



Race to the Top - District

Technical Review Form

Application #0787TX-2 for Navasota ISD

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8
<p>(A)(1) Reviewer Comments:</p> <p>A1. Under the new organizational leadership, the applicant developed a mission and vision for the district that was based upon shared values, common core beliefs, creativity, innovation, and respect. As evidence the district's vision guides the implementation of a comprehensive district wide program that enhances a positive youth development philosophy whose purpose is to increase protective factors and decrease factors in all areas of a student's life throughout the school district and the community; guides the implementation of innovative instructional practices whose purpose is to expand education opportunities for students by increasing instructional technology integration in the classroom; and the implementation of developing highly effective professional which entails recruitment and retention of highly effective teachers, data driven professional development, and revised evaluation process for teachers and principals that include component of student growth. In addition, the vision supports educational reform by adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction; recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are need most; and turning around lowest-achieving schools.</p> <p>Weaknesse: Does not expand on how the district will increase equity through personalized student support. The language is very ambiguous and vague.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>A2. As evidence the applicant used a comprehensive needs assessment to gather data, analyzed the data relative to student achievement, demographic statistics, and the current status of capacity for transformation within the schools of the district to determine which schools would be participants for the grant. In addition, data was obtained from a district wide climate survey, as well as, the district's strategic plan and improvement plan. Results from the surveys were valuable to the applicant decision making progress. In addition, online surveys and focus groups were conducted to receive input from teachers, students, parents, and local community members.</p> <p>b. As evidence, there are five schools participating in the grant.</p> <p>c. The actual number of students participating in the grant is 3014, however, the current enrollment at the time the grant was 2985. The participating students make up 100% of the district population. The percentage of participating students from low income families is 77.4% and the percentage classified as high-need is 50%. The number of participating educators is 337.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	7

(A)(3) Reviewer Comments:

A.3

The applicant presents a plan to demonstrate how the reform proposal will be implemented and has potential to improve outcomes for all students in the consortium. As evidence the program components include positive youth development, innovative instruction personalized learning environments and developing highly effective professional staff. The Department of Education, Texas Education Agency, local funding and support, and family and community resources are advocates for the implementation process. Utilizing innovative instructional and personalized strategies are based on research and best practices. As evidenced, in order for the plan to improve student learning, standards and assessment must be identified and aligned, student growth and improved instruction must be identified; and effective teachers and principals must be in place. This plan components consists of a plan to provide caring adults to increase protective factors and decreased risk factors in accordance with best practices; conduct ongoing assessment and examination of data to determine need and improve targeted services; and provide targeted training for professional development (common planning time, participation in Professional Learning Culture, objective evaluation procedures).

Weaknesses: No evidence of closing gap and there was no increase in enrollment.

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

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(A)(4) Reviewer Comments:

A. 4 a. The performance on summative assessments is included the plan. As evidence the data is compiled from TAKS/SSTAR/EOC. Grades 3-8 does not have a passing rate. Furthermore the passing rate has not been determined for the new accountability tests and will not be calculated until January of 2013. The data included in the plan denotes the average percent of correct responses. This fact has no meaning in relation to passing rated until the cutoff score is released in January. Due to the changing of the assessments (TAKS test to the STARR/EOC) there is no comparable data to show growth between 2011 testing and 2012. Although, there is no comparable data, the applicant preceded to project that there will be 5% increase starting with the 2013-2014 school term among all subgroups. Also noted, the applicant goal is to increase performance on the summative assessments by 20% for those students who demonstrate mastery on the state assessment and to increase the number of students who receive a commended score of 25%.

Weakness: Comparison between the two baseline data groups can not be made due to the changing of the summative assessments.

b. The applicant proposes the gap will decrease by 10% each year among all subgroups and in all subject areas. As evidenced to decrease achievement gaps by 10% between subgroups, the district will use data driven decisions to assign the most needy students to highly effective teachers.

c. The applicant proposes that the graduation rate will increase by 10% among subgroups. As evidence to increase the graduation rate by 10% the district will offer personalized education options that allow students to earn high school credits based on a demonstration of content mastery rather than being dependent on seat time.

d. The applicant proposes to increase college enrollment reates by 20% by increasing the number and percentage of students who complete the common application for admission to all state schools of higher education in Texas including all relevant financial aid and scholarship funds.

e. The applicant proposes to increase postsecondary degree attainment by 15% of the number of graduates who obtain a degree from an institution of higher learning by increasing the number of dual/college credits a student is eligible to earn ni high school by 12 credit hours.

