learn how to access data to stay highly interactive with their child's learning.

All of these provide for teachers, students, and parents to access student data, and even states that teachers and students will be trained in the use of them; however, specific information regarding teachers, student, and parent training is lacking. Furthermore, the proposal calls for the ability for students to use online tools during and after the school day, but outside of providing extended school hours for student computer use, there is not a contingency plan to provide low-income families with the tools or internet capability to utilize these tools outside of the school, which is especially important on asynchronous days when students "work from home" on the curriculum.

Additionally, while KUSD provides support for students from educators, it offers sparse, and in some cases no evidence of, ways to incorporate parent support or involvement in student achievement.

Lastly, while KUSD provides programs for success and has clear goals and vision for outcomes, a more thorough explanation of how they intend to get from implementation to outcome should be made. As is, the plan provides a solid theoretical and ideological foundation but empirical and applied practices are minimal.

(C)(2) Teaching and Leading (20 points)	20	14
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(C)(2) Reviewer Comments:

a.i-ii) KUSD will provide the following training opportunities designed to equip staff with the necessary skills to implement personalized learning environments that respond to individual student needs. Staff are already in PLCs according to content areas. The extensive list of the kinds of training opportunities offered is comprehensive, and taken throughout the 4 year grant period, may be beneficial; however, it is important to note that such a comprehensive list, while laudable, may serve to overwhelm the teachers it is supposed to help, thereby creating ineffective strategies and unrealistic goals and outcomes.

- Academy of Personalized Learning: train teachers to implement personalized learning system (PLS) to maximize student potential based on needs, abilities, and preferences. Focus is on developing comprehensive, data-rich learner profiles, creating customized learning paths, and utilizing proficiency-based progress.

- Differentiation Instruction Workshop: train teachers in the model of differentiated instruction (DI) and explore key characteristic, elements, and philosophies of DI and 5 non-negotiables of DI. Teachers will learn to adapt content, instruction, curriculum, assessment, teaching approaches, and grouping strategies in response to student needs, interest, and learning styles. Teachers will receive instructional support one period weekly with and instructional coach co-teacher.
- Assessment and Grading in the Differentiated Classroom Workshop: teachers will deepen skills learned in DI workshop through training in implementing effective grading and assessment practices to support DI. Topics: student readiness, interest and learning profiles; assessment systems to discover and meet student needs; connect instruction, assessment principles, and evidence of mastery with grading systems; administer pre-assessments to shape instructional choices; develop formative assessments; use assessments to communicate not reward or punish.
- Skillful Teacher Workshop Series: annual workshop focuses on improving student achievement through more effective teaching. Pedagogical knowledge is reviewed with the goal of increasing teachers' knowledge of how students experience learning. focuses on 18 critical areas of classroom performance.
- Culturally Relevant Teaching: a pedagogy that recognizes the diverse cultural characteristics of students from different ethnic and socio-economic backgrounds and adjusts teacher methods to account for this diversity.
- Chiwaukee Academy: in partnership with higher learning institutes, is an intensive week-long summer PD program that focuses on standards and benchmarks, equity, diversity, and assessment.
- Problem-Based Learning: inquiry-based instructional strategies that link curriculum to real-life problems or community issues that make learning relevant. Teachers will learn how to integrate and develop literacy and 21st century skills in problem-based learning experiences
- Addressing Students with Special Needs: annual training for educators to focus on how to meet the needs of disadvantaged students and will increase awareness of and skill for supporting diverse range of needs
- Instructional Technology: Tech support technicians and instructional technology teachers will be hired and placed in classrooms to support teachers and students to integrate and use tech devices and applications in the curriculum, as well as guide teachers in developing alternative learning formats to engage students in common and individual tasks, i.e. manipulatives, collaborative work, etc. They will also train teachers to digitally input, access, or analyze individual or group-level student data, train to use interactive whiteboards and tech tables, iPads, etc.
- Implementing the CCSS: coaches and coordinators will train teachers to align existing and create new curriculum and assessments through PLC and classroom-based coaching.
- Coaching Model for Literacy: 3 mentor coaches will support, leader and train literacy coaches to improve the teaching and learning of reading and writing, strategies for creating personalized learning environment (PLE), use formative assessment and data to inform and adapt instruction, implement differentiated instructions, and integrate literacy across content areas.
- Social-Emotional-Behavioral Health: to address social, emotional, behavioral, and mental health needs in order for students to be successful. Staff will be trained in Changing Mindset about Behavior, Teaching Behavior Skills, Nonviolent Crisis Intervention, Capturing Kids' Hearts, Trauma Sensitive Classrooms, Awareness of Warning Signs of Mental Health Issues, Restorative Justice, and Autism. Will include a book study as well.
- Program Implementation Training: training for staff to support their ability to implement specific RTTD programs such as AVID, LLI System, Early Reading Success, National Career Readiness Skills, MVRC, and Writing Assessments.

a.iii) Data Management and Assessment trainings designed to aid teachers and staff in frequently measuring student progress and in using data to inform instruction, as well as the direction of individual and collective educators. This comprehensive list bears the same warning given for a.i-ii above, namely there appear to be too many too quickly to affect effective or focused instruction. Some of these trainings include:

- Data Dashboard-Data Management System
- MAP Assessment Training
- How to Develop Student ePortfolios
- Developing and Using Formative Assessments to Personalize Learning
- How to Give Effective Feedback from Formative Assessment Data
- Use of AIMSWeb
- School Improvement Data Teams

a.iv) Educators engage in training that supports individual and collective capacity to improve teachers' and principals' effectiveness. The proposal describes several formats for evaluating teachers and providing opportunities for trainings to increase their effectiveness. There is little evidence that a principal evaluation system exists to the extent of the plan for teacher evaluation outside of briefly mentioning there will be one.

- Educators will be surveyed to determine their PD needs and results of the survey will inform the PD opportunities for the upcoming school year. Results will be posted on the district website.
- "MyLearningPlan" will include aforementioned trainings and teachers will be required to show proficiency in skills

identified in this initiative. Weaknesses will be identified through frequent (no specific number given) formative assessments and addressed through a formal Continuous Growth Plan, a component of annual teacher evaluations.

- Formal evaluation process that includes frequent (no specific number given) formative assessments and progress monitoring through observation and conferencing with evaluator. Educators who fail to show growth will be placed on "Critical Review" or "Intensive Review" and provided interventions and supports to address their needs.
- The School Improvement Data Team will monitor student achievement through formative and summative assessments in order to ascertain the effectiveness of teachers and principals and determine PD needs and annual SMART goals by principals, as well as be put to use in PLC and collaborative planning time to inform instruction and effectiveness of teachers.
- Implement Wisconsin Educator Effectiveness System (WEES) for teachers, principals, and superintendents designed to provide an annual evaluation based on teacher effectiveness and student growth.

b.i) Educators will have access to tools and resources for actionable information. Some of these include:

- The Search Institute's Developmental Assets Survey: annual survey conducted for students to gain a picture of students' risk and protective factors, identified by 40 developmental assets. A few examples of these 40 assets are given, i.e. suicidal thoughts, bullying, substance abuse.
- School Climate Survey: annually assesses staff and student perceptions about their school, including safety, belonging, teaching/learning environment, and relevant instruction. Allows for timely improvements to instruction and learning environment.
- MAP Assessment System: provides actionable data so students can set growth targets, teachers can use MAP data to differentiate instruction, and schools/districts use MAP data to predict proficiency on tests, in turnaround or low performing schools, etc.
- AIMSweb: web-based monitoring tool for reading and math performance that generates real-time reports at the student, class, grade, district, and state levels to provide actionable data to determine RtI strategies for students.
- AVID provides a comprehensive academic and social data collection and certification system that provides actionable data for teachers to support students.
- Leveled Literacy Intervention (LLI) Progress Monitoring System: assessment is ongoing in LLI and teachers are given goals and objectives for each lesson, observational suggestions, and resources to conduct a weekly reading record with each child. Progress is monitored through Classroom Management Systems
- MindPlay Virtual Reading Coach: web-based software to support differentiated instructional practices and personalized learning for students. Diagnostic assessments place students and then each concept requires mastery before student can advance.
- Criterion Online Writing Evaluation: web-based instructional tool teacher can use to help students plan, write, and revise essays guided by instant annotated diagnostic feedback and holistic score.

b.iii) Educators have access to high-quality learning resources aligned with c&c readiness standards and access to the processes and tools to match student needs with specific resources:

- AVID: teachers will receive curriculum materials and WICOR strategies training, AVID Tutorial Support Resource Guides, Summer Bridge Program, ELL College Readiness Program, Culturally Relevant Training, and AVID Test Prep
- Early Reading Success is a research-based reading intervention program for grade 1 & 2. Small group model that provides 30 minutes of daily instruction in addition to core reading program
- Leveled Literacy Intervention (LLI) and LLI Progress Monitoring System is a supplementary reading and writing intervention designed to provide small group instruction for student who perform below grade-level expectations
- MindPlay Virtual Reading Coach
- CTE and YAP
- Assessments: resources include AIMSweb, MAP, ePortfolios, LLI Progress Monitoring, Data Dashboard, MVRC, Data Teams, etc. to provide continuously improving feedback about the effectiveness of resources in meeting student needs and providing accessible assessment tools aligned with CCSS
- Access to tools such as RtI, an approach that considers environmental factors as they apply to an individual student's difficulty, and provides serves/interventions when the student demonstrates a need. Focus is on academics.
- PBIS framework, a problem-solving model consistent with the core principles of RtI and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. Focus is on behaviors.
- A Building Collaboration Team composed of teachers meet regularly (no specific number identified) to identify needs of struggling students who need more than Tier 1 supports; students in need of intervention are referred to a Student Intervention Team which engages more extensive needs assessment and process and develops a formal Student Intervention Plan that engages Tier 2 level interventions and supports. If needed, more assessments and data collection occur to refer student to Tier 3 services. The applicant does not state whether student and parents are involved in choosing Tier 2 or 3 intervention and supports, which could potentially affect the effectiveness of meeting the students' needs.

c) KUSD school leaders have training, policies, tools, data, and resources that structure an effective learning environment, including information from WEES, the Wisconsin teacher evaluation system, that identifies effective and highly effective teachers and principals on the basis of student growth. The system is part of the RTTD initiative and will be implemented in SY2014-15. Equal weight will be given to each area: 50% of an educator's evaluation will be based on effective practice and the remaining 50% will be based on student growth. Of key importance is that PD is formally informed by formative and summative evaluation feedback to enhance professional growth. It is unclear whether the Kenosha Education Association (teacher union) supports this evaluation system, as the WEES will take effect 2014-15 and current agreement with KEA expires 2013.

- School/Student Learning Objectives are one outcome measure of student growth that will be used for educator evaluation in the WEES. Schools and teachers will set rigorous but attainable goals for students. Setting identifiable targets for student achievement encourages teachers to reflect on and examine their instructional strategies, techniques, and methods to reach each and every student. This process helps educators grow through continuous improvement and PD that ultimately affects student achievement. As discussed above, teachers will have continuous growth plans and "MyLearningPlan" to mark PD and growth.
- SMART Goals for each school building will identify each principal's goals and outcomes for numeracy, literacy, and school culture/climate on an annual basis. Action plans for each school will be developed and supported by PD to increase teachers' capacity to reach goals. School Climate Surveys will be conducted yearly among students, teachers, and principals to gain information to address weaknesses; staff will be surveyed to determine PD needs; and school improvement data teams will use student data to identify areas of needs and develop action plans to address them. The applicant does not state that parents are surveyed when it comes to school climate or culture.

d) The introduction of WEES educator evaluation system is one measure the applicant is taking to increase the number of students who receive instruction from effective/highly effective teachers and principals. The WEES has 4 domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Data to populate these domains come from classroom observations, student work samples, logs of parent communication, conferences with evaluator, school climate and other surveys. An educator may be given one of four rating levels from WEES: Ineffective, Minimally Effective, Effective, and Highly Effective. From this, an individualized Teacher Effectiveness Plan is developed to address areas targeted for improvement so that ultimately all teaching practices will fall within Effective and Highly Effective levels.

