



# Race to the Top - District

## Technical Review Form

Application #0905OR-1 for Lane County School District 4J

### 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>This is a clearly written section that describes the vision in great detail. Figures A-1 and A-2 are wonderful illustrations of that vision. Project APP stands for Accelerate, Personalize, and Prepare, which is at the heart of the district's reform goals. Using success from the JCPS model, the comprehensive plan is to expand, deepen, and personalize learning for all students. Lane has adopted the common core standards and there is a clear plan for the district to build on their data systems to increase achievement. They are poised to continue to recruit and retain high quality teachers while turning around their lowest achieving schools.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	9
<p>(A)(2) Reviewer Comments:</p> <p>Eugene School District has a clear plan to scale their implementation over four years. Illustrated in the appendix and in text, the scale in to implemented in phases based on how and when various components will be implemented and if those components will continue, expand or be refined of the course of the implementation. Trying to meet 100% proficiency is a lofty and unrealistic goal.</p> <p>(a &amp; b) Every K-12 school in the district is targeted. Both tables and appendices are provided to support the school choice and the student population by who meet the call for this competition. (c) Over 16,000 students will be affected by this project, which accounts for almost 42% low-income students. An achievement gap is present in low income students in each school represented in this project.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>Building on the successful reform program instituted in six low-performing high schools and on the work of EPIC and the Center for Equity Promotion in schools across the country, Project APP plans to take college and career readiness to scale. This plan will involve all district elementary, middle and high schools, students, and teachers. Building on the evaluation design used in the JCPS i3 program, Project APP will incorporate multiple sources of information and methodologies to triangulate findings and provide a more comprehensive understanding of implementation and project effectiveness. There is a district wide systemic high quality plan to scale college and career readiness. This plan is taken from a successful model used in JCPS low-performing schools among others. They base their theory of change on the model presented by Conley, 2012 of Go, Act, Know, Think. Eugene 4J has a plan to increase personalized learning, increase time and tools for gaining college and career knowledge, professional learning teams, and increasing Latino post secondary engagement.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	7
<p>(A)(4) Reviewer Comments:</p> <p>Again, this is a well-articulated section and five goals for long-term improvement are admirable and noteworthy. However, most are not realistic. Data table showing the projected trajectories give a clear plan for start/stop times and deliverables across the timeline. (a) A lofty goal of 100% proficiency by 2018 for every student on summative assessments is presented. Although admirable, this goal does not seem realistic. (b) A timeline is well articulated as to how and why low-income students widen the achievement gap as that progress through public school. Leaning on the stated goals in section (a) of 100% proficiency, the proposal states the achievement gap will close because every student will succeed. Again, this is not a completely realistic goal. (c) Of course with every student attaining 100% proficiency, every student will graduate. (d) This goal is more realistic in that they propose to meet 80% proficiency with the graduates being well prepared for college by 2018.</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	13

(B)(1) Reviewer Comments:		
<p>Eugene 4J acknowledges the track record of success in innovation while noting the decrease in some populations achievement over the last three years. (a) The logic model presented is a nice illustrated of how they plan to scale their innovation over the coming years. (b) Data figures show the increased trajectory of student graduation rates along with student performance on the Oregon standardized test. There is not clear evidence of turning around low performing school. (c) Although not explicit in this section, transparency of data sharing with key stakeholders is clear in other areas of this proposal.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
(B)(2) Reviewer Comments:		
<p>Transparency is apparent by the description in this proposal. The creation of an equity committee to impact the achievement gaps and establish relationships between low income and disadvantaged students is an important artifact of continued improvement plans. Oregon public states that schools must provide such data to students, parents/guardians, etc. and this district has will continue to follow the law. The district also mails short reports to every family at the end of the year. The goal is to not just maintain transparency but to proactively engage the public.</p>		
(B)(3) State context for implementation (10 points)	10	10
(B)(3) Reviewer Comments:		
<p>The proposal states the goals and laws of Oregon and how the district adheres to those goals and laws. Further, they have a plan to phase in the common core standards over the next three years. Senate Bill 253, the "40-40-20 Goal" calls for 40% of adult Oregonians to hold a bachelor's or advanced degree, another 40% to have an associate's degree or a meaningful postsecondary certificate, and the remaining 20% to have earned a high school diploma or equivalent—all by the year 2025. Eugene 4J is aiming for 2021 to attain this goal. The state allows for district autonomy to acheive the 2021 if they have the ability and this district plan shows they indeed seem to have the ability to meet the lofty goals set forth by the state.</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	10
(B)(4) Reviewer Comments:		
<p>(a) There is a clear timeline for both internal and external stakeholder involvement in the development of the proposal and implementation plan and timeline. More than 45 teachers and the president of the Eugene Education Associate were involved. Five components to adopt or modify from current reform initiatives and instructional improvement efforts were identified as well. It is not stated per se in this section, but it was made clear earlier in the proposal that the district had collective bargaining representation. (b) Externally, parents, business community, city government, and the state board of education gave input to the proposal and school improvement plan. A letter of support is provided for each of these areas of stakeholder input including the collective bagaining representative.</p>		
(B)(5) Analysis of needs and gaps (5 points)	5	5
(B)(5) Reviewer Comments:		
<p>There is a clear plan to measure the gaps in student achievement and methods to reform based on the gaps are articulated. The proposal is extensive in the district's plan to analyze student data and personalize learning. A comprehensive gap analysis is presented that summarizes the data sources and tracking needs/gaps. A high quality plan is reflective of the districts' current status as it pertains to personalized learning environments and the logic and rationale behind the reform plan is clear and concise.</p>		

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

	Available	Score
(C)(1) Learning (20 points)	20	17
(C)(1) Reviewer Comments:		
<p>This section is comprehensive and exhaustive and addresses each section of this strand. This proposal has figures that show increased proficiency based on reform in high schools in Eugene School District. Much of what was presented related to Jefferson County Schools success and how Eugene 4J will try to accomplish similar outcomes. (a) Sometimes less is more and much of this section does not pertain directly to the call. Eventually, we learn that cognitive strategies assessments integrated into the common core curriculum will guide students through the learning process. By creating an individual performance profile composed of scores for each Key Cognitive Strategy, students may progress at an individualized pace across all grade level. (b) A wide variety of instructional approaches are currently being used and</p>		

more are planned. Very little is explained as to how parents are involved in this decision and this is a major shortcoming. Points were deducted because of insufficient evidence of parental involvement. (c) The *I'mReady* platform will enable students in grades 9-12 to self-report behaviors and attitudes related to Conley's comprehensive model of college and career readiness in four areas:

- Student-driven diagnostic and reporting tools to assess students' strengths and weaknesses along the Four Keys model, and to aid the transition into postsecondary life.
- Aspirations surveys to assess students' plans for the future
- Mini assignments customized to support students as they develop college and career readiness
- Access to a Resource Database tailored to the student's interests and needs of high needs students

(C)(2) Teaching and Leading (20 points)	20	17
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(C)(2) Reviewer Comments:

A very detailed plan to implement PLTs and subject-specific professional learning teams is provided in the details. It is important to note that although the aforementioned pieces were missing from this section, these areas were described in more detail in other sections. A plan to secure a proficiency learning system is described but there is no description of how the tool will provide transparency and how all educators and administrators would use this system. Further, there is little discussion about how this system or the subsequent professional development would impact career readiness. There is a clear description of how college readiness is the target, however. There is a clear description of how college readiness is the target for all students, but all students, as defined by the notice are not accounted for in this plan. (a) The professional development plan is comprehensive and meets the call for effective learning environments. (b) Although not yet determined, there is a plan to evaluate the current tools on the market to help teachers with course design and lesson planning. The Proficiency-based Learning System will ensure adequate student progress toward meeting college and career readiness goals. A new data tool will also support (c) Additional time provided for teachers to review data and examine their practice yet to be determined. A Synergy Student Information System is already purchase and planned to be implemented in 2013 with the hopes of improvement student achievement. (d) Currently, a Teacher Professional Growth and Effectiveness Plan is being piloted in six schools and is planned for district wide implementation in the fall of 2013.