Weaknesses: The applicant present a plan, however, there are no interventions in place to support the percentage growth.

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:

B1 The applicant demonstrates a clear track for making gains in improving student achievement. First of all, observing the trends in the increasing of graduating students have increased over a 5 year span from a 75% to 92% which is fairly remarkable which has had a correlated decrease in longitudinal drop out rates which have moved from 10% to 3%. With a few exceptions test scores have shown growth on a fairly consistent basis. As evidence this is fairly remarkable due to the fact that the students and teachers experienced six different principals during this timeframe. Math and Science scores for grades 8th - 11th fluctuate more widely than the 8th - 11th ELA and Social Studies. Reading and ELA scores are more than 80% across all grade levels whereas the Science and Math scores range a bit lower. The plan indicates a positive move in the right direction for attaining student achievement.

Weakness: The data presented did not reflect closing the achievement gaps, however the data was presented using graduation statistics and subject matter statistics.

b) Junior high campus has taken on reforms initiative to assist lowest achieving schools. As evidenced programs such as offering multiple levels of supplemental educational opportunities during extended hours and school day alignment changes so tha teachers have protected time to participate in professional learning communities and common plans. These two strategies aids the teacher to vertical align the material that will be taught and share ideas on teaching a concept.

c) The applicant has a portal that allows students and parents to view grades assessments. The disstrict also has a College Zone subscription for all 8th - 12th grades and a college readiness system which is web bases. Students' records, transcripts, assessments data, and interest inventories are located on the career and college readiness system. Students have access to college applications, scholarships, and FASFA applications via College Zone.

Weakness: No clear evidence of advancing student learning and achievement. No evidence of increasing equity in learning and teaching.

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

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(B)(2) Reviewer Comments:

B2 The disict publishes on its website annual audit reports and budgets. In addition, to increase financial transparency, NISD publishes monthly cash flow reports, bills payable reports, general fund report and tax collection reports. Salary schedules and aggregate salary data for the district and each campus is available for instructional staff, administration, support staff and teachers. In addition, non personnel expenditures are available also. As evidence this data is reported monthly at a public meeting of the Board of Trustees and copies are available to the public. Furthermore, Texas considers public school employee's compensation information open for public request. In fact, the Texas Tribune publishes on its website a listing of school district personnel salaries

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

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(B)(3) Reviewer Comments:

B3 The applicant presents evidence of having sufficient autonomy to implement personalized learning environments because state law ensures that all high, junior, middle and elementary schools and except PK-2 grade have the right to participate in virtual school on a full time basis, and in individual online courses on a part-time basis. In addition, state law specifically states students may be enrolled in both individual online courses and traditional schools. As evidence Texas does not have a residency requirement for virtual schools, however, students are required to attend school 180 days. In addition, the state of Texas does not restrict access to high quality digital content, online courses and virtual schools with policies such as class size ratiosand caps on enrollment or budgets. Clearly stated, the state of Texas values local local control on education. For example the personalized learning environment include specifically the following options: distance learning, online course, FLIP classrooms, blended classrooms, team teaching, supplemental web basese instruction, open course electronic learning, project based learning, student designed activities, group activities, interdisciplinary projects and integrated technology in instructional processes.

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

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(B)(4) Reviewer Comments:

B4 The district implementation process included seven public meeting focus groups for teachers, staff, parents, students and the community. Letters of support and sign in attendance sheets at focus group meetings ensured the buy in for the implementation of the program. Total numbers of participants were 284 in which 71% were teachers, 3% staff, 7% administrators,, 4% parents, 8% students, 3% community/business leaders and .3% elected officials. The focus discussed the needs of the district, students, families, teachers and the community. After the data was analyzed and compiled, the

Administrative Council met and evaluated which elements would have the greatest impact on student achievement; recruitment and retention of highly effective teacher and principals; and support of students in preparing them for college and careers in the 21st century. A letter of support was drafted and teachers were given an opportunity to sign the letter of support. As is evident, 88% of total teachers agreed to support the plan. This number indicates that teachers support the plan and will help to ensure the implementation process will be carried out effectively. As evidence other key stakeholders were the Mayor of Navasot, Bert Miller, Executive Director of a nonprofit school support organization and other business and community leaders coupled with the Ministerial Alliance and representatives from the Chamber of Commerce.