- RTTD initiative calls for an aggressive PD program for all educators in participating schools designed to ensure all students are taught by highly effective teachers in order to reach the goal of having all participating schools receive "Exceeds Expectations" or "Significantly Exceeds Expectations" on WI Accountability System by the end of the grant period.
- Engage all teachers in participating high needs schools in PLCs that address teacher effectiveness. They will receive 1 on 1 support from interventionists, instructional coaches, instructional technology teachers to equip them with knowledge and skills to provide differentiated instruction and personalized learning environments.
- All administrators are required to engage in ongoing PD that will result in improved teacher and student achievement and will support their capacity to train and support highly effective teachers.

The applicant's plan includes a preliminary timeline and budget requirements for implementing these plans.

All of the plans are ambitious and high-quality, although it would be prudent to exercise caution in implementing too much change without enough practice and repeated support. A few trainings each year with time to practice and perfect those strategies would be far more effective and would provide more focused and specific outcomes than many trainings each year with little time to absorb or practice those strategies that otherwise would be quite effective not only in ensuring teachers are able to use the strategies but also in producing positive student outcomes and ensuring student success. It is ultimately unclear how the district will introduce those trainings to teachers and how quickly or how much time will be given to teachers to absorb techniques, practice the strategies, and collaborate on their experiences with those strategies before new trainings/strategies are added to their repertoire. Without that critical practice and experimentation time, it is unlikely teachers will implement new strategies with regularity or fidelity.

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

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13
(D)(1) Reviewer Comments:		

Overall, KUSD has a high-quality, thoughtful, and extensive plan to support RTTD initiatives through comprehensive policies and infrastructure that provides every student, educator, and level of education system with the support and resources they need, when and where they are needed. The only restrictive measure is (as stated in previous section) the sheer volume of resources available and the unclear timeframe for roll-out for each one, which if too many too soon, could result in teachers, students, and parents feeling overwhelmed by the system.

- a) KUSD has organized its infrastructure to provide necessary support to participating schools through the creation of:
1. RTTD Advisory Council of key internal and external stakeholders, including representation from partnering organizations, to meet monthly to provide feedback, guidance, and advocacy for the RTTD initiative. It will be co-chaired by a representative from the school district and a community partner and will serve one year terms. It is unclear which external stakeholders besides partnering organizations will be involved.
  2. Grant Manager will be hired, placed under direct supervision of the Coordinator of Title I Programs, to provide direct project oversight, leadership, and administration; engage in fulfilling day to day operations of project management; ensure compliance with all local, state, and federal program requirements; and ensure the project stays on track. Additionally, the manager will engage in partnership development, systems integration, contract development and negotiations, public relations, distributed leadership, and financial analysis. Manager will also partner with Data and Financial Analysts and serve as the internal evaluation team to provide overarching evaluation of the initiative and plan for sustainability. He or she will also serve as the direct liaison between the federal government and the school district, participate in all program requirements, technical assistance conferences, and communications.
  3. Data Analyst will serve within the Dept of Education Accountability and be responsible for setting up the data collection and management protocol, and the overall evaluation plan and methodology. He will also gather the necessary baseline data on all project goals and performance indicators, track and provide analysis of the data from year to year, and prepare, present, and share reports on the disaggregated data analysis as needed. He will work with Grant Manager and Financial Analyst to conduct evaluation of the initiative and collaborate with District Leadership Team and School Improvement Data Teams to support the Continuous Improvement Process. Finally, he will provide direct support to the staff on the operability of data management systems.
  4. Financial Analyst will be responsible for managing all aspects of the grant budget, including tracking of all non-grant funds (local matching contributions). He will provide a project-specific budget for each year of the grant, track and document justifications of all expenses and claims, and monitor "carryover" from year to year if needed. He will work with district leadership and project partners to develop sustainability measures and provide detailed monthly financial reports.
  5. Secretary to support all record keeping, communications, scheduling, report systems
  6. Other Central Office Positions to include CTE Coordinator, Technology Support Technician, mentor coaches, AVID Teacher Leader, MEB Health Coordinator.
- b) Each participating school has a leadership team with sufficient autonomy and flexibility to ensure RTTD initiatives are put in place and followed with fidelity. Each school has a School Improvement Data Team that provides for data-driven decision making regarding school improvement throughout the grant period. This team includes teacher leaders and the school principal, and is charged with the responsibility of developing and implementing structures, strategies, and models that propel student achievement. Autonomy is historically given with regard to school improvement, and is detailed more thoroughly in Section B3. For RTTD initiatives, schools will have the autonomy to make decisions for time, space, or structural components, such as blended learning, flex scheduling, performance-based grading, and classroom groupings. These include structuring of classrooms/subjects/grades; student groupings; instructional approaches; use of technology; personnel hiring and placement; parent, student, community involvement; PD, collaboration, planning times and models; disciplinary practices; etc.
- c) Students will move to standards-based grading to report what students know and how they demonstrate their learning of state content standards. SBG will align grading with CCSS as measured by consistent and accurate student achievement data and common criteria for grading. SBG solely focuses on proficiency and assesses a student's overall work and most recent work to tell what a student has learned. It reports the most recent, consistent level of performance. Subjective factors like attendance, effort, and attitude would be reported separately in order to give a more accurate report of student progress.
- d) RTTD initiative ensures all students receive personalized learning environments as a result of differentiated instructional practices. Teacher are trained and coached to deliver this kind of instruction, grading, and assessment in DI. Students will have pre-assessments to determine prior and unique knowledge, abilities, learning styles, multiple intelligences, motivations, behaviors, interests, and attitudes. These results will be used to customize a learning plan for each student and provide each student with multiple ways to show their learning. Some examples may include artifacts in ePortfolio, journals, photo essay, speeches, blogs, games, soundtracks, public service announcements, quizzes, reports, chart/graphs, 3-D diorama, poster, map, newsletter, discussion, rubrics, interviews, videos, projects, service learning, etc. Students will also engage in adaptive digital curriculum that will respond and teach to their skill, knowledge, and ability levels. Frequent assessments in multiple ways will ensure students have mastered content and skills and are able to move to the next level.

e) KUSD states that RTTD initiatives called for training teachers in how to differentiate instructional and assessment practices to address the needs of all learners, including those with disabilities and ELL. As such, KUSD is committed to training SpEd, bilingual, and ELL teachers in the same practices. Additionally, KUSD has built in specific PD opportunities to enhance teachers' abilities to address students' learning who have special needs. Third, RTTD initiative provides assistive technology devices and tools to all students for their educational needs. Fourth, curricular programs have been chosen to enhance all students' outcomes based on their abilities and the needs of all learners (AIMSWeb, LLI, MindPlay, etc). Each tool has curricular support for students with disabilities and ELLs. Too, AVID includes an ELL College Readiness Program. KUSD utilizes Rosetta Stone, as well. Fifth, the district offers an ITED program for students who need more time to graduate. Programs for incarcerated youths are also present to keep them moving through their educations. CNC and Welding Boot Camps allow for career training for all students who choose to participate. Wraparound services will provide MEB supports for entire families, and an alternative to suspension, CAAAD, will be created and expanded through RTTD funds. Lastly, differentiated formative assessments will be employed to assess students in multiple ways, at multiple times, and through multiple intelligences.

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

10

6

(D)(2) Reviewer Comments:

a) KUSD states it is an EOEE employer. It further states that all teachers will have equitable access to all learning resources and tools since all teachers will be provided the necessary training and support needed to implement the RTTD initiative through embedded PD, in-classroom coaching, and PLCs. PD will be provided in multiple formats (after school, online, in-services, summer, workshops, book studies, etc) and in recurring time frames to accommodate all targeted educators. Each classroom will have the same amount of funding to acquire technology resources equitably. Each school will be provided equitable technology and instructional support through coaches, interventionists, tech teachers, mentor coaches, and tech support technicians. An eLearning Center will be created in each MS and HS with extended hours into after school, summer, and weekend hours to provide equitable access to technology and educational resources for all students, parents, educators, and stakeholders, regardless of income and accessibility concerns. This will support the use of asynchronous, blended, online, and flipped instruction. Digital, computer-based educational programs will be accessible from home, school, or anywhere there is a computer with online capabilities. This include 24/7 remote access to the district's data management system. Software and curricular programs have been chosen for their capacity to provide equitable support for all needs of learners. It is unclear how many hours the eLearning Center will be open and how it may accommodate low-income students/families who may not have transportation to/from school; additionally, it does not address low-income families who do not have access to computer or internet services at home, or other students in high needs situations (i.e. homelessness, foster care, etc. who may not have the ability to access eLearning Centers). All content and communications are provided in bilingual format. The proposed wraparound services will address the needs of all families regardless of ability to pay or accessibility. Services will be made available at school, home, or wherever is convenient for the family at no charge, as the goal of wraparound services is to reduce all barriers to accessibility. Finally, the RTTD initiative will enhance the RtI and PBIS framework with more resources to leverage necessary supports as needed for students, families, and educators.

b) Ongoing technical support at all educational levels from school to classroom, principal to students will be provided with necessary support to implement personalized learning environments as a result of coaching and PLCs. As previously stated numerous times, each building will receive technical and instructional supports in content and pedagogy to provide training and in-classroom support to differentiate instruction, assessment, technology integration, etc. KUSD states this model will support sustainability as well. Secondly, a data analyst, financial analyst, grant manager, office of educational accountability, and budget dept will provide expertise in gathering and analyzing student data and managing project financials. A Tech Support Technician will support all staff and key stakeholders in implementing data systems and ensuring operability. Thirdly, a rigorous PD program will enable staff to attain the RTTD goals, supported by local funds and provided by experts in the field from universities and within district will aid teachers in best practices, recognizing warning signs of mental health issues, tech college instructors will help CTE teachers build curriculum, etc. Teachers will be able to provide technical support to students and parents. Fourthly, parent education programs will be initiated or continued to align with RTTD initiatives and support student achievement. Parents and other key stakeholders will be able to provide feedback and direction through RTTD Advisory Councils, and other outlets (although how this feedback will be gathered is not stated except through a general list of possible ways). eLearning Centers will provide highly qualified personnel to assist parents, students, and staff during operational hours. Fifthly, local businesses, employers, and agencies will partner with KUSD to provide services, programming, and tech support for students, families, and educators. Lastly, KUSD states it will empower and motivate students to be facilitators of their own learning through ILPs that help them monitor their progress, identify strengths and weaknesses, and map their educational and career pathways for c&c success.

c) KUSD will acquire and enhance its capacity to use computer-based assessment programs to drive and differentiate instruction, such as AIMSWeb, MAP assessments, etc. The RTTD goal is to make these data sets and reports available to parents to export and use in other ways to enhance and support their child's academic achievement (again, it is unclear

how low-income families without computers or online capabilities will use this outside of the eLearning Centers hours, especially considering the often flexible nature of parents' work hours). While the district currently provides access to students and parents to student grades and records through Parent Connect, neither parents nor teachers are able to mine the data collectively and create or download customized reports. Thus, KUSD is seeking a vendor who will enable the district to secure a new data warehouse system with a data analysis tool to provide students, parents, and teachers the ability to mine data, customize reports, and export data as needed. This new data warehouse will house all data in one repository.

d) KUSD has provided as part of the RTTD initiative an enhanced data warehouse that will pull data from multiple sources and platforms and make it available in one system. It will also have a data analysis tool that will help drive data-driven decision making. While the district currently has a data analyst, the ability of schools and educators to mine all data from all sources and platforms is extremely limited. The new data analysis tool will offer an integrated reporting tool that allows users to run real-time, pre-formatted and customized reports, putting data into student, parent, and educator hands. In addition, a decision support tool will recommend and prescribe corrective measures to help administrators and educators address problems highlighted by the tool, all of which supports continuous improvement measures for administrators and educators. It will also eventually have Longitudinal Data System provided by WDPI with a link to each school in the state.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	6

(E)(1) Reviewer Comments:

KUSD has a district leadership team (DLT) and a School Improvement Data Team (SIDT) at each school. It will follow the continuous improvement model it already has in place to ensure fidelity to RTTD initiative, provide oversight, and make corrective actions along the way.