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

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

(D)(1) Reviewer Comments:

a) An organized leadership structure of support is provided and described in detail. They have implemented the Skillful Teacher model and sent Principals and teachers leaders from each district school to Boston for this professional development. (b) Site councils at individual schools provide flexibility based on community stakeholders. Clearly, the plan is for LEA oversight with individual school autonomy to meet the needs of their unique population. (c & d) A set of personalized and proficiency-based learning guidelines has been enacted and will continue to be used to support individual students in progressive learning. (e) An Access to General Education committee has been established to formulate district-wide guidelines for special education students. Similar guidelines have been established for ELL students.

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

(a) An e-portal for data assessment is described. Even a mobile link is provided to allow all constituents real-time access to data. The district plans to provide a digital device to low-income families who don't have access to the data and is working to provide low cost Internet packages to disadvantaged families. (b) A strong technical support plan is in place to advise those not technologically savvy and to circumvent unforeseen glitches. (c) Data can be exported in most readable formats. (d) Eugene Schools have won awards for their interoperability by the Oregon Department of education.

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

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	13

(E)(1) Reviewer Comments:

Research driven decisions are driving the continuous improvement process in this district. Based on the Carnegie Foundation and funded by the USDED, networked improvement communities are being established. There are several other strategies in place described throughout this proposal that would suggest a continuous improvement plan is already in place. In Years 2, 3, and 4, CIAPP will monitor the progress of the grant by analyzing growth on these measures, determining which areas need to be strengthened, and how the intervention will be revised to continue to improve those areas.

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

There are already seemingly open channels of communication throughout the district and communities. The 4J district has a Communications and Intergovernmental Relations Department that implements communication and community engagement activities that support district goals and maintain open communication within the district and with the public. Updates on the grant will be a regular report from the superintendent at school board meetings.

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

Several performance measures are described and the appendix sheds more light on how the measures will be used and calculated. There is a plan to measure beyond the required performance measures as well. Looking into the Latino families and parent knowledge and awareness will also be added to the model. Indexing parent effectiveness and parent knowledge and involvement are key indices in their performance measure. There is a strong rationale for these decisions and how the measures will be reviewed and improved over time. Data from these measures will likely provide timely formative feedback to the proposed theory of action for success.

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

A strong process evaluation plan is in place to ensure external feedback is frequent and used for continuous improvement. A nice table is provided to illustrate the various project goals, objectives, and data collection strategy. The outcome evaluation is comprehensive as well. Eugene 4J will procure and work with a qualified external evaluator who will collaborate with a national evaluator to ensure data collection and program design are consistent with plans to conduct a rigorous national evaluation of the program.

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

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

(F)(1) Reviewer Comments:

(a) The budget identifies RTTD funds and other sources that will support project activities. (b & c) The budget and subsequent justification seem to have been thought through and provides reasonable support for development and implementation for the size of the district proposing. A sustainability plan is in place to continue the project after the funding timeline as well. Funds from the district's general funds will be re-allocated to support the project after RTTD funding stops. Clear identity of the juxtaposition of one time funds versus those that will be used for ongoing operational costs is provided as well.

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

Based on the district's previous record of success, a high quality plan for sustainability both for project goals and budget to support those goals is apparent. As previously mentioned, a strong plan for sustainability is described. This includes securing more grant funding from other sources and reallocated district funds to support the proposed initiatives. Local business and bond referenda have also been considered as they have funded district initiatives in the past.

## Competitive Preference Priority (10 total points)

	Available	Score

Competitive Preference Priority (10 total points)	10	10
<p>Competitive Preference Priority Reviewer Comments:</p> <p><i>As previously mentioned, a strong plan for sustainability is described. This includes securing more grant funding from other sources and reallocated district funds to support the proposed initiatives. Local business and bond referenda have also been considered as they have funded district initiatives in the past. Several partnerships are in place to support Latino students and their families to ensure postsecondary success. Five desired results are explained and a plan to meet those goals is described in detail. Strong partnerships will continue with Latino/a groups with a number of local organizations, all of which will contribute in-kind services to the project. These organizations include Movimiento Estudiantil Chicano de Aztlán (MEChA), Oportunidades, Oregon Young Scholars Program, Rites of Passage Summer Program, Raza Unida Conference, the "Soy Sano, I Am Healthy" Project, the Center for Family Development, Centro LatinoAmericano, and the Center for Equity Promotion.</i></p> <ol style="list-style-type: none"> <li><i>1. A clear description of each of the aforementioned groups is described in great detail.</i></li> <li><i>2. Five goals are presented with desired results to meet the needs of the Latino population. The plan is to focus on parents of these families.</i></li> <li><i>3. A plan to track selected indicators to measure each result is articulated. The research rationale for using these measures is exhaustive and well formulated. A strategy to take this model to scale by developing and disseminating Spanish curricula is planned.</i></li> <li><i>4. A behavioral plan that aligns with curricular goals is stated and that plan is to raise test scores for all students.</i></li> <li><i>5. The district has a seven-pronged plan to build capacity of staff to accomplish these goals.</i></li> <li><i>6. Briefly described in the text but more conclusive evidence exists in the appendix as to how the performance measures for Latino students will increase over time.</i></li> </ol>		

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
<p>Absolute Priority 1 Reviewer Comments:</p> <p><i>This entire proposal coherently and comprehensively addresses how the district will build to create personal learning environments to improve college and career readiness for all students. Eugene 4J plans to accelerate student achievement and deepen student learning by meeting the academic needs of each student-especially Latino/a. Increasing the effectiveness of their teachers and school leaders while expanding student access to the most effective educators is clear as well. Decreasing achievement gaps across student groups while raising graduation rates is paramount in the focus of this application.</i></p>		

Total	210	194
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# Race to the Top - District

## Technical Review Form

Application #0905OR-2 for Lane County School District 4J

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7
<p>(A)(1) Reviewer Comments:</p> <p>The applicant described a comprehensive reform educational vision developed by stakeholders that supports improved teaching, college and career prepared students, better school climate, and promoting equity and closing the achievement gap for all students served. The plan will</p>		

build upon and expand the Investing in Innovation (i3) program approved by the U. S. Department of Education for Jefferson County Public Schools.