The DLT leads, coordinates, and monitors continuous improvement processes across the district, providing oversight, direction, and support for the SIDT. The SIDT organizes, plans, coordinates, and assesses all continuous improvement activities at their respective schools. Each SIDT is composed of effective and highly respected educators who demonstrate leadership and commitment to high quality education for all students. The SIDT at each school holds a Data Retreat at the end of each school year to collect, present, and analyze disaggregated data to determine areas of need. Student performance data from WSAS, MAP, and common district assessments are gathered; demographic data; program data that may include discipline/behavior, instructional practices, organization, teacher background, parent involvement, etc; perceptual data, including school climate surveys, etc. are all analyzed. Any staff member, as well as any interested parent or community members, are invited to participate (the applicant does not state how the public is notified of time and place of retreat). From this analysis, needs are identified and prioritized for the following school year, goals and outcomes are established, and an Action Plan is developed. It establishes a data baseline from which to make comparisons and monitor progress toward goals during implementation. During the school year, the SIDT continues to meet weekly, biweekly, or monthly to monitor implementation of the Action Plan through an on-going process of progress monitoring. Monitoring occurs as the interventions or strategies are implemented and involve a series of "checks" to monitor 2 critical areas: implementation of each action/strategy, and assessment and/or perception data used as feedback to pinpoint what is working and areas not progressing.

The team also meets with school staff monthly to gain feedback, review implementation strategies, provide updates, and gather actionable information. The SIDt provides PD and learning opportunities to build capacity to implement improvement and use data to guide instruction. When needed, SIDTs will set benchmarks for reviewing status to provide actionable information that enables them to identify barriers to implementation and any necessary revisions, enhancements, or modifications to strategies or outcomes. A Data Retreat is held again at the end of the year to evaluate the impact and determine the effectiveness of the interventions or strategies in the Action Plan.

A key component of this is to share student performance results and outcomes with all stakeholders publicly and document key factors learned by staff. Parents and students are invited to participate on the SIDT or Data Retreats (no specifics given on how they are invited), data and outcomes are reported at PTSO meetings, and SMART Goal Action Plans are posted on district website. Building principals report outcomes and progress to DLT who then communicates this info with the School Board. Reporting documentation of positive impacts from strategies, interventions, or resources is crucial for Principals to receive funding beyond operating expenses.

The only modification to this model that may be made for RTTD initiatives is that the SIDT will prepare a Quality Improvement Plan that provides insight, recommendations, and strategies for improving outcomes.

Limited information is provided for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward RTTD project goals and opportunities for corrections except a short example about how the SIDT might provide insight into AVID effectiveness if the SIDT discovers the AVID principles are not being implemented with fidelity. No examples are given that state a strategy that addresses how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by RTTD, such as investments in professional development, technology, and staff.

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

5

3

(E)(2) Reviewer Comments:

Ongoing communication and engagement with internal and external stakeholders is provided through the following means:

RTTD Advisory Council, comprised of internal and external stakeholders (these remain unspecified). This council will provide feedback and direction on the implementation processes of the initiative based on monthly information sharing from the Grant Manager.

SIDT Functions and Strategies: parents, school staff, and representatives from the community will be invited to participate on data teams, Data Retreats, and at information updates. Specific about how non-SIDT stakeholders will be notified is lacking.

Collaboration: the SIDT at each school will meet with school staff on a regular basis to gain feedback and information on action plan strategies. SIDT will share updates and progress monitoring reviews. SIDT will hold professional learning sessions for school staff on use of data to guide DI.

Sharing of Data: the effectiveness of programs and strategies and findings from Data Retreats will be annually shared publicly at PTSO meetings, School Board meetings, community Chat 'n Chews, school newsletters, and press releases. Each school's SMART Goal plan and Annual Performance Reports for RTTD initiative will be posted on district website. Grant Manager and other key staff will provide periodic presentations to local stakeholder groups.

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

5

2

(E)(3) Reviewer Comments:

The applicant has 21 performance measures across all grades PreK-12. Each category reports the required performance measure dictated by RTTD. Applicant-proposed performance measures do not indicate the rationale for selecting that measure in this section but is addressed in Section A, does not indicate how the measure will provide specific rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern, and does not indicate how it will specifically review and improve the measure over time if it is insufficient to gauge implementation progress.

Performance measures are listed below:

All: By December 2016--

- 15% of participating students (PSt) will be served by a highly effective teacher and highly effective principal
- 35% of PSt will be served by an effective teacher and effective principal
- All participating schools (PSc) will be rated "Exceeds Expectations" or "Significantly Exceeds Expectations" in the WI Accountability Index System

PreK-3: By December 2016 or 2016-17--

- no less than 90% of PSt will show a year's growth in Reading achievement
- all PSc will have student groups in grade 3 reach 50% Reading proficiency or higher
- at least 90% of PSt in grade 3 will "agree" or "strongly agree" with the School Climate Survey concerning comfort, safety, learning, learning choice, and teacher concern.

4-8: By December 2016 or 2016-17--

- all PSc will have student groups in grades 4-8 reach 50% Reading proficiency or higher
- no less than 90% of PSt in grades 4-8 will show a year's growth in Reading achievement
- PSc will attain an average score of 90 related to the on-track indicators for c&c readiness
- at least 90% of PSt in grades 4-8 will "agree" or "strongly agree" with School Climate Survey concerning safety and

comfort, control of learning, real-life applications, preparedness for c&c, and preparedness for real-world applications regarding reading, writing, and technology skills.

- reduce overall suspension rate by 30%
- reduce overall truancy rate by 30%
- reduce percentage of students who "agree" or "strongly agree" that harassment and bullying by other students is a problem by at least 30%

9-12: By December 2016 or 2016-17--

- no less than 85% of participating 12th graders will complete and submit the FAFSA
- all PSc will have student groups in grade 10 reach 50% Reading proficiency or higher to be on track for C&C readiness
- no less than 90% of seniors will be completers with a regular high school diploma (4 year)
- no less than 90% of PSt in grades 9-12 will show a year's growth in Reading achievement
- at least 90% of PSt in grades 9-12 will "agree" or "strongly agree" with School Climate Survey questions regarding safety and comfort, control in learning, application to real-life, preparedness for c&c, preparedness for real-life regarding reading, writing, and technology skills
- reduce overall suspension rate by 30%
- NOTE: the 21st measure (not listed here) repeats the performance measure "to reduce overall suspension rates by 30%"; however, given that the performance measures are nearly identical for 4-8 as they are for 9-12, it is likely that the repeated PM was supposed to say "reduce the overall TRUANCY rate by 30%". Furthermore, the chart in later pages lists this as "truancy" rate, thus supporting the assumption of a typo. This typo doesn't affect the overall score for this section, but should be mentioned in case of review and/or discrepancy.
- reduce percentage of students who "agree" or "strongly agree" that harassment and bullying by other students is a problem by at least 30%

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

5

2

(E)(4) Reviewer Comments:

KUSD has an RTTD Team in place to evaluate the effectiveness of RTTD funded activities, and a Logic Model of evaluation will be used to assess the effectiveness of the program based on student outcomes. The plan to evaluate is fairly detailed; however, the processes, activities, and strategies it plans to evaluate remains vague.

The project will have an Evaluation Team composed of the Grant Manager, Data Analyst, and Financial Analyst, with support and feedback from the Dept of Educational Accountability and each school-based SIDT. This team will design and lead all evaluation activities, collectively measure the completion and attainment of project activities, goals, and objectives, as well as a cost and resource analysis, regularly (ambiguous) throughout the grant period, and provide recommendations for adjustments and improvements.

In the beginning of the project, the team will set up an evaluation protocol and develop the necessary databases and evaluation tools. They will work to collect baseline data at the beginning and at regular (ambiguous) intervals to assess progress. It will meet monthly with key staff and SIDTs to assess progress on implementation strategies, develop public quarterly Implementation Status Reports. It will develop formal mid-year Progress Reports and year-end Annual Performance Report to be submitted to USDE and shared with RTTD Advisory Council and other stakeholders that will include information about the progress on RTTD goals, objectives, and outcomes; an analysis of expenditure funds; and completion of implementation strategies. Based on information gathered from this research, the team will develop a Project Improvement Plan to identify barriers, ineffective implementation strategies, inefficient use of funds and resources, inadequate progress toward goals and PMs, and propose strategies and recommendations to remove barriers. It will be reviewed at Project Improvement Retreat where key stakeholders can review and provide input for and ownership of program improvement. Quarterly reviews of the PIP will be conducted by the team to ensure fidelity to the plan. At the conclusion of the project, the team will prepare a detailed project evaluation report outlining strengths, weaknesses, progress toward and achievement of project goals and PM, and overall impact of the initiative. All reports will be made publicly available and accessible.

KUSD will use the Logic Model as its evaluation process to continuously monitor whether activities are taking place and producing intended results. Formative evaluation will focus on the extent to which the day to day activities of the project were carried out on time and effectively, while summative evaluation of the project will focus on the extent to which the project-specific goal was attained. Data will be collected through surveys, feedback forms, focus groups, interviews, review of records and secondary data sources, observations, analysis of assessments, etc. The applicant lists kinds of evaluation activities and includes a list of questions designed to address the formative and summative process. Many of the questions are geared toward specific selection criteria in the RTTD proposal plan. One question in particular asks, "How many staff members attended professional development events," a question that raises concerns initially because

PD is such an integral part of the RTTD proposal and student success in this particular project demands that staff members attend PD that **not** attending or providing a **choice** for staff members to attend PD should not be an option. If it is, then the project as a whole is weakened, if not vitally threatened.

Finally, the Grant Manager will work with other teams to develop a Sustainability Plan by June 2016 to ensure all proven successful strategies are embedded into the infrastructure of the district and community partners, with plans for scaling up as applicable. The plan will outline sustained strategies, activities, programs, and sources; documentation of success; sources of on-going support; and persons/teams responsible.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>A thorough, comprehensive, and detailed budget, budget narrative, project-level budget summaries and narratives are provided in the proposal.</p> <p>a) the budget exhaustively identifies all funds that will support the project, including federal, state, and local funds.</p> <p>b) the budget narratives provide justifications to show the requested funds are reasonable and sufficient to support every aspect of the proposal and the projects.</p> <p>c.i) a description of funds from RTTD, external (community) funds, State, local, and federal funds are identified in the table for various aspects of the budget, i.e. Welding and CNC programs will be purchased with local and Perkins funds; Gateway Technical College will absorb a portion of the salary of the CTE Coordinator over the life of the grant; KUSD will support 50% of the salary of the YA Coordinator, etc.</p> <p>c.ii) all monies spent are designated as one-time or recurring costs or operational expenses both during and after the grant period (an exhaustive table of post-grant budgets for sustainability is also provided).</p>		
(F)(2) Sustainability of project goals (10 points)	10	7
<p>(F)(2) Reviewer Comments:</p> <p>KUSD has a comprehensive plan for sustainability in place already, partly because the RTTD initiative and funding is being used to expand the reform initiatives they already have in place and which are being funded through other sources. In general, the RTTD funds will be used for one-time purchases, licensing agreements for programs, and salaries for coaches, interventionists, and trainers, some of whom will no longer be utilized after the grant period.</p> <p>Much of the work is grounded in job-embedded duties/obligations that do not require extra pay (i.e. PD and instructional coaching model). Instructional Coaches are already in place and Literacy Interventionists are existing teachers. Once grant funding ends, these assets will retain their positions and still serve as valuable resources for staff.</p> <p>Another method for sustainability is to train teachers to be trainers (Training of the Trainer) so they have the capacity to provide on-going professional development to more staff both during and after the grant period. Every year, a "cadre" of trainers will be trained in key Project areas including DI, Problem-Based Learning, Formative Assessment, etc. This training model will ensure that KUSD has built in capacity for systemic change and improvement that will continue to address and reach district goals.</p> <p>Lastly, a significant portion of financial support for PD comes from district-budgeted funds and formula allocations. KUSD has aligned its budget to support PD to speak directly to sustainability and capacity building. An emphasis is placed on training provided by experts able to implement critical programs and services to ensure fidelity in implementation. Examples include AVID and Capturing Kids' Hearts.</p> <p>Several partnerships will also help sustainability as key resources and infrastructure are leveraged for support. For example, Gateway Technical College will increasingly absorb the salary of the CTE Coordinator over the grant period to ensure this position and program can be sustained after the grant period. They will seek community health partnerships for wraparound services that will employ sustainability models, and will work with faith-based partners and organizations to find additional sources of funding for other programs such as CAAAD Program.</p>		

A three year budget sustainability chart is provided for each project that includes assumptions, potential sources of funds, and uses of funds for the post-grant period. There does, however, appear to be some discrepancies between budget and sustainability. One example is in the budget and sustainability of the Welding and CNC programs offered, i.e. the instructor is accounted for both before and after the grant period, but the budget states a cost for students to be enrolled in this course via THS dual enrollment, but does not state that this cost will continue after the grant period. It is unclear whether the program will no longer cost money or students will be asked to pay for their own tuition.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	8

Competitive Preference Priority Reviewer Comments:

KUSD has shown a stark image of the statistics surrounding substance abuse, domestic violence, health care, and MEB issues at a much higher rate than state and national averages. To combat this bleak picture, KUSD is implementing a wraparound service that would provide much-needed services to families regardless of ability to pay.

1) KUSD has formed partnerships with many community services to join forces to implement a school-based mental and behavioral health program that will provide critical student and family supports. Components will include PD plan and parent education components to increase awareness of mental and behavioral health issues; strategies to create a more positive, caring, and safe school climate; and increased access to mental health and wraparound services for PSt and their families. Some of these partnerships include St. Aemilian-Lakeside, a mental health provider of family-centered care and educational services; Kenosha County Human Services Department, a county-wide provider of mental health, social, and coordinated services; Kenosha County Health Center, a provider of medical, behavioral health, and dental care to vulnerable and underserved children; Kenosha County Head Start and Even Start; National Alliance of Mental Illness, an educational outreach and advocacy group; Prevention Services Network, which provides access to coordinated services; Hope Council, a substance abuse prevention and intervention services; among many others willing to lend support.

2) 10 population-level desired results that align with RTTD proposal include: proficiency in Reading; children exit 3rd grade reading at grade level; youth graduate from HS c&c ready; HS graduates obtain a postsecondary degree, certification, or credential; youth are healthy and resilient; youth feel safe at and connected to school; youth feel safe in the community; teachers are highly effective; families and community members support learning; and students and families have adequate social support.

3a) Data gathering and tracking on these results will be facilitated by the Evaluation Team in coordination with partnering agencies during the course of the project period. They will set up the evaluation protocol and gather baseline data, conduct formative and summative evaluation of indicators using qualitative and quantitative measures. Data will be gathered quarterly, pre-event, and post-event, as necessary, on each indicator based on type of outcome. Data will be analyzed to track and assess the degree to which outcomes are being met. Information will be utilized to make real-time adjustments, improvements, or modifications to programs and services to ensure successful outcomes. Data will also be analyzed and compiled into mid-year and year end performance reports for stakeholders with status of success, transparency, and accountability. Methodology of data collection is provided for each performance measure.

3b) A segmentation analysis of the data from the baseline needs assessment and ongoing evaluation to target resources and improve results for PSt will be employed. KUSD anticipates the segmentation analysis will be conducted on subgroups to ensure their needs are addressed. (i.e. age groups, schools, gender, racial/ethnic groups, ELL, academic performance, students with disabilities, ED, etc.) Baselines will be set to determine high, medium, and low need children. Ongoing evaluation of initiative will determine the extent to which the needs of students who face significant challenges are being met. This information will determine where and what resources need to be targeted.

3c) Scale up of programs and services would be based upon evaluation data that documents that the strategies indeed effectively work to address need based on performance measures over time. Based on positive outcomes, the district would work with partners to expand identified services to other high need schools or students, which would require a process of needs assessment, segmentation analysis, targeted strategies for identified groups, and ongoing evaluation. Partnerships would be formalized by an ICC and a Memorandum of Agreement between each partner to ensure the necessary infrastructure, linkages, and resources are in place for capacity-building to drive service delivery, systems integrations, distributed leadership, and sustainability. Additional funding would be sought from private and public sources to support scale up of proven strategies.

3d) An ongoing evaluation will be employed on all programs and services to gather and analyze data from multiple sources to

ensure positive outcomes. Proven positive strategies will be scaled up and institutionalized with support from key stakeholders and partnerships. An evaluation of programs and services will be ongoing to inform the logic behind adjustments and modifications to continuously provide improvements to the system. Resources will be targeted to areas that prove to be successful to ensure sustainability. Data gathered from this process will be integrated to the district database to ensure results are tied to students.

4) These partnerships will transform school climate and behavior and would support development of a Mobile Student Support Team. The partnership will provide strategies to transform school climate and behavior by implementing Trauma Sensitive Classrooms, providing PD in Capturing Kids' Hearts, and instituting the CAAAD Program, all of which have been explained in previous sections. Briefly, Trauma Sensitive Classrooms is a teacher and school approach to building relationships with students and recognizing the warning signs of MEB issues. Educators learn how the effects of trauma and mental health issues can derail a child's development process and adversely impact learning and behavior. They will learn techniques for teaching traumatized students and learn how to use the PBIS approach to provide for interventions. The capacity to build Trauma Sensitive Classrooms will be facilitated by Capturing Kids' Hearts, which deepens the ability of educators to foster resilience through relationship-building, creating safe and caring school culture, and increasing feelings of connectedness. CKH also teaches students the social skills necessary to be actively engaged in school, teaches educators to use effective classroom management methods to foster positive learning environments, and provides PD for teachers to enable them to meet the emotional needs of adolescents. The CAAAD program is an alternative to suspension that partners with faith-based organizations to support an alternative to suspension. It is an alternative program targeting at-risk and high need students who have committed conduct code offenses in targeted HS. Students will spend at least 3 consecutive days at the CAAAD program and will engage in socio-emotional skill-building, reflection, counseling, and Restorative Justice practices through qualified professionals. The entire family will be supported as parents will be asked to participate in the process. Instructional time will not be lost as academics will be provided through tutors and online, individualized, and self-paced educational programs. The goals for CAAAD will be to decrease acts of violence and out of school suspensions; improve student communication and listening skills; reduce the number of student, peer, and teacher conflicts; and improve academic performance.

Additionally, Mobile Student Support Teams is a group of therapists and service coordinators designed to provide school-based mental health and wraparound services. Members of the unit would support the PSc, and rotate services based on a referral and case management process. Mental health services would include individual and group counseling, student support groups, drop-in sessions, access to psychiatric services, and in-home therapy. The wraparound process would be facilitated by Service Coordinators.

5) KUSD has the tools in place to help assess the needs of students through the RtI and PBIS frameworks (previously discussed) that are in the process of implementation. The programs, models, and services provided in the competitive preference priority are intended to serve as interventions and supports in the RtI and PBIS frameworks. Teams of teachers meet regularly to identify the needs of struggling students and refer them to a Student Intervention Team, which will engage more extensive needs assessments and process and develop a formal Student Intervention Plan that utilizes Tier 2 supports and if needed Tier 3 supports. A comprehensive process of needs assessment and progress monitoring is utilized to determine outcomes and need for additional supports. Various surveys will be used as data to determine the extent to which interventions are working. School level surveys and school level data (i.e. attendance, discipline referrals, etc) are used to inventory the needs and assess of the school and community that are aligned with RTTD goals for improving the education and community and family supports identified by the partnerships. Students with more intensive interventions may be referred to the programs implemented including CAAAD and wraparound services. The ongoing needs assessment and progress monitoring employed by the RtI/PBIS frameworks ensure that supports are selected, implemented, and evaluated based on the individual needs of students and the information is used to ensure successful results. If a specific intervention fails, the SIT will identify and employ other strategies with involvement from students and parents, as their feedback is essential to the ultimate success for the student. RtI/PBIS frameworks will employ a data management system to collect individual student data that would be used to assess, analyze, and report on school- and district-level data. From this, a large scale analysis on the program's ability to impact the population-level results and performance measures can be executed and decision made about quality improvement and program revisions.

6) The applicant provides a comprehensive chart that identifies performance measures and offers percentage differentials as desired results for students. No other description of desired results for students is provided. Performance measures include:

- By 2016-17, all participating schools will have student groups in grades 3-8 and 10 reach 50% Reading proficiency or higher.
- December 2016: no less than 90% of PSt in grades K-3 will show at least a year's growth in Reading achievement
- June 2016: no less than 90% of seniors will be completers with a regular high school diploma
- Dec 2016: no less than 85% of students in grade 12 will indicate their post-graduate plans are to attend a 4 year college or vo-tech school.
- increase the number of PSt who obtain postsecondary degrees, vocational certificates or credentials without need for

remediation

- Dec 2016: at least 95% of students grade 6-12 will report they have "never" tried to kill themselves
- Dec 2016: less than 8% of students grades 6-12 will report they felt sad or depressed all or most of the time during the past month
- increase by 10% the number of youth who are referred to and participate in mental health services each project year
- Dec 2016: the average number of assets reported by youth in gr 6-12 will increase to at least 25 as per the 40 Developmental Assets Framework
- Dec 2016: at least 90% of students in elementary grades will "agree" or "strongly agree" with School Climate Surveys (see questions listed in section E3
- Dec 2016: at least 90% in secondary schools will "agree" or "strongly agree" with school climate surveys (see questions in E3)
- Dec 2016: reduce the number of students gr 6-12 who "agree" or "strongly agree" that harassment and bullying by other students is a problem at their school by at least 30%
- Dec 2016: reduce the percent of youth gr 6-12 by at least 30% who reports that they have gotten into trouble with the police one or more times in the past 12 months
- Dec 2016: decrease the number of students gr 6-12 who report that they have ever been psychically harmed by someone in their family or living with them by at least 30 % or more
- Dec 2016: a minimum of 98% of participating staff will report that they have increased awareness and knowledge of the early warning signs of mental health issues
- Dec 2016: a minimum of 95% of PT will agree they feel confident in their ability to deal with crisis and behavioral issues in the classroom
- Dec 2016: at least 90% of PT will "agree" or "strongly agree" with the school climate survey (questions regarding school administrator is instructional leader; opportunity to develop; work effectively with special/high needs students; believe student achievement can increase through RTTD initiatives; school provides a personalized environment; communicate often with parents)
- grades K-8: increase the number/percent of parents or family members who report encouraging their child to read by at least 15% each year
- grades 6-12, increase by at least 10% each year the percentage who report parents help them with their school work, ask about homework, or go to meetings or events at school as "often" or "very often"
- Dec 2016: at least 90% of PSt will "agree" or "strongly agree" with statements on KUSD Parent/Guardian Survey
- Increase the percentage of parents of PSt who report that they get the social and emotional support they need as a family.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant clearly addressed the core educational assurance areas by planning for learning environments that are responsive to student needs and that prepare them for a successful life in college or career. Additionally, educators are given many opportunities for the support they need to help students both academically and emotionally in order to provide the best opportunities for all students to reach their potential, achieve greater successes than they might otherwise have had the ability to on their own, and graduate ready for the next steps of their lives.