- The applicant will implement the “Make Time for What Matters Most” vision model provided in Figure A-1 Vision for JCPS i3 Project. The applicant outlined the successes the i3 project had with improving academics with students from low-income families which were triple the average gains of its state average. The plan implemented a trimester schedule that provided more time to teachers during the school day to collaborate to improve practices/interventions for personalized learning and review/analyze student data to drive classroom instruction. The project also provided more options for high school students in course selections and methods to master content.
- The applicant will implement the schedule change in middle and high school as an expansion of the i3 project. The applicant will realign and restructure the curriculum to align with proficiency-based learning system which is one the partnerships they are expanding with the university.
- The applicant did not provide supporting documentation or rationale for focusing only on families of Latino students to implement services/strategies to improve college readiness skills. The baseline 2011-12 data provided per Table (A)(4)(d) show Asian students with the lowest percentage enrolling in college and African American students in baseline year 2010-11 Table (A)(4)(c) with the lowest percentage graduating from high school.
- The applicant did not discuss methodologies that would be used to incorporate student interest with graduation requirements in personalized approach to learning.

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

10

7

(A)(2) Reviewer Comments:

During the four years of the grant, the applicant plans to scale up or phase in the project to include of all schools, teachers, and administrators.

- The project will serve over 16,000 students per enrollment data in grades kindergarten to 12 and over 800 educators. The schools selected overall exceeds 40% low-income students. There are 19 elementary, 7 middle schools, 4 high schools, and one school that serves grades 11-12 to be served in the project.
- Some schools will pilot portions of the project therefore all schools will not receive all components of the project until the last year of the grant yet data projections are included for all schools which are good but ambitious since some students would not receive service the entire length of the project. The applicant plans also phase in the alignment to the Common Core Standards that would occur in English language arts and math in year one for implementation then in year two alignment would occur is social studies and science for implementation with students. The data on assessments for all grades tested will be collected and is used for projection of success when the project would not have served those students in those content areas to make an impact.
- The plan will support high quality implementation for the few schools that would receive services the entire length of the project.

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

10

7

(A)(3) Reviewer Comments:

The applicant has listed all schools to be served by the project with services being phased in over the four year period of the grant therefore the level of impact is vague for all schools since the target students and staff may in reality receive services only one year.

- The applicant included projections of success beyond the grant period with the focus of ensuring all students are college and career ready. The phase-in scaling district-wide of the project may prove successful if it is sustained. The applicant indicated that current federal funds support services for high needs students that will continue to enable the project to ensure technology and time for personalized learning is available.
- Each year, schools will be added within the project to pilot components of the project which does not allow all students and staff to benefit from full implementation of the project. With this approach, it is difficult project success for all students.
- The project will collect and analysis data by school to monitor improvement.

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

10

3

(A)(4) Reviewer Comments:

The applicant described five goals of measurable achievement that would occur due to the successful implementation of the project through its vision of personalized learning that will focus on college and career readiness skills for all students at all grade levels which are all ambitious and attainable with the provided five year project data tables excluding closing the achievement gap. The project is based upon a proven i3 project successful program that should enable the applicant to expect more ambitious projections.

- The applicant indicated that through the years it has made steady gains in these areas with no change in the achievement gap and per the narrative will eliminate the gap which the data table is confusing. The data does not have a clear comparison to determine a difference for the subgroups since “All Students” and “White Students” are not shown.

The applicant projected that all subgroups would increase by half the current levels which is a minimal gain of 2 to 3 percentage point per year such as the graduation rate going from 71% to 85.5% by 2016-17. The college enrollment data provided also show minimal increases.

- The data presented in the tables to support change are not clear projections that could easily be connected to the project.

Optional: Degree attainment: The applicant plans a positive impact on the number of graduates who attain a postsecondary degree within six years after graduating from high school to 80% of graduates would not need remediation courses and remain on track for graduation.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	8
<p>(B)(1) Reviewer Comments:</p> <p>The applicant discussed a favorable history with the University of Oregon that allowed participation in various research projects that carried over into continuous professional development/collaboration for staff and eventhough through the years had little steady success with increasing graduation rates for all students but significantly for African American students over a three year period.</p> <ul style="list-style-type: none"> <li>• The applicant provided graduation rate chart that supported steady increases for subgroups with a 10 percent increase in graduation rates for African American students from 2009 to 2011.</li> <li>• The applicant indicated that student performance data are available to teachers and principals for review and collaboration on interventions and assignments, to parents via the district's parent portal where they may view formative and summative results, and via school board meetings showing overall results of the district.</li> <li>• The applicant did not provide adequate discussion or data to show that the project would result in a decrease in the achievement gap for all subgroups.</li> <li>• The applicant did not indicated that any schools in the project were persistently low-performining but did address state assessment scores for subgroups that would be addressed by the project.</li> </ul>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>The applicant indicated that it provides the community with a high level of transparency in its operation of the school and serving students and staff to the community through various media.</p> <ul style="list-style-type: none"> <li>• The applicant indicated the most information is posted on its website, radio, TV, local newspaper to share information that include salaries of all school staff, school expenditures, district-level information, meetings, agendas, and budgets. Annual comprehensive reports are made available to the community. The applicant indicated that it responds to public records request as per state law.</li> </ul>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>The applicant indicated and supported that education entities are required and the applicant has entered into an annual achievement compact with the Oregon Education Investment Board that all public school students reach the state's set education outcomes/goals.</p> <ul style="list-style-type: none"> <li>• The applicant indicated that its compact with the state allows flexibility and supported wavier with No Child Left Behind Act requirements that are reflected in the state's accountability system.</li> <li>• The applicant indicated that state policy instituted the requirement that all students graduate from high school ready for the challenges of the 21st Century so it has collaborated with the University of Oregon, Lane Community College, and surrounding school districts to ehance and support all students in grades kindergarten - 12 to meet this goal.</li> <li>• The applicant indicated that with this project it will meet the Board 40/40/20 projection by 2025 which is for the state 40% adults to attain a bachelors degree, 40% to attain an associates degree, and 20% to attain a GED or high school diploma earlier and meet it in 2021.</li> </ul>		
(B)(4) Stakeholder engagement and support (10 points)	10	8

(B)(4) Reviewer Comments:

The applicant provided a detailed description of the input from various school staff in the development of the proposal and review and input from student advocacy organization, as well as local and national organization support.

- The applicant described the various levels of input into the proposal by school personnel in the development such as teachers, principals, superintendent and directors. The input included remediation for students, scheduling, and the proficiency-based learning system. The applicant included parents through parent nights and the Stand for Children organization that also provided input on serving economically disadvantaged children.
- The applicant provided letters of support for the project from various entities including the Mayor, local universities, Jefferson County Public Schools (i3 model), and several parent organizations.
- The applicant did not discuss in the narrative collective bargaining but does have the signature of the president of the local teachers union in support of the project.