Finally, KUSD has a noble vision in providing wraparound services for its students. If successful, the district has the potential to effect change for students and families, thereby affecting the lives of hundreds, if not thousands, of its citizens. Ultimately, this could bring reform not just to the schools and the students they serve, but to families, perhaps for generations, as well.

Total	210	153
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### Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
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Optional Budget Supplement (Scored separately - 15 total points)	15	15
<p>Optional Budget Supplement Reviewer Comments:</p> <p>Optional Budget 1:</p> <p>1) The rationale: KUSD experiences extreme issues with violence; weapons and drug related incidents; truancy; suspension; students who do not feel connected to their schools or teachers; students who are fearful for their safety at school; widespread use of drugs, alcohol, illegal substances, unprotected sex; have been victims of abuse; experience higher suicide rates than the state or nation; and rarely receive educational support at home. The statistics are staggering--and heart-wrenching.</p> <p>2) The Plan: KUSD plans to address these social issues by implementing Restorative Practices and Capturing Kids' Hearts across ALL participating schools. Part of KUSD's Competitive Preference Priority is providing MEB supports for its students. The project calls for implementing CKH, CAAAD, and Trauma Sensitive Classrooms. Right now, the budget only allows for this at the middle school grades and provides a one time 3 hour training in Restorative Justice. However, the Optional Budget Supplement will allow KUSD to expand these programs to ALL schools and allow for training of significant number of staff, parents, students, and administrators in the use of Restorative Justice Practices. The intent is to institutionalize both philosophies across the targeted schools in K-12. Goals will align with outcomes and performance measures in E3 and Competitive Preference Priority.</p> <p>3) KUSD will be expanding CKHs and RJ across 17 elementary schools, 3 high schools in yr 1; provide follow-up and refresher trainings and support in yrs 2-4. Significant component of this will be used to train admin and principals in order to model behavior to students and as leaders of safe, caring, respectful environments. 3 major projects include: P1--elementary school implementation; P2--HS implementation; P3--district-level implementation; P4--Restorative Practices Implementation. A comprehensive chart for each project and goals is provided with a detailed breakdown of how monies will be used to implement each project, as well as funds available from other sources. The proposed budget appears reasonable and thorough in its ability to accomplish the measures it sets as its goals.</p>		
Optional Budget Supplement (Scored separately - 15 total points)	15	13
<p>Optional Budget Supplement Reviewer Comments:</p> <p>OPTIONAL BUDGET SUPPLEMENT #2:</p> <p>1) The rationale: a comprehensive summer school program that extends and embed the RTTD initiative to create more personalize learning environments. Budget cutbacks have resulted in a reduction in summer school offerings both in location and types of programs available. The need for a summer school program is apparent given the high achievement gaps, poverty, and other high risk factors.</p> <p>2) Supplemental Budget funding will implement and expand the following: a) launch an innovative focus on problems-based learning through a variety of community-based service learning projects; b) extend the focus of literacy learning through differentiated instructional methods and leveraged through the high-end use of technology; c) increase college readiness by providing high needs students with access to Pre-College Programs that engage them in deep learning experiences and exposure to college campuses; and d) expand the use of MindPlay Virtual Reading Coach into the summer school program and to more schools. These measures support the c&amp;c readiness of the RTTD initiative and students will extend classroom-based learning into true college experiences. Programs available to students include: Academic Achievers, Cultural Awareness Leadership Council, Headlines, Junior Doctors of our Community, Math and Science Scholars, Stepping Stones, Summer Stars. HS programs include many of the aforementioned as well as an ACT Workshop. All outcomes coincide and support E3 and Competitive Preference Priorities.</p> <p>3) The applicant provides a detailed budget summary and narrative that explicitly delineates all costs for each project year and includes funds that come from other sources (i.e. district funding of regular summer school services for credit deficient students). The proposed budget appears reasonable and thorough in its ability to accomplish the measures it sets as its goals.</p>		

## Race to the Top - District

### Technical Review Form



Application #0956WI-3 for Kenosha Unified School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>The applicant presents a coherent reform vision which sets forth a comprehensive a reform strategy that builds on its work in four core educational assurance areas and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests. This is evidence in detailing background information identifying the district as the third largest public school system in the state of Wisconsin and serving the City of Kenosha. The city is described as an 85 square mile city enrolling 22,905 student in 4K-grade 12 in 43 schools. The school population has expanded more than 14% in the last twelve years representing a culturally diverse educational clientele. This gain represents a 97% increase of Hispanic students. Students demonstrate an 8.5% Limit English Proficiency as compare to the state average of 3.7%. The median household income is \$47,063%, as compare to the state average of \$51,598, which represents an average of 50.2% of students on free and reduces lunch, compared to the state average of 50.7%.</p> <p>The applicant aptly details old reform efforts over the past few years in the four core educational areas. The proposed initiative builds on past successes through learning and design a reform initiative focused the core reform areas of: adopting standards an assessment; building data systems; advancing effective teachers and principals an and turning around low performing schools. The initiative represents ambitious yet achievable student achievement goals that will be achieved through the programs Theory of Change. The applicant succinctly defines their Theory of Change which is focused to maximize the brilliance of all learners, especially underprivileged youth. This is to be accomplished by providing students a personalized learning environment that is individualized with high quality instructional approaches which are empowered by literacy; leveraged with technology; made relevant with real-world connection s to career and college aspirations, and embraces each student’s need for social, emotional and mental health supports.</p> <p>A clear and credible approach encompasses fundamental elements of: implementing standards based instruction using the Core Curriculum Content Standards and rigorous content. This is explicitly detailed and focused on:</p> <ul style="list-style-type: none"> <li>• literacy empowered by high quality instruction approaches and technology;</li> <li>• advancing a culture of college and career preparation through progressive sequenced 21<sup>st</sup> century skill building curriculum and relevant experiences;</li> <li>• highly effective use of assessment data and ongoing progress monitoring to personalize instruction, and improving learning through best-practices.</li> </ul> <p>In addition, their approach effectively details procedures and practices to: advance highly effective teachers and principals through robust professional development opportunities; provide a caring school climate that is responsive to the social, behavioral and mental health needs of all student, and reduce barriers to learning.</p> <p>The applicant details a cohesive chart with activities aligned to each of the program goal and focus areas. These are adequately correlated to the implementation of standards based instruction and the core curriculum standards and aligned to a four year timeline.</p>		
(A)(2) Applicant’s approach to implementation (10 points)	10	10

(A)(2) Reviewer Comments:

A. The applicant presents a comprehensive approach to a school reform model program for all students in the identified schools, to address the needs and advancement of K4-grade 12 participants. The proposed initiative is well positioned to support high-quality LEA-level and school-level implementation of school reform initiatives. This is evidenced in a description of the process used to select schools to participate. The process collectively meets the competition eligibility requirements and exemplified in selecting schools which are rated by the State’s Accountability System as: “Failed to Meet Expectation” and

"Meets Few Expectations" or "Meets Expectations" and serves schools in which at least 40% of participating student are from low-income families. They define low-income students are those eligible for the federal Free and Reduced Lunch subsidy program. They clearly detail the state's Accountability System as utilizing a statistical process to score and rank schools.

B. and C. The applicant effectively lists the schools that will participate in grant activities. This is evidenced in the list of schools presented which includes 17 elementary schools, 5 middle schools and 3 high schools. Each school is named and the number of participating student identified.

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

10

10

(A)(3) Reviewer Comments:

The application includes a high-quality plan which describes strategies to scale-up the proposed reform initiative and translate its components into meaningful support to enable district-wide change beyond the participating schools. In addition, the plan is adequately detailed in strategies to assist each participating school in reaching proposed outcome goals and in assisting and enabling improvement in student learning outcomes for all participant. For example, the applicant details an overview of their strong history of reform that has established a firm foundation which, to date, has led to groundbreaking results.

They identify a research-based Reflection Model which they use to foster looking back on learned lesson in prior reform initiatives to serve to build a valuable knowledge base from which to implement new school wide reform and change. They clearly specify the proposed initiative will serve to scale-up a number of successful reforms and take them to a deeper and more widespread level. They aptly delineate these areas to include:

- implementation of Professional Learning Communities and job embedded professional development;
- Response to Intervention and Positive Behavioral Interventions and Supports frameworks;
- Differentiated Instructional practices;
- Problem solving learning;
- Modification to school day and calendar,
- School Improvement Data Teams;
- Innovative integration of technology;
- Family support programs;
- Blended learning; and
- Staff training in behavioral and management skills and more intense assessment strategies.

Furthermore, they adequately detail the proposed implementation plan to focus on addressing the identified needs of all students in Pre-K through grade 12 during the grant period, and note that highly effective initiatives will be scaled-up in the post grant period.

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

10

10

(A)(4) Reviewer Comments:

A. The applicant details a vision that appears highly likely to result in improved student learning and performance and increased equity as demonstrated by ambitious annual goals that are equal to or exceed State targets for the schools overall and by students in each subgroup in the participating schools. This is evidenced in the proposed performance outcome indicated on summative assessments. In addition, clear details specify that the proposed initiative will advance progress as indicated in a focus for the 2016-2017 school year, for 50% of participating students in grades 3-8 and in grade 10, assessed on the state assessment tool, will read attain proficiency levels

B. The applicant has set a goal specifying that by 2016-2017 to decrease the achievement gaps, as based on data from Annual Measurable Objectives.

C. The applicant asserts a goal specifying that by June 2016, at least 85% of seniors will complete a regulate high school course of study and graduate.

D. The applicant identifies the lack of availability of data related to college enrollment and proposes that during the grant period to develop methodologies to gather such relevant data. In addition, they identify an alternate indicator to use at the present time stating that by December 2016; no less than 85% of students in grade 12 will indicate their post-graduation plans to attend a 4-year college or vocational school.

The applicant has completed the required charts indicating the raw data for each of the specified criteria areas. The applicant presents a chart of raw data listing the name of the schools and data related to enrollment and the number of students who are on low income and all required data. Each chart is accompanied with copious supporting data.

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

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

(B)(1) Reviewer Comments:

A. The applicant details a record noting specific areas of success attained in the past four years in advancing student learning and achievement. This includes a description, and charts of raw student data, and other evidence that demonstrates the applicant's ability to improve student learning outcomes and close achievement gaps. For example, data clearly evidences success in raising student achievement, and increasing high school graduation rates and college enrollment rates. This is detailed in describing the past decade in launching an endeavor of a strategic planning process and Transformation Plan. Data collected from the implementation of these plans assert remarkable progress in improving overall student performance and narrowing the achievement gaps and increasing attendance and graduation rates and college enrollment. They reference the Wisconsin Student Assessment System and disaggregated data and chart the results. Data verifies steady improvement in narrowing the achievement gap between Hispanic and non-Hispanic student in grades 3-8 and in grade 10. For example, the achievement gap dropped 20.6 percentage in 2010, in math and reading, representing a 14% improvement.