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

5

5

(B)(5) Reviewer Comments:

The applicant provided a high quality plan to conduct a gap analysis its current educational practices and ensure the plan address those gaps and meet student needs utilizing various student data that included state assessment for all grade levels, graduation rates, and data relating to college readiness, entry, and completion.

- The applicant indicated that additional time for learning was critical for students therefore the plan will restructure the school day to introduce trimesters with the project to that would provide teachers more planning time for instructional strategies and interventions and more time on tasks for students for content mastery that has been proven to increase assessment scores and graduation rates.
- The applicant provided gap analysis results that supported the need to address the college readiness component prior to high school for students to meet their need therefore the applicant has and will develop other research-based tools to measure student progress in attaining college readiness skills for students in middle school with the ACT-EXPLORE and ACT-PLAN tests with the support of the University of Oregon.
- The additional planning time for staff allowed by the project will enable teachers to work more closely as teams to develop and refine instrctional practices as well as utilize more best practices in the classroom.

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

	Available	Score
(C)(1) Learning (20 points)	20	12

(C)(1) Reviewer Comments:

The applicant described good plan that would implement strategies that are grade-level appropriated to all students in a personalized learning environment supported by components of the project with goals, objectives, timelines and implemented by staff and partners but lacking the rationale for some selections and lack the inclusion of parents.

- The applicant through partnerships will create and utilize various tools for use by students to track successes as they complete courses and acquire needed credits to meet the new graduation requirements in a restructured school schedule. The trimester allows students to complete courses in two or three trimesters as well chose a 12-week term schedule to complete more courses in a school year.
- The plan supports more collaboration for teachers at the elementary level with common planning time to review student performance data and plan intervention and at the middle and high school level for more interventions or differentiated instruction to ensure students remain on track for graduation as a cohort of students.
- The plan include a Cognitive Strategies Assessment System to be administered to students grades 6-12 to foster higher thinking skills . The assessment will create a performance profile and provide feedback to students on the development of the strategies that have been determined to improved critical thinking skills that will be helpful for students as they developed their college and career pathway.
- The plan described hiring of staff to serve as College-Career Knowledge Specialist to focus on college readiness standards to work with 19 of the 31 schools that includes 10 elementary 4 middle, and 5 high schools but did not provide any rationale for not serving all schools. The CCK specialist will also select twenty students out of 2,250 to be paired with a “supportive” adult through three years of middle school or four years of high school but did not indicate how selection will occur or the rational for the small number.
- The applicant did not clearly show that personalized instruction with the digital devices to be purchased for every middle and high school student but students would be able to retrieve individual assignments through the device. The device will be used mainly as a diagnostic tool, profiling student results, reports, and materials downloadable from other systems.
- The plan will ensure that students and staff receive training on the use of all tools, materials, and systems associated with the project

and student learning.

- The applicant did not discuss the role of parents in supporting learning experiences for students in the project.
- In reshaping the learning environment, the applicant may be able to measure the knowledge and skills gained by students but the plan did not provide a clear method to measure students' disposition regarding postsecondary aspirations which has been included as key to their success.

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

20

13

(C)(2) Reviewer Comments:

The applicant described the plan that would provide training to teachers on instructional strategies that support personalized learning for students that included the restructured schedules, current and newly to be developed assessment/diagnostic tools, and state curriculum and college-career readiness standards but little to no training provided on the educator assessment tools that is connected to student performance.

- The applicant described an intensive training cycle for classroom teachers and the College-Career Knowledge specialist to write and review curriculum, instructional strategies and interventions that support individualized learning, and optimizing use of the restructured schedule which will provide approximately 120 minutes of additional time per week for teachers to collaborate and share information.
- The applicant will utilize a new teacher performance evaluation system that ties the state standards with student performance and professional development needs for the teacher. Teachers would be able to develop individual growth plan from self/peer/student assessment of their performance but does not seem appropriate for students to evaluate their teacher when certain knowledge of the instrument and position is not available to a student.
- The applicant described various tools to be developed or purchased that would enhance the data collection system that houses student academic and demographic information that includes state assessment results, grades, attendance, and course selection to name a few that is accessible by staff to drive instruction.
- The grade book is accessible to parents. The digital devices to be purchased and distributed to students will allow students to self-monitor assignments and download college information such as the financial aid forms.
- The applicant's plan includes time for subject area specific professional learning teams to plan and coordinate strategies and write curriculum based upon the new state standards of which English language arts would be aligned and implemented the first year of the project.
- The applicant will utilize various tools that include a monitoring component but it is unclear the frequency of monitoring student academic progress beyond the annual benchmark assessments. The applicant will utilize a new monitoring tool "I'm Ready" for some grade levels but it is unclear the rationale for selection of a tool that may not serve all students.
- The applicant did not indicate that administrators would be trained on the new teacher assessment instrument which would also be used in decision-making regarding personnel and determining professional development needs.

D. LEA Policy and Infrastructure (25 total points)

Available

Score

(D)(1) LEA practices, policies, rules (15 points)	15	15
(D)(1) Reviewer Comments:		
<p>The applicant described appropriate policies and assurances used to guide all services and central office departments in supporting the education of all children in the district.</p> <ul style="list-style-type: none"> <li>The applicant has in place central office staff that will continue to respond to individual school requests and needs to ensure funds, materials, and trainings are accessible to staff and student services.</li> </ul> <p>The applicant describe the Access To General Education (ATGE) Committee and board policy guiding Bilingual Education ensure students needing special education services or English language learners have the access as general education students and staff have as well as adaptation devices and curriculum.</p> <ul style="list-style-type: none"> <li>The applicant ensures that each school is provided a school budget and staff selection to meet the need of the students served. The applicant per formulas allocate funding to schools to serve all students and additional funds for high needs students and allows the school administration to determine how funds are expended and hiring selection.</li> </ul> <p>The applicant currently and will continue to provide multiple options for students to attain content mastery, complete courses, and obtain credits such as independent study, dual credit for courses, or off campus experiences.</p>		

(D)(2) LEA and school infrastructure (10 points)	10	7
(D)(2) Reviewer Comments:		
<p>The applicant described a support network in place that will be enhanced with additional staff to provide training and technical assistances to students, parents, and staff as they access data systems that will be developed or already in place to monitor academic improvement of all students to view or retrieve information.</p> <ul style="list-style-type: none"> <li>Families must have internet service in order to access the parent portal of the applicant's website to view or download student information but all do not have this service. Even though the applicant indicated that it was promoting a reduced cost internet package to be offered to low-income families which may be an unreasonable request since the cost may be too great for participation with the alternative being to use the public library. The applicant also plans to discuss with the City the option of including a public library site within one of the high schools but provided little to no rationale for this request or if the access would be available after the school day ends.</li> <li>The applicant indicated that digital devices would be provided to low-income families that did not have one but the cost is not described in the budget only the split cost for students to receive such a device.</li> </ul> <p>The applicant plans to provide various media to train parents and staff on the use of the tools and processes to access the data system and provide technical assistance as needed through current and additional technology staff. It is unclear if any technical assistance would be available beyond the school day.</p>		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	10
(E)(1) Reviewer Comments:		
<p>The applicant indicated that research-based strategies would be used to ensure continuous improvement occurs within the project but strategies chosen are not yet available or proven to be successful.</p> <ul style="list-style-type: none"> <li>The applicant plans to use networked communities strategies which are still being developed and tested for validity to monitor and show continuous improvement of the project. The applicant did not provide additional strategies beyond these that are unproven to be effective in measuring progress and design-based research strategies.</li> <li>The applicant plans to create the committee to monitor, review, and make recommendations regarding the project that would meet four times per year after which would be after each trimester and once in the summer before school starts. The committee members will be recruited from school staff who are implementing the project and grant partners who may or may not have been involved in the design of the project. The committee does not include parents for input on what is working and what is not.</li> <li>The expertise of applicant staff is known and their involvement in implementation but the expertise of the grant partners is not discussed which may make it difficult to provide timely, effective recommendations for improvements.</li> <li>It is unclear when and how the project data would be made available for monitoring and review by the committee to provide input on continuous improvement.</li> </ul>		

The applicant indicated that its superintendent was involved in various state and national committees where information regarding the project would be made available. The applicant also plans to include information about the project on its website, use social media such as Twitter and Facebook, and school board meetings that are broadcast live via radio.

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

5

5

(E)(2) Reviewer Comments:

The applicant described a strong relationship with local media, district website, and face-to-face meetings that are currently used to share and engage the community regarding the education and programs within the boundaries of the applicant.

- The applicant plans to share findings of the review committee from its update on the project's progress via the various media available. The applicant also utilizes its Communication and Intergovernmental Relations Department to ensure information is shared continuously regarding the project.

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

5

2

(E)(3) Reviewer Comments:

The applicant provided performance measures for connecting the components of the project some of which had incomplete to minimal projections.

- The applicant did not include Caucasian students in any of the performance measures or projections even though within the narrative subgroups assessment results were shown as comparison that there is an achievement gap.
- The applicant showed minimal improvement projected for students in grades 11 and 12 completing the Free Application for Federal Student Aid (FAFSA) form when there was a small number of students enrolled for example 34 African American students enrolled with a projection from 65% to 70% (approximately 2 students) the following year that would complete an application.

- The applicant did not complete the projection information for all performance measure to provide a clear picture of progress regarding state assessment data, students completing the FAFSA, students on track for graduation, or measure of college-readiness data.
- The applicant did not project adequate information to support the rationale to target only Latino parents in the project. The applicant plans to measure parenting effectiveness but did not effectively connect this to the project.
- The applicant mentioned a continuous improvement model but did not provide discussion as to what that would look like in reviewing and improving the performance measures.

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

5

5

(E)(4) Reviewer Comments:

*The applicant indicated that appropriate measures and funds will be allocated to ensure that the project is evaluated for effectiveness and all components are addressed.*

- *The applicant plans for project staff to work with an external evaluator to review results, share data, and effectiveness of the project.*
- *The applicant provided Figure E-1: Project Goals, Objectives, and Measurement Methods that connects data collections to project goals that the process evaluation would use to review and provide feedback for improvement. It is unclear when the feedback or the frequency of the feedback will be shared. Most of the data collection methods collect data once per year which would provide information for improvements the next year of the project but not a clear path for updates during the year.*

- *The applicant based the foundation of the project on an i3 proven project but did not indicate how it would measure fidelity of implementation of that project or the flexibility allowed in its replication.*

## 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 described and supported the budget for the project that is reasonable and include other funding to support requested amounts for the project that supports commitment to the project and sustainability after the grant ends.

- The applicant has committed an additional \$6.4 million dollars to the project that includes Title II and district funds to support activities such as professional development and split the cost of the digital devices to be distributed to all middle and high school students to support personalized learning.
- The applicant indicated the support of community organizations with in-kind pledges for personnel and contracted services.
- The applicant included one-time investments that would either later be absorbed by the applicant or no longer needed because the capacity to maintain it would be established such as the stipends to teachers in the summer to attend 2-day trainings that would allow collaboration and transitioning to the new schedule to occur.

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

The applicant's commitment to educational reform is evident by the amount of district and other federal funds that would be allocated and support of its partners to support the project after grant funds end.

- The applicant plan to continue utilizing the restructured schedules at the elementary, middle, and high schools that provide time for teachers to continue professional development and collaboration with peers and district higher education partners.
- The applicant plans to fully implement the Common Core Standards in 2015-16 therefore curriculum alignment activities will continue as the grant ends.
- The applicant utilized the trainer-of-trainers model with much of the training that occurred with teaching strategies and use of technology purchased by the grant that will enable training for new staff each year.

### Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	6

Competitive Preference Priority Reviewer Comments:

The applicant will target Latino families and Latino students in grades 4-12 with services from one existing strong partnership and the creation of others with a major focus on improving parent skills which may overall improve academic and behavior performance of this group of students but did not provide a strong connection between the two.

- The applicant plans to target and provide funds in the project to support efforts with Latino families with partners that will continue with current in-kind services.
- The applicant provided state data regarding enrollment in college and attainment of a college degree that is low for Latino students but did not correlate this to the students served in the project or provide similar data for the target group.
- The applicant will create partnerships with groups of entities that have extensive experience in serving Latino families in the areas of health care, educational settings, and college information/programs.
- The applicant's annual performance measures that support completion of the FAFSA is minimal for Latinos students when at least three partners are targeted to provide services in this specific area.
- The applicant provided a vague discussion on the possibility of scaling or continuing this component of the project after the grant ends.
- The applicant indicated Bilingual specialists would be utilized to implement interventions and assist in training parents to operate digital devices to access student data from the applicant's website. It is unclear if the devices would be provided by the applicant since they do not appear in the budget or if parents would be required to purchase them.
- The applicant described two performance measures it plans to monitor which are parenting effectiveness and parents awareness and knowledge of their child's postsecondary success to be evaluated with index developed by one of the partners. The program to be implement is also new and created by one of the partners.
- The applicant plans to improve parenting skills of Latino families but did not clearly connect the lack of strong parenting skills to student academic success.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant provided a comprehensive plan that supported the programs, interventions, strategies, and professional development to be implemented in the project that would have an impact on academic improvement. *The proposed comprehensive reform educational vision is supported by stakeholders that supports improved effective teaching, ensuring students are college and career ready, fostering a better school climate, and promoting equity as the achievement gap for all students served is reduced.*

Total	210	155
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# Race to the Top - District