The applicant lacks information to detail endeavors and strategies they have employed in the past and strategies they will implement in the proposed program to increase equity in learning and teaching,

B. The applicant identifies their strong history in achieving ambitious and significant reforms in its persistently lowest-achieving schools. For example, they clearly note that in September 2012, four of the schools in the district, designated as high needs were celebrated as having become a New Wisconsin Promise School of Recognition. This is detailed to reference the fact that the schools were recognized for their work to break the link between poverty and low income achievement through improved graduation rates, and the reduced dropout rate and closing the career readiness gap.

While the applicant notes some gains they have made, they do not address the specific areas where gains have not been made. For example, in viewing and comparing student achievement scores from 2007-2008 to 2009-2010, a decrease in student achievement is evidenced. The applicant fails to address this decrease with any reasons or documentation. In addition, the applicant states that substantial gains have been made over the last four years. While the charts demonstrate specific areas with some improvement, evidence is lacking to substantiate the statement of substantial improvement.

The applicant lacks information on the procedures for which students can enroll and participate in the different graduation tracks.

C. The applicant identifies strategies which they assert their efforts to make student performance data available to students, educators, and parents in ways that inform and improve participation, instruction, and services. For example, they specify the fact that student data is publicly available through the School and District Report Cards which are available on line and in hard copies distributed to parents and educational organizations. In addition, the applicant identifies the annual Data Retreat held in May or June each year, at which time school leaders review and analyze disaggregated summative assessment data, common assessment and district records, among other school reports. From this review school administrators specify designing SMART Goal Plans for each school with corresponding strategies and outcomes. They also identify monthly vertical team meetings to assess school wide progress. Of note, is the applicant's endeavors to communicate with parents in hosting various informal meetings and inviting them to participate in district meetings and recruiting parents to serve on the Title I Comprehensive School wide Planning Committee and on other school and district committees.

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

The applicant details the district's high level of transparency in processes, practices, and investments, including making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. This information describes the extent of present endeavors to make available the specified four categories of school-level expenditures from State and local funds. For example, they detail hosting annual meetings with parents and the community in which the budget will be presented. In addition, they note that the school budget is posted on the school website detailing financial information. Actual personnel salaries at the school level and for all school-level instructional and support staff are presented in categories based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances. This information is charted and includes data on actual personnel salaries at the school level for instructional staff; actual personnel salaries at the school level for teachers, and actual non-personnel expenditures at the school level.

The applicant does not identify the number of faculty or the number of teachers and support staff to be involved in the proposed program. In addition, information is lacking detailing the principal and his or her role in increasing school transparency in operations.

While the applicant states the LEA has designed and approved practices related to fostering transparency, effective operational details of these are lacking.

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

10

10

(B)(3) Reviewer Comments:

The applicant details the successful conditions and sufficient autonomy provided under State legal, statutory, and regulatory requirements to implement the personalized learning environments. This is evidenced in referencing the state’s referendum in 1994 which provides fiscal independent unit operations for each school and holding annual meetings for the public. In accordance the assert their district’s compliance and specify gaining sufficient autonomy in implementing school improvement initiatives that have created a more personalized learning environment and have enabled blended learning initiative, flex schedules and performance based grading systems. They identify the district as operating five Schools of Choice in which students can attend outside their home neighborhood boundary. Copious details on each of these schools are delineated.

They also note their implementation of extended school days and modification of learning environments to create a Family Structure. The Family Structure facilitates a team of teachers serving family members within that schools and thematic horizontal groups. In addition, they reference the portfolio of their district’s past and current innovative and aggressive school improvement efforts and levels of autonomy granted to set forth their vision as detailed in the Transformation Plan.

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

10

10

(B)(4) Reviewer Comments:

A. The applicant demonstrates evidence of meaningful stakeholder engagement in the development of the proposal and in their support for the program’s implementation. This is evidenced in a comprehensive description of how students, families, teachers, and principals in participating schools were engaged in the development of the proposal. For example, they identify the fact that their district engages a collective bargaining unit and therefore involved representation of their teachers in the design of the proposed initiative and in garnering teachers support in representation each of the participating schools. For example, they clearly identify teachers continued involvement in programs including a lengthy description of a history of collaboration and strategic planning that has resulted in the district’s Transformation Plan. This Plan is identified as providing the driving force on the vision, mission, goals and actions steps for the district transformation and reform endeavors. They reference the fact that over the course of three years, about 100 stakeholders have been involved in strategic planning initiatives, noting that many are teachers. They assert that the Transformation Plan has been officially adopted by the school board and was created in large part by the teachers for their students. Furthermore , they identify teachers and administrators working together to obtain feedback and guidance in the design of the proposal specifying outreach and communications with parents and the community at large.

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

5

5

(B)(5) Reviewer Comments:

The applicant demonstrated evidence of creating a quality plan which includes an analysis of the current status in implementing personalized learning environments. They provide sufficient details of the logic behind the reform proposal, specifying identified needs and gaps the plan will address. For example, they clearly state that much of their accomplishments in analyzing the current status in implementing learning environments is a direct result of the intense needs assessment process undertaken in the development of their Transformation Plan. They detail a concise chart, (Table 4: Plan for Analysis of Needs and Gaps,) which identifies each activity, its strategy, its related timeline and the person or persons responsible. For example, they detail a strategy focused on the highly effective use of assessment data to serve as a venue to personalize learning. In turn, they list and activity aligned to this which engages inventorying all sources of student data and the level of teachers’ skills and knowledge in using data to inform their instruction. They specify the Director of Information Systems to serve as responsible for the oversight of this strategy.

The applicant identifies each of the six strategies, identifies relevant needs and gaps and details relevant data. For example, the identify the need to fully align current curriculum and to create web based Resource Bank to post/share assessment and exemplar lesson units.

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

	Available	Score
(C)(1) Learning (20 points)	20	14

(C)(1) Reviewer Comments:

A. The applicant clearly details an adequate plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college and be career ready. This plan is detailed and includes a direct approach to implementing instructional strategies for all participating students to enable their pursuit of a rigorous course of study aligned to college and career-ready standards and college- and career-ready graduation requirements, and to accelerate their learning through support of identified individual needs. They propose an approach to advance personalized learning environments that engages and empowers all learners, in particular to serve high-needs students, in an age-appropriate environments that fosters an understanding of what they are learning as key to their success in accomplishing their goals.

Information is lacking detail the extent to which parents has been involved in the design of the proposed program and grant proposal. Similarly, information is lacking identifying the levels of support from educators in the design of this initiative.

They detail the foundation of their initiative is to create personalized learn environments that place students in center focus and empowers them to take control of their learning by engaging them in the use of high digital content and technology to help leverage learning resources and ensure that all students are literate and on track to attain their college and career goals. Copious data is presented to support their endeavor. This includes details of literacy learning strategies, differentiated instruction and aligned technology integrated with superior digital content.

(ii) The applicant specifically details strategies which enable all student to identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements, understand how to structure their learning to achieve their goals, and measure progress toward those goals. This is evidenced in details of a formal Career Readiness Course incorporated in the Transform Career and Technical Education Program. The applicant specifies that once students complete the program they earn a National Career Readiness Certificate which is an industry-recognized and evidence-based credential that certifies essential skills needed for the workplace have been mastered.

(iii) The proposed reform initiative ensures that students are able to be involved in deep learning experiences in areas of academic interests. This is evidenced in key features which include relevant ways by matching instructional settings and environment with personal learning styles, preferences, interests and needs. They assert that while student will experience the range of modalities at one time or another during their school learning, They specify that students will spend more time working in settings that best match their needs. They specify a focus on literacy and students engaged in small and large group, seminars and tutorials.

iv) The applicant specifies ongoing and regular feedback, including frequent updates to individual student data profiles that can be used to determine progress toward mastery of college- and career-ready standards, or college- and career-ready graduation requirements. They assert that the data will be readily accessible to staff, students and administrators and parents. In addition, the applicant notes the key data for monitoring student achievement and directing policy level decisions is evidenced in specifying the program facilitates the process of ongoing feedback and the fact that they are working to install a district wide Data Management System designed to serve as a warehouse for student demographics, achievement, behavioral and career and college readiness.

The applicant lacks information detailing the specific training to be offered to parents. In addition, the applicant relies heavily on the use of technology to communicate with parents and lacks an additional contingency plan to collaborate with and inform parents who lack internet access and digital communication tools.

(B) The applicant notes the proposed initiative will facilitate personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards or college- and career-ready graduation requirements, and available content, instructional approaches, and supports. This is aptly detailed in a chart on Highly Effective Assessment and Ongoing Progress monitoring strategies with are aligned to yearly goals. For example, in the fit year of the program they will expand the portfolio system to the 9<sup>th</sup> grade academy and that data teams will train principals a district administrates on the use of programs. In addition, the ePortfolio provides measures of student progress. The applicant effectively details the MAP Assessment System which provides actionable data about where a child is on their unique learning progress.

(v)The applicant details a program that addresses accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college- and career-ready standards or college- and career-ready graduation requirements. This is evidenced in specifying Tier 2 and 3 interventions for high needs students have been built into the initiative including RTTT-D frameworks and Early Reading Success. In addition, Differentiated Instruction is specified correlated to a robust system of screening and diagnostic assessment and ongoing progress monitoring.

(c) The applicant specifies the proposed reform initiative incorporates specific mechanisms will be put in place to provide training and support to students in order to ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning. His is evidenced in first providing training for staff that in turn will assist youth in the use of the tool for gain data and to give feedback, Teachers are designated to provide students with explicit instruction on the tools to use to access their achievement data regularly. The data analysis process is designed to empower youth the map out their accomplishment and gain an understanding of their needs and empower them to motivate their own progress.

While the applicant states that on-line learning offers support to student learning, specific details are not provided to evidence how this occurs or any process operations in this realm.

(C)(2) Teaching and Leading (20 points)	20	14
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(C)(2) Reviewer Comments:

A. (i) The applicant details a high-quality plan for improving learning and teaching focused on personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan includes an approach to implementing instructional strategies for all participating students to enable their pursuit of a rigorous course of study aligned to college- and career-ready standards, graduation requirements, and the ability and resources and support to accelerate his or her learning needs. They evidence this in an approach to teaching and leading that helps educators to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards, or college- and career-ready graduation requirements by enabling the full implementation of personalized learning and teaching, and that all participating educators engage in training, and in professional teams or communities, that supports their individual and collective capacity. They support the effective implementation of personalized learning environments and strategies that meet each student’s academic needs and ensure all students graduate on time and are college- and career-ready. These are reiterated in teachers’ Professional Development Plans, which are designed on an annual basis and reviewed throughout the year. They specify staff professional development will utilize a variety of research-based strategies to deliver job-embedded professional development and also to craft Professional Learning Communities and face to face staff in-service. The applicant has developed a comprehensive and sequenced chart listing the specific components of professional development.

While the applicant delineates a wide variety of professional development, details are lacking to correlate on-going support and monitoring of staff in the effective implementation of new-knowledge and strategies. In addition, while numerous trainings and professional development are offered, they appear to be optional for staff to attend. In addition, a timeline for staff development is not presented.

(ii) The applicant details a plan that facilitates adapting content and instruction, and providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches. This is evidenced in Differentiated Learning. This will be facilitated initially with staff engagement in the Academy of Personalized Learning for educators to learn how personalization incorporates both individualized and differentiated instruction and develops teachers’ skills in core components to: develop comprehensive and data rich learning profiles; creating customized learning paths and utilizing proficiency based programs. Of note, the applicant specifies their innovation to incorporate Culturally Relevant Teaching which is a pedagogy that recognizes diverse cultural characteristics of students and adjustments in teaching methods to accommodate diversity. In addition problem based learning is aptly detailed basis the collaboration with institutions of higher learning to advance students’ progress.