## Technical Review Form

Application #0905OR-3 for Lane County School District 4J

### 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 Eugene District meets the four Core Assurance Areas in the following manner:</p> <ol style="list-style-type: none"> <li>Standards and assessments will be aligned with the Common Core</li> <li>The development of the I'mReady, 4jPRO, and use of personal learning devices to create a personalized learning environment that supplies students, teachers, parents, and administrators with real-time data upon which to make decisions for individual students, groups of students, and the district.</li> <li>Implementation of teacher and principal evaluation systems that include are focused on professional growth. However, the system does not discuss exactly how student achievement factors into either evaluation system.</li> <li>Utilization of gap/need analysis to target specific students and interventions through the use of technology, collaboration, and CCK</li> </ol> <p>The Eugene District has proposed a comprehensive plan for reforming teaching and learning that includes a personalized learning center around two technological solutions I'mReady and 4jPro to provide students with access to assessment data that they will be taught to gauge and monitor related to standards. It will provide parents with access to ensure their students are achieving college and career readiness and building administrators can use the system to identify trends, achievement gaps, and professional development needs for teachers. The comprehensive approach to reform that includes each of the core assurance areas and a personalized learning center based on student need rate this section in the high range.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	7
<p>(A)(2) Reviewer Comments:</p> <p>The Eugene School District is in the midst of a comprehensive effort to realign all of its schools. The district currently exists as a set of autonomous schools, however with board approval there is a move to shift the district's organizational culture. As a result the district has developed a plan that will scale to include the entire district over a four-year period and will reach a total of 16,069 students, 41.6% of whom are from low-income families.</p> <ol style="list-style-type: none"> <li>total number of participating students – 16,069</li> <li>participating students from low income families – 6,667</li> <li>participating students who are high need – 8,461</li> <li>participating educators – 820</li> </ol> <p>While the district does provide a quality rationale for why they will scale the project over a four-year period, the proposal does not indicate the order in which schools will enroll in the project. Additionally, the proposal does not indicate a rationale for how the order of participation was determined, subsequently this section rates in the high mid range.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10

(A)(3) Reviewer Comments:

The Eugene School District plans to scale the project to the entire district over the term of the grant period. The proposal provides a detailed timeline related to the goals but does not indicate which schools will be included at each time point. The proposal includes a theory of change driven by a logical sequence of strategies:

a. increased personalized learning support

In 2012, the district began use of a package of research-based tools for course alignment and curriculum mapping. As these tools are further developed/implemented the district can utilize data and technology to center instruction around clear learning needs as well as the thinking skills needed for success.

b. increased times and tools for gaining college and career knowledge,

To provide additional learning time, the middle and high schools will transition to the trimester schedule. The change in scheduling allows for both remediation and enrichment depending on student needs. Through the use of grant funds the district plans to develop a system called I'mReady to allow students to track their college and career readiness and taking steps to advance. Additionally, the district plans to utilize grant and district funds to provide students with a digital learning device to utilize the I'mReady system.

c. increased time and tools for professional learning communities

The district plans to restructure time to allow core curriculum teachers to meet regularly in Professional Learning Teams (PLTs). Additionally, the district will provide a new data application to enhance the Synergy Student Information System which will connect assessment data with a common core skill map to assist in data analysis and the development of interventions.

d. intervention to support Latino student and family support

The district will utilize funds to coordinate the assistance of community partners in implementing a series of interventions for Latino parents with children in grades 4,6,7,8.

Based on the proposal's theory of change and chain of logic, there is evidence to support that this high-quality plan can be scaled to the district and beyond and lead to meaningful reform. The comprehensive nature of the proposal, that includes a personalized learning center around a technological solution that provides access to teachers, parents, and students, its identification of gaps and targeting of resources including professional development for teachers and its use of College-Career Knowledge (CCK) centers provide evidence that a high quality plan has been developed.

As a result this section scores in the high range.

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

In spite of rising diversity (economic, racial, ethnic), the district, over the past 3 years, has been able to maintain or slightly improve proficiency metrics. However, the district has been unable to significantly impact their achievement gap. In light of their most recent inability to increase equity, the proposed plan still will likely will be able to meet the ambitious and achievable annual goals the district has set.

a) The performance on summative assessments are ambitious and likely achievable for all subgroups. In most instances students will be expected to make gains on the order of 20%.

b) The closing of gaps again is ambitious and may be achievable. The district has proposed cutting the gaps in half over the next 5 years. If this is achieved this will result in gaps only slightly over single digit deficiencies.

c) The proposal does establish ambitious and achievable graduation rates. The proposal calls for an overall graduation rate of 85.5%, a gain from 71.2% over the five-year period. African American and Native American students are given the most ambitious targets beginning at 52% and 59.9% respectively, with both rising to 76% and 80% over the period.

d) The district has proposed an approximately 15 – 20% gain in college enrollment that is both ambitious and achievable based on the proposed program.

e) The district has proposed an across-the-board 2.0 SD improvement or 80% post-secondary degree attainment. This is an ambitious target rationalized by the implementation of the program. It is unclear, however, what data/rationale was utilized in the decision to use 2.0 SD improvement as the success metric.

The goals proposed by the district, in each case, are ambitious and achievable. It is feasible that the proposed program could result in improved student learning and performance and increased equity resulting in a high range score.

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:

The Eugene School District has, in the past 4 years, demonstrated a record of success in advancing student learning and achievement. While the district has only seen a nominal increase in overall graduation rate 70.6% to 71.2%, it has seen large increase in graduation rates for African American, Latino and Economically Disadvantaged students. Additionally, the district has received praise for several new innovations including their work in PBIS, Equity, and the development of collaborative administrative teams.

- a. Over the past 3 years student achievement gains have not been evidenced due to an unreliable state-based data system, a stable graduation rate, and increased equity in terms of graduation rates.
- b. The proposal does not identify specific lowest-achieving or low-performing schools. The proposal does state, however that although their proficiency rates are flat, since the standards have increased this would actually signify an increase over time.
- c. The proposal previously indicated that student performance data would be made available in meaningful ways to students, parents and teachers through the I'mReady and 4JPRO systems.

Strengths of this section include evidence of effective reforms and an increase in graduation rate equity, weaknesses include a lack of reliable 3-4 year student achievement data and lack of specificity with regard to the districts lowest-achieving or low-performing schools. As a result this section rates in the mid range.

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

The Eugene Schools District posts, on the district website, the salary schedules for each position and will, upon completion of an upgraded system, school-level expenditures. Actual personnel salaries at the school level, including teachers only, and non-personnel expenditures at the school level are available upon request, requiring an additional step for interested individuals.

The district also maintains a level of transparency through the use of a district annual report mailed to families, open school board meetings, and public labor negotiations.

The apparent high level of transparency results in a high range score.

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

The components of personalized learning environment within the plan proposed by the Eugene District fit within the existing legislation in Oregon. Alignment to the Common Core, movement toward a proficiency-based model, and alignment to the Oregon University System assists in the advancement of personalized learning systems. Additionally, it appears that all of the additional components within the proposal fall under standard school operations making it unlikely that there would be insufficient autonomy under state legal, statutory or regulatory requirements to impede the progress of the proposal resulting in a high score.

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

The Eugene School District took the necessary steps to invite meaningful stakeholder engagement in the development of and support for the proposal including teachers, administrators, parents and community members. The district began with core leadership, followed by teachers, parents, external stakeholders, and finally the Oregon Department of Education and the Mayor's office. Each stakeholder group was in support of the 5 components of the plan: proficiency-based learning system, common scheduling, CCK time, I'mReady system and device, and teacher collaboration and tools. Letters of support were included from the Oregon Department of Education and the Mayor of Eugene.

Evidence was presented to suggest that the proposal had the support of the Eugene Education Association and that they were directly engaged in the process. Evidence was not presented to establish that students were meaningfully engaged in the process.

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

The Eugene District identified nine areas and conducted a gap analysis that included both the process and method of reform. In each instance, the district discussed both historical and recent benchmarks as well as the manner in which the proposed method of reform would assist in addressing the need/gap. The comprehensive approach covers the core assurance areas and provides a clear and credible approach to accelerating student achievement, deepening student learning, and increasing equity. Their specific analysis reviewed student achievement summative data and high-need student gaps, college attendance and graduation, individualized readiness and intervention, and teacher capacity in developing personalized learning. The depth of analysis and specific linkage between the proposed program and high quality plan leads to a high rating on this section.

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

	Available	Score
(C)(1) Learning (20 points)	20	14
<p>(C)(1) Reviewer Comments:</p> <p>The Eugene District has a plan to restructure time, move to proficiency-based learning, develop and assess cognitive strategies, and utilize technology to develop a personalized learning approach. Their approach is a high quality plan for improving teaching and learning that engage and empowers learners through the use of data analytics for acceleration or remediation.</p> <p>a. Through the use of the College-Career Knowledge (CCK) time, their personal digital device, and the I'mReady program students will be actively engaged in a goal setting and self-assessment process to better prepare them for college and/or careers. Through the generation of various reports students can identify self-directed assignments and activities specifically designed to address their area of need. These areas of need will include, as stated in the proposal, both proficiency based knowledge elements and cognitive strategies needed for success in college and careers.</p> <p>b. The restructuring of time, use of CCK and technology can provide evidence to ensure that students, through the assistance of teachers have access to high quality content and personalized instructional approaches and sequences. While there is great opportunity for students to take ownership and be supported by teachers through the use of specific accommodations, the proposal lacks specifics with regard to how parents will reinforce or be engaged in the process. The proposal also does not indicate how specific accommodations will be provided to high-need students to ensure they are meeting college-career standards and graduation requirements.</p> <p>c. Because of the comprehensive nature of the technological tools, it appears students will have access to personalized learning and be able to identify strengths and needs. However, because of the robust nature of the system it could prove quite challenging for students to utilize it as intended without adequate support and training. The proposal does not include specifics as to how students will be trained nor how they will be supported in the use of the personal digital devices or the I'mReady system.</p> <p>While the Eugene District has proposed a high-quality plan for the development of personalized learning systems, there is a lack of evidence to describe how parents will be engaged in the student learning process. Additionally, the proposal fails to describe exactly how students will be trained and supported in each of the new interventions especially the digital device and I'mReady system. This results in a mid-range score.</p>		
(C)(2) Teaching and Leading (20 points)	20	14
<p>(C)(2) Reviewer Comments:</p> <p>In order to support teachers as they develop personalized learning environments for each of their students the Eugene District has proposed a restructuring of time and the development of specific digital tools. The district has proposed increasing collaborative time through the use of Professional Learning Teams (PLTs) during the course of the school year and a four-day summer institute. The district will also incorporate the 4JPRO to review data and examine practices and utilize targeted professional development to expand teacher instructional capacity.</p> <p>A clear strength of the proposal is the incorporation of technology to provide teachers with access to data upon which to make informed decisions. The plan to utilize PLTs and provide targeted professional development provide evidence that these technological solutions will be implemented effectively. Specifically:</p> <p>a. The proposal submitted by the Eugene District calls for the use of a technology solution for every educator with its 4JPRO system. This virtual space will be used to provide teachers with demographic and performance data from multiple sources about a given student or group of students.</p> <p>b. Through the 4JPRO system teachers will have access to actionable information in real-time upon which to make instructional decisions. The data, from a variety of sources, can be viewed at the individual, class, school, or district level providing a level of validity and reliability. Because the data is from a variety of sources it will be aligned with standards and match student needs.</p> <p>c. The district plans to begin delivery of district-wide targeted professional development to ensure course alignment and use of the professional learning systems. The professional development will occur each summer and throughout the school year. A specific timeline and PD plan was included in the proposal.</p> <p>A clear weakness of the proposal is the current and proposed teacher and administrator evaluation processes. While they will include student growth, there is little evidence provided that the formal evaluation plan will be able to provide ongoing support and improvement. The lack of detail regarding the process and specific plans to increase access to highly effective educators does not represent a high quality plan for increasing student access to these educators. Specifically:</p> <p>d. The Eugene District is currently piloting a new process for teacher evaluation and administrator evaluation that includes student growth as a component. Though it is unclear to what degree growth is factored into the evaluation. The proposal identifies a growth and effectiveness plan for teachers that rotate among formal evaluations on a six-year cycle and individual growth planning. School administrators will be evaluated on an annual basis. There is no discussion in the proposal related to how effective and highly effective are determined, how to increase the number of students who have access to these individuals, and how the district addresses hard to staff schools and subject.</p>		

The district has developed a high quality plan for the development of personalized learning environments and a plan to ensure teachers are well prepared to develop and implement the approaches. However, the plan lacks specific information about how the teacher and principal evaluation systems will be utilized to support the learning environments, designations of effective and highly effective, access to teachers and administrators who are at least effective, and how they will address hard to staff schools and subject. The deficiencies in this section result in a mid range score.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13
(D)(1) Reviewer Comments:		
<p>The Eugene District has provided sufficient evidence that a plan has been developed that provides every student, educator, and level of the education system with sufficient autonomy, support, and resources when and where needed. There is sufficient evidence to support students being given the opportunity to demonstrate mastery of standards in multiple ways, but limited evidence that resources and practices are adaptable and fully accessible to all students including those with disabilities or English learners. This results in a high level rating.</p> <p>a. The Eugene District has a history of site-based management, with the central office providing support to individual schools. The new Superintendent has maintained a flat administrative structure and high levels of support but has been working to incorporate collaboration and common goals.</p> <p>b. There is sufficient evidence that school leadership teams are provided with flexibility and autonomy. Schedules, budgets, and hiring decisions are conducted at the school site and staffing models are developed based upon each site's individual needs.</p> <p>c. The district provides students with the opportunity to earn credit through Carnegie Unit accumulation and non-Carnegie unit learning experiences. Through collaborations with Lane Community College and the University of Oregon and with support from a district-level staff member, student have the opportunity for dual credit or credit recovery options for remediation or acceleration.</p> <p>d. The district provides opportunities to demonstrate mastery in a variety of ways and multiple times in traditional and non-traditional ways.</p> <p>e. It is unclear how adaptable and accessible to all students including English learners and students with disabilities the learning resources and instructional strategies are. There is some evidence that the effectiveness will be enhanced through the proposed program.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	9
(D)(2) Reviewer Comments:		
<p>The Eugene District has provided sufficient evidence that the LEA and school infrastructure supports personalized learning.</p> <p>a. The district proposes to provide technology and access (through discounted internet service) to families to content, tools and resources appropriate the to needs of the curriculum with either district-owned or personally owned devices.</p> <p>b. The district will provide technical support for all stakeholders including students and parents through their Computing and Information Services Department. The proposal indicates that teachers and staff will be trained/supported in a number of ways including the use of coaches. Parents and students will have access to we-based instructional materials and web-videos. It is suggested that success will be achieved through the varied professional, technical, and web-delivered support.</p> <p>c. The system currently in place has a parent portal that is configurable and customizable. It is expected that with the implementation of the l'mReady program data will be accessible and exportable.</p> <p>d. The district is working toward having interoperable data systems. Currently, the data warehouse aggregates data from multiple sites including student performance and human resources. They have recently received a grant to improve interoperability and if awarded the RtT-D will utilize funds to upgrade new hardware and software to assist.</p> <p>Because many of these initiatives are planned, but not yet in place, this section rates at the middle of the high range.</p>		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
(E)(1) Reviewer Comments:		
<p>The Eugene District will utilize a research-based process to engage stakeholders in an ongoing process to implement, reflect on and refine the intervention. The primary review of the intervention will occur through the use of the Collaboratory for Improving Aspire, Prepare, Prosper</p>		