(iii) The applicant adequately details strategies an activities and support to advance students social, emotional and behavioral health which are considered critical factors in ensuring students success. In this area, the applicant clearly details professional development training to focus on: Changing Mindset About Behavior; Teaching Behavior Skills; and Capturing Kids Hearts, among others.

(iv) The applicant details as the Data Management an Assessment Training to support the application of frequently measure student progress toward meeting college- and career-ready standards, or college- and career-ready graduation requirements and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators. This is evidenced in the applicant’s copious description of six key components of Data Management and Assessment Training. For example, topic for training include: Data Dashboard-Data Management Systems; MAP Assessment

training; How to Develop Student s portfolio; Developing and Using formative Assessment to personalize Learning and the deployment of School Improvement Plans. Of note, the applicant clearly details the My Learning Plan approach that requires staff to articulate their individualized web-based professional development plan.

(iv) The applicant details a comprehensive approach to improving teachers' and principals' practice and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems, including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement. For example, they specify a Continuous Growth Plan to provide venues and resources for staff to address identified areas of need. A detailed chart sequences a multitude of opportunities for staff to master essential skills. these span group and individual endeavors and also notes resources for staff to advance personalized learning. It is vital to note that the applicant specifies the Coaching Model for Literacy wherein three mentor teachers are assigned, specifying one at each level. Armed with the best-practices the Instructional Literacy Coaches will provide support and modeling of instruction in the core content areas.

(b) (i) The applicant provides sufficient evidence to support a high quality program that provides resources an venues or all participating educators to have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements. Resources are clearly detailed and include actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests. This is evidenced details of optimal learning approaches that respond to student's needs. For example, they succinctly detail the Search Institute's Developmental Assets Survey which will be conducted annually to gain a clear picture of students' risk protective factors. They specify that the actionable information from this will be used to implement strategies to improve the wellbeing of their students. Additional tools include; the School Climate Survey, the MAP Assessment System, the AIMS Web based program and the AVID programs to provide effective and actionable data.

(ii) High-quality learning resources including digital resources are aptly delineated and are aligned with college- and career-ready standards or college- and career-ready graduation requirements and the tools to create and share new resources. For example, they clearly describe the Career and Technical Education program that provides teachers with the necessary training to support and develop curriculum or new programs of study. To meet the current needs of the workforce, they specify the Welding and CNC Operations as necessary training.

(iii) The applicant details age and level appropriate processes and tools to match student needs noting specific resources and approaches to provide continuously improving feedback about the effectiveness of the resources in meeting student needs. They cohesively chart the design of the school wide systems for student success, detailing academic instruction correlated to behavioral instruction. They clearly detail resources specifying the RTTT-D framework as one program that provides high quality instruction and interventions to effectively address individual students needs and monitor progress frequently. This program facilitates pertinent data to advance decisions about changes in instruction, support and matched interventions.

(c) (i) The applicant has developed a well thought out multi-tiered professional development program for all participating school leaders and school leadership teams to engage in varied trainings and resources to enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards or college- and career-ready graduation requirements. This is evidenced in detailing training and resources from such sources as the district's teacher evaluation system that supports school leaders and school leadership teams evaluate and take steps to improve, individual and collective educator effectiveness and school culture and climate, focused on continuous school improvement. For example, they identify the current employment of the teachers' evaluation system consistent with the Wisconsin Educators Effectiveness System to serve as a framework for teachers and principal's evaluation and support and to support highly effective educators. They aptly reference the current teachers union contract will not be changed as of now and expire in June 2013. Correlated to this is the specification for full implementation of a teacher, principal and superintendent evaluation system that includes data on student growth for the 2014-2015 school years.

(ii) The applicant adequately details training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps. This is evidenced in details of the SMART Goals for each school building that identity each school principal's goals and outcomes for math, literacy and school culture/climate on an annual basis. They also delineate the School Improvement Data Team who engages in a process of data review for continuous program improvement. In addition this team utilizes school and student data to identify areas of need and to develop strategic actions plans.

(d) The applicant has developed a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects and specialty areas. This is evidenced in an evaluation process which will provide performance results in teaching practices within four levels specified as: ineffective; minimally effective; effective and highly effective. Aligned to this is the teacher My Learning Plan, which is described as similar to the student Individualized Learning Plan and structures areas for teachers' progress. In summary, the applicant presents an ell developed chart which copiously details the robust Professional Development and Training Plan for the four years of the grant period. This plan details goals for each site and to build capacity and improve student achievement

and notes timelines and process outcomes and designates the person responsible.

While they assert their intentions to increase the number of students who receive instruction from high quality teacher, information is lacking as to any procedures to coherently train existing teacher to reach the level of Highly Qualified or Qualified. In addition, the applicant does not address any procedures to encourage staff to become Highly Qualified, or any consequences for staff who may be unwilling to strive to attain the highly qualified status.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	11
<p>(D)(1) Reviewer Comments:</p> <p>A. The applicant details a well-developed high-quality plan to support the project implementation through comprehensive policies and infrastructures that provide every student, educator and levels within their education system with the support and resources they need. This is evidenced in a copious description of existing practices, policies, and rules which are in place to facilitate personalized learning and is organized in the central office in each LEA in an effective governance structure to provide support and services. They identify the operations of the feeder schools and their high school and provide flexibility and autonomy over schedule and personnel decisions. They specify that the management team of each of the feeder schools and the highs school provides academic guidelines an operation to ensure consistency and implementation of best practices.</p> <p>At the school levels, the applicant identifies the principals as having the ultimate responsibility and decision making authority for the activities at the school site.</p> <p>B. The applicant clearly details strategies and procedures which ensure school site autonomy For example, each school designs its school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and its school-level budgets. They assert that instructional strategies and materials are responsive to the individual needs and learning styles of students and to a full array if instructional and auxiliary services to meet the needs of non-English speaking or limited English speaking students and students with special needs.</p> <p>Information is lacking to effectively detail the alignment of specific community services aligned with school to address students needs.</p> <p>C. The applicant details a plan which highlights learning progression based on concept mastery and giving students the opportunity to advance and earn credits based on demonstrated mastery, and not on the amount of time spent on a topic. This is detailed in a description of the use of selected, evidenced based on-line learning tools that enable students to progress through the curriculum and earn credits at their own pace. In addition, they detail three courses of study and programs in which students can earn their high school diploma.</p> <p>Information is lacking to detail the collaboration of the feeder schools with the high schools to ensure a continue of learning ineffective transitioning.</p> <p>D. The applicant details instructional strategies which give students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways. For example the applicant details digital tools and learning resources an instructional practices which are accessible to all students and delivers resources and interventions and accelerated paths to address each student's needs and strengths.</p> <p>E. The applicant details strategies which provide learning resources and instructional practices that is adaptable and fully accessible to all students, including students with disabilities and English learners. For example, they specify the specialized resources are readily available which include support staff and the use of digital tools.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	4

(D)(2) Reviewer Comments:

The applicant has designed an adequate reform initiative which encompasses comprehensive policies and an infrastructure that provides every student, educator and level of the education system with the support and resources they need. The quality of LEA and school infrastructure supports personalized learning as evidenced in policies, procedures and assurances that ensure all participating educators have access to necessary content, tools, and other learning resources both in and out of school to support program implementation. This is clearly evidenced in the applicant asserting their district is an equal

opportunity employer with established policies on discrimination and the fact that they participate in an equity audit on a regular basis. In addition, the specify that professional development will be provided in multiple formats including after school and on line and during the summer in recurring timeframes to ensure that all educators have access to appropriate resources.

While the applicant details digital tools to effect differentiated instruction and motivate students, sufficient support for educators and leaders is not identified and offered for when and where it is needed.

b) The applicant has developed a cohesive infrastructure which ensures that all students, parents, educators, and other stakeholders have appropriate levels of technical support, which may be provided through a range of strategies. In this realm they aptly detail each school being served by experts in pedagogical content to provide training in the instructional approaches, strategies and assessment. They aptly detail employing a Data Analyst and Financial analyst who will work close with the Grants Manager to provide expertise on gathering and analyzing student data. They assert that the success of their initiative will be possible with the continued support of parents and other key stakeholder and as such existing and future parent education program will be aligned with every aspect of the program implementation. Training will be focused on education and also on physical and mental health support and mining the data management system to assess services for their families. Parents and community members will engage in and support the RTTT-D Advisory Council to voice needs and provide information. They ensure that the goal of personalized learning empowers and motivates stets to be the facilitators and master of their own learning and to monitor and map their learning and career pathways. Of note, the applicant specifies their educational environment provide a host of rich opportunities through increased literacy achievement, global accessibility and career readiness, and detail special courses for students which are relevant to open learning and graduating high school and becoming career ready.

(c) The applicant details a plan that focuses on using information technology systems that allow parents and students to export their information in an open data format and to use the data in other electronic learning systems. This is evidenced in details of their initiative in acquiring and enhancing program capacity to use several state of the at computer based assessment programs that prove actionable information to drive and differentiate instruction. Examples are listed and detailed and include a procedure for parents to be able to punch a My Data Button and export their child’s data and transcript in an open data format. In addition, this system will provide additional learning recommendations and resources to advance student learning and enable and strengthen youth in their transition from one school to another.

The applicant does not address services and resources to assist parents and families who lack internet access and their need to access school information. It is not clear how students, parents, and other stakeholders have access to program support and tools, given the identified poverty levels in the community and the likelihood of their access to technology resources and the internet.

The applicant does not identify the operational hours of the Center in which parents can utilize technology. In addition, student transportation to and from the Center is not addressed. The applicant does not identify the relationship or the interworking between the regular school day staff with the after school Center staff related to advancing student progress.

(d) The applicant details an initiative that ensures each school in the district use interoperable data systems to advance instruction and learning and communications and assessments. For example, the applicant states that as an art of the proposed initiative they will install a greatly enhanced data warehouse that will pulling data from multiple sources and platforms and will integrate data analysis tools to use as the engine that drives data decision making systems. They detail the new data analysis tool as user friendly and an analytic tool that enable mining data, forecasting and analysis and various sources and/or warehouses. The system will facilitate access to the statewide Longitudinal Data System and will link to the schools. Through the new system the schools and parents instruments will gain access to the National Students Clearinghouse to track collegiate records with alumni to deepen data driven decisions.

It appears the applicant has designed a technology based infrastructure, however strategies and/or support and resources are lacking to identify a contingency plan to operate or use, when technology tools fail to operate according to plan. The designated person to ensure the operations of hardware and software is not identified.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	8
(E)(1) Reviewer Comments:		

The applicant details a comprehensive strategy to enable and address required adjustments and revisions that may occur during the during implementation phase. A clear and high-quality approach to continuous improvement is evidenced in the applicant's assertion to a commitment and focus on improving learning for all. This commitment is supported in the district's rigorous improvement process by virtue of the past and current work focused on school improvement leading to the design of their Transformation Plan. They aptly identify the existing infrastructure to drive school improvement which includes the District Leadership Team that has the primary responsibility for leading, coordination and monitoring continuous improvement process across the district. This team is designated as responsible for the oversight of each school's School Improvement Data Team which assesses continuous improvement activities in their respective schools. They concisely detail the personnel make up of this team which includes parents and educators.