(APP: Grant Title), CIAPP. The CIAPP will utilize a “professional learning community-like process” to evaluate the performance measures. Data analyzed will include student performance measures, parental engagement, and social-emotional indicators. The process and progress are communicated to stakeholders via various formats including face-to-face meetings, district website and social media. There is sufficient evidence to suggest that the proposal includes a process for timely and regular feedback for ongoing corrections and improvements that will be communicated to stakeholders.

(E)(2) Ongoing communication and engagement (5 points)	5	5
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(E)(2) Reviewer Comments:  
 The Eugene District project will communicate findings to stakeholders via various formats including face-to-face meetings, district website and social media. The district plans to communicate with stakeholders through its website, local media outlets, social media, and email distribution. Additionally, the proposal reports that these messages will also be communicated in Spanish. Engagement will occur in a variety of formats, including school board meetings, school based site council meetings, task forces and committees, and civic and social organizations. There is convincing evidence to support a high score for strategies for ongoing communication and engagement with internal and external stakeholders.

(E)(3) Performance measures (5 points)	5	4
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(E)(3) Reviewer Comments:  
 The Eugene District plan includes a coherent set of overlapping indicators, which are sequenced so that specific progress for each student can be monitored over time. The indicators listed include both quantitative measures of student progress and qualitative measures of implementation fidelity. The district will be able to evaluate the longitudinal growth of students over time as well as the association between implementation data and student performance. The plan identifies both academic performance data (OAKS, SAT, AP, IB) and social-emotional indicators (school climate survey). In an effort to evaluate and improve the measures over time the district will employ the use of their external evaluators in conjunction with staff to provide feedback and formal reporting of the results. It is unclear whether the data points utilizing longitudinal growth scores are ambitious or achievable due to a lack of data, while the 2 SD improvement might be an appropriate target, there is not enough evidence upon which to base this decision. In each of the performance measures (listed in a separate section of the proposal), with the exception of the longitudinal growth measures, the district has identified ambitious and achievable performance measures resulting in a high score.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
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(E)(4) Reviewer Comments:  
 In an effort to evaluate and improve the measures over time the district will employ the use of their external evaluators in conjunction with staff to provide feedback and formal reporting of the results. Their continuous improvement process will utilize both qualitative and quantitative measures. These measures are intended to evaluate both educational outcomes (personalized learning, CCK, college readiness) and cost effectiveness. Educational outcomes will be evaluated using standardized measures of achievement, interviews, surveys, and the use of technological tools. Cost effectiveness will be measured through a cost-benefit analysis (CBA) and cost effectiveness analysis (CEA). The use of the CBA and CEA provide an evidenced-based process to measure both the benefits and effectiveness of the interventions. The use of an external evaluator, qualitative and quantitative data, multiple measures and processes provide strong evidence that there is an effective and efficient plan to measure and evaluate RTTT-D funded activities.

In each of the performance measures (listed in a separate section of the proposal) the district has identified ambitious and achievable performance measures resulting in a high score.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:  
 The proposal includes a detailed analysis of how both internal and grant funds will be utilized to support the proposed program. The majority of grant funds are allocated to one-time personnel and contractual costs, the project will be sustained through increased capacity and general funds.  
 a. The proposal includes project-level budget summaries that include total funding based on grant and other sources.

b. The majority of grant funds are dedicated to personnel costs related to design and implementation of the program. The request appears to be reasonable and sufficient to support the implementation of the proposal.

c. The Eugene District proposal provided an acceptable rationale for the allocation of all funds. The vast majority are allocated as one-time including personnel. The proposal also identifies external and internal sources of funding to support the project. Given a total operating budget of nearly \$30 million and the bulk of the budget is tied to infrastructure and personnel costs there is evidence of sustainability.

The section includes the necessary components and the rationale is reasonable and sufficient and there is evidence to support sustainability resulting in a high level score.

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

The proposal provided an acceptable rationale for the allocation of all funds. The vast majority are allocated as one-time including personnel and contracted services. The proposal also identifies additional sources of funding to support the project. Due to the bulk of the funding being tied to start-up costs and approximately 20% of the entire budget provided by the district, there is evidence of long-term sustainability after the grant period expires.

### Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The Eugene District provides a compelling case for the development of a program that specifically addresses the needs to Latino students in their community. Data presented in the proposal identify Latino students as the most underrepresented in college participation and have among the highest achievement gaps. To address this need the district identified 8 specific community agencies with which they partner that serve qualifying students within the district, each of which will support opportunities for post-secondary attainment for Latino students.

Each seems to provide ancillary services under the umbrella of the Estamos Listos program. Through the Estamos Listos program the proposal includes specific metrics that are related to the broader proposal. The proposal describes how:

- a. the tracking of these selected indicators that measure each result at the aggregated level for participating students will be done in a collaborative manner such that the selected indicators are mutually beneficial.
- b. describe a strategy to scale the model beyond participating students,
- c. it will use the data to target resources to improve results
- d. demonstrate continuous improvement over time

Strengths of the proposal include the utilization of existing partnerships and their addressing of social-emotional and/or behavioral needs, academic, or post-secondary support. There is also evidence that there is a decision-making process and infrastructure that addresses and supports individual student needs including surveys to help maximize impact. Additionally, the variety and number of resources and the sharp focus on the specific lowest-achieving population results in a comprehensive approach for students and their parents.

Performance measures are listed as desired results, but not yet linked to specific partnerships. The proposed goals are ambitious and appear achievable. The positive aspects of the submission are strong and far outweigh the lack of connection of measures to specific partnerships resulting in a score in the high range.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

There is strong evidence to support that the proposal submitted by the Eugene District has met Absolute Priority 1.

- a. The adoption of the common core standards and college-and-career standards,

- b. the development of the I'mReady, 4jPRO, and use of personal learning devices to create a personalized learning environment that supplies students, teachers, parents, and administrators with real-time data upon which to make decisions for individual students, groups of students, and the district
- c. efforts to recruit, reward and retain effective teachers through the new evaluation system focused on professional growth
- d. efforts to turn around the lowest-achieving schools through targeted personalized approaches and the use of technology

Total	210	182
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