The applicant lacks a clear description of the levels of feedback from district administrators related to program implementation and advancement. Information is lacking to effectively detail required strategies to measure and to publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff. In addition, information is lacking to detail parent involvement in the proposal and in on going assessment to ensure high quality services.

The applicant details the Continuous Improvement Process outlining the specific responsibilities of the School Improvement Data Team, highlighting an annual retreat at the end of the year to collect and analyze disaggregated data to determine areas of need. At this retreat a Quality Improvement Plan is created to provide insight and recommendations to improve outcomes. This team is also responsible to review demographic data and program data as well as perceptual data to formulate goals and establish outcomes. In addition, the succinctly detail the monitoring phase which ensures interventions and strategies are being implemented. Furthermore, a clear detailed description is presented highlighting the chief component of the process is to share student performance results with all stakeholders and identifies a variety of communications strategies. A chart is presented noting the continuous Improvement Planning Process noting each task, timeline and the person or team responsible.

The applicant lacks information on a procedure to effectively monitor staff development. In addition, the applicant does not identify a plan to continue and to advance the program beyond the grant period.

(E)(2) Ongoing communication and engagement (5 points)	5	4
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(E)(2) Reviewer Comments:

The applicant details a feasible plan that facilitates ongoing communication and engagement focused on a high-quality approach to continuously improving its reform initiative. They specify methods for ongoing communication and engagement with internal and external stakeholders. This is evidenced in details delineating four specific strategies. Strategies include the RTTT-D Advisory Council comprised of internal and external stakeholders to provide timely feedback. In addition, the School Improvement Data Team is identified to invite parents, school staff and community representatives to participate in meetings and share information. The detail the sharing of data in public venues including PTSO meetings, school board meetings and newsletters and information meetings including Chat 'n Chew. The Grants Manager is designated as responsible to provide periodic presentations to local stakeholders.

The timeframe for communication is presented in a very general manner, which lacks specificity. For example, the applicant states timely and periodic meetings. This provides a general approach and lacks a definite time.

(E)(3) Performance measures (5 points)	5	4
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(E)(3) Reviewer Comments:

A. The applicant does not specify the rationale for selecting the proposed performance measures.

B. The applicant details an ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. This is evidenced in a chart of performance measures which specify the specific population served aligned to measurable performance objectives. A chart is presented which clearly specifies how the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the success of the program in addressing areas of need. For example, for students in grades PreK-3, the propose by December 2016 that no less than 90% demonstrate a year's growth in reading. In addition, this performance measure is correlated to a measure related to student input on the School Climate, wherein the students' survey will attest that at least 90% of students will agree or strongly agree with the questions related to feelings of belonging in schools and feeling of safety.

C. Throughout the program the applicant details procedures and strategies identifying how it will review and improve the measure over time, to gage implementation progress. This is evidenced in the districts rigorous improvement process focused on school improvement to be accomplished through the implementation of their Transformation Plan. The infrastructure of their program and management team is well detailed to drive school improvement which includes the District Leadership Team that has the primary responsibility for monitoring continuous improvement process across the district.

1. The applicant details 21 performance measures. They concisely chart performance measure which clearly identifies the number and percentage of participating students, by subgroup whose teacher of record and principal are a highly effective teachers and highly effective principals and the number and percentage of participating students, by subgroup whose teacher of record and principal are an effective teachers and effective principals. For example, for students with disabilities, it is indicated that there are 16 teachers. Noting 1.7% as highly effective. By the end of the grant period they anticipate through program training to increase this to at least 15%.

2. The applicant presents charts which clearly address the required criteria of information related to all student and sub group and staff performance. For example, for Pre-K- grade 3 they specify one age-appropriate measure of students' academic growth non-cognitive indicator of growth related to feeling safe and secure in school, or social-emotional developmental factor.

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

5

5

(E)(4) Reviewer Comments:

The applicant details a high-quality plan that incorporates structures and continuous procedures to address any required adjustments and/or revisions during program implementation. They specify plans to evaluate the effectiveness of Race to the Top – District funded activities in order to improve results and decision making structures. For example, they identify the School Improvement Data Team at each school who are responsible to assess continuous improvement across their respective schools. This team is designated to determine how effectively the action plan is being implemented. They specify an annual Data Retreat as the specified time when they meet to review disaggregated data to determine areas of need.

The applicant details effective evaluation strategies and notes the multi-platform to garner data, in evidence in modifying school schedules and calendars and in operating Choice Schools.

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 identifies all funds that will support the project specifying that 50% of the total costs of the specific line item expenses are dedicated from district funds. For example, 50% of the total costs of Instructional Technology Teachers salary and for the implementation of the Welding and CNC Program will be secured from district funds

(b) The overall budget and line item expenses appear to be reasonable and sufficient to support the development and implementation of the applicant's proposal; and

(c) Each line item is correlated is to activities integral to the implementation of the proposed program and clearly provides a thoughtful rationale for investments and program goals and priorities. The budget and the narrative identify one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period. For example, the applicant specifies one-time investments correlated to professional development of staff, training for students and parents related to using specified technology to capture, collect, and use data relate to for decision making an advancing learning.

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

10

7

(F)(2) Reviewer Comments:

The applicant details an adequate plan for sustaining the project's goals after the term of the grant. For example, they assert that their plan includes the dedication of support from local government leaders and financial support. This is evidenced in the applicant's details of an initiative that has been designed specifically with sustainability in mind so that the strategies, programs and services use to attain all project goals will be institutionalize into the infrastructure of the district for ongoing and lasting impact. They identify the program to build on and expand several major strategies presently in place in the district that are proven to work. These are identified as: the Professional Learning Communities, instructional coach's model, problem based

learning, differentiated instruction and the integration of technology.

The applicant asserts the strength of their program is that it enables the district to coordinate strategies and endeavors into one coherent and system plan and then leverage the necessary resources to sale them up to address gaps. They identify building capacity to date by grounding the work they do in a very robust and job embedded professional development and instructional coaching model to provide staff with skills and vertical support to carry on their work,.

The applicant presents a sequenced sustainability plan detailed in a post grant budget, calculating the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds. For example, the identify the anticipation that Gateway will pay for 100% of the positions in Career and Technology Education at the end of the grant cycle and the district will continue to fund the Youth Apprenticeship Coordinator. While the applicant presents a program budget to encompass a time frame for sustaining the program beyond the grant period, it does not appear sufficient to sustain all of the services provided during the grant period without sufficient financial support

The proposed budget does not encompass any additional reform initiatives and student support that may be necessary beyond the grant period. For example, the budget aligned to the applicant's sustainability plan, does not address or encumber funds for professional development for any new staff or for staff assigned to a new position and in need of training. Funds for continued support for teachers in the implementation of skills acquired during grant period professional development, are not addressed to evidence a high quality plan for sustainability.

### Competitive Preference Priority (10 total points)

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

#### Competitive Preference Priority Reviewer Comments:

1. The applicant presents an overview of information to substantiate the proposed initiative to address the competitive preference priority by providing general information of a coherent partnership that it has formed with public or private organizations. This is evidenced in a general assertion that they are Identifying interventions that address the non-academic barriers to learning are an essential component for the success of the reform effort. To this end they reference the fact of unacceptable levels of poverty, adverse physical health, violence and behavioral issues. They identify 26 of the schools in the district have free and reduced enrollment over 40% enrollment. To address the needs of students and improve conditions or leaning they identify a cadre of community partners will join forces to implement innovative school-based metal and physical health program. These are confirmed in letters of support. In addition, they identify their program initiatives will secure wrap-around services through linkages which have been formed at the county and community levels, and identify the establishment of an Interagency Coordination Committee. The purpose of this committee is to facilitate an integrated services model and program for systemic change.
2. The applicant charts ten population-level desired results for students in the LEA that align with and support the applicant's broader Race to the Top – District proposal. These results include both educational results and other education outcomes and family and community supports. For example, they identify a primary age population and their educational needs to advance literacy levels enabling children who exit grade tree to be reading on grade level.
3. The applicant identifies how the partnership will work using the tracking of indictors and data analysis to target resources by employing a segmented analysis of data gathered from the baseline. And using data to scale up programs; developing strategies to scale up performance.
4. The applicant effectively describes how the partnership would; within participating schools integrate education and other services for participating students. This is detailed in steps, noting the first step in the plan to review and establish strategies to transform school climate ad behavior. They identify to enhance learning that will systemically create safe, respectful and responsive classroom by implementing Trauma sensitive classrooms; Institute the Capturing Kids Heart program and the CAAAD program and address the identified toxic stress damages that may impact children's brains
5. They detail of the partnership and the schools ill build capacity of staff in the participating school using mod programs and interventions. For example they highlight parenting with faith based organizations to support an alternative to suspension.
6. They detail strategies to identify its annual ambitious yet achievable performance measures for the proposed population level as they describe desired results.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students, giving highest priority to students in participating schools with high-need students. They specifically provide a description of the coherent and sustainable partnership that it has formed with public or private organizations and integrated student service providers, and postsecondary institutions to support the plan. An extensive cadre of partners is confirmed and detailed and include key agencies including: St Aemilian-Lakeside (mental health providers of innovative family center care and educational services ; ) Kenosha County Human Services Department; Kenosha County Health Center; Kenosha County; Head Start and Early Start; the National Alliance of Mental Illness and Prevention Services Network. One highlight of their partnerships is evidenced in the development of an Interagency Coordinating Committee whose purpose is to facilitate and integrate effective services model and systemic initiatives for change.

(2) The applicant has identified youth in PreK through grade 12 as target students to be services, organized in PreK-grade 3 schools; grade 4-8 middles schools and grades 9-12 high schools. The applicant identifies the specific population groups as students in grades K-12; Grade 2; Grades 9-12; Grade 1 and above; and grades K-12. Each of these is carted to the specific results proposed in education, family and community; education and family. Desired results for each population are charted.

3) A. The applicant comprehensively details the work of the partnerships in tracking the selected indicators that measure each result at the aggregate level for all children within the district and at the student level for the participating students. This is evidenced in data gathering and tracking of results to be facilitated by the Evaluation Team in coordinating with partners. The Team is responsible to establish protocols and gather data. They detail that segmentation analysis will be conducted on and disaggregated by designated subgroups to ensure their needs are comprehensively addressed.

(b)The applicant specifically identifies protocols that use the data to target its resources in order to improve results for participating students, with special emphasis on students facing significant challenges. This is evidenced in the proposed initiative to identify those strategies that are proven to positively impact performance measures will be scaled up to the high needs districts for students and instructions with support from key stakeholders and partners.

(c) The applicant develops a strategy to scale the model beyond the participating students to at least other high-need students and communities in over time.

Total	210	167
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Optional Budget Supplement (Scored separately - 15 total points)

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

Optional Budget Supplement Reviewer Comments:

The applicant details an optional program and aligned budget focused on a request for additional funding that is a separate project that, if not funded, will not adversely affect the applicant's ability to implement its proposal and meet Absolute Priority 1. The project proposes a clear and innovative solution that can be replicated in schools across the Nation. The proposed project is focused on providing a caring school climate that responds to the social, emotional, and mental and behavioral health needs of students in order to reduce barriers to learning. The rationale for the special project is specified to address disciplinary consequences related to weapons and drugs resulting in expulsion or suspension among middle school students, which is above the state wide average. In addition the special project will address the district's rate of truancy at 19.2%, which is stated as more than double the state average. Additional areas are also specified related to social and emotional health and detailed specify data and the rationale.

The supplemental program will enable district staff to address the gamut of needs of students and embed the use of Restorative Practices and Capturing Kids Hearts across all the participating schools. Through the supplemental budget, the

district's goal is to scale up the district's use of the Caring Kids program across the elementary and high schools and address the needs that limited district funding cannot absorb.