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

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(B)(5) Reviewer Comments:

The applicant used research based strategies to guide the plan for the rationale of implementing personalized learning environment to identify the needs and gaps of the participants. As evident, research states that approximately 30% of students are at risk of academic failure. Research also indicated that 27% of elementary school children by the end of 3rd grade have low academic achievement, poor vocabulary, and weak verbal reasoning abilities. This is an argument for early intervention. As evidence the district based its concept of personalized learning on the research. The plan was designed to meet the needs of low performing students. Findings in the district indicated that critical needs are present on each campus throughout the district. The first option in the plan was to improve student reading ability and strengthen the literacy development across all academic content areas of its students by providing a wide range of literacy sources. By implementing the personalized learning environment, students were given the opportunity to be open and honest and treated with dignity and respect. This allows the teachers and students to develop a relationship.

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

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

(C)(1) Reviewer Comments:

C1 The applicant incorporated the professional development and parenting workshops of the positive youth development. In implementing the plan, of personalized learner-centered and learner driven environment, students become active participants in the learning process. The first step in implementing the plan involved distinguishing between different types of instruction frameworks. After identifying the framework, then identify the student needs. Once the needs are identified, decide on activities that will engage the learners. As evidence, the applicant was allowed to purchase 100 laptops and/or iPads with Internet connectivity through Verizon portable wireless access cards. Students were able to check out technology enabling those who did not have access to computers at home.

The applicant outlines a strong plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This is evidenced by clearly defined strategies that allow students to understand that what they are learning is key to their success in accomplishing their goals; identification and pursuit of learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements to help students understand how to structure their learning; access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; the ability for students to be involved in deep learning experiences in areas of academic interest; and mastering of critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving. For example, strategies that allow students to understand that what they are learning is the key to their success in accomplishing specified goals.

Weaknesses: Not clear about the curriculum. Narrative does not include information about teacher leading. Not aligned with RTTD.

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

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(C)(2) Reviewer Comments:

The applicant produced a plan designed for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college and career ready. This is evidenced by

- training teachers to become proficient in using evidence based classroom management and instructional strategies
- creating environments that include instructional support, emotional support, rigorous content, and the capacity to

- engage, challenge and motivate every student.
- implementing new evaluation systems
- implementation of and professional development
- teaching, modeling, coaching, and providing students with opportunities to apply skills and knowledge.
- integrating both technology and personalized learning environments within the classroom
- recruiting and retaining of teachers
- requiring staff members to develop a professional learning plan and collaborate with their supervisor the major objectives and milestones.
- developing and implementing an accountability measure for continuous professional growth

Weaknesses: No teacher evaluation system. No evidence of school progress toward the goals of increasing student performance.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	8
(D)(1) Reviewer Comments: D.1 The applicant follows a best practice model which encourages a multifaceted, inclusion-based approach to strategic planning that incorporates a governing body comprised of a seven member Board of Trustees elected at large who serve a three year term. The superintendent is hired by the Board of Trustees. Each campus in the district has a localized school leadership team and a Campus Advisory Committee. The school leadership team is made up of campus administrators, school council, and teachers. The Campus Advisory Committee include school administrators, teachers and paraprofessional who are selected by their peers, community members, elected officials, parents, and students. Within the proposal, central office administrators maintain effective, frequent communications with campuses to ensure consistency and effective monitoring of activities, as well as to offer support and additional resources. As evidence the applicant use personalized learning to facilitate academic achievement iwth special education students. As evidence the district conducted a needs assessment to ascertain the availability of technology and internet access that is available. The district established a technology lending library for students and families would have the ability to check out devices such as laptops, notebooks, and IPADS. Weaknesses: Flexibility in school schedule. No evidence to demonstrate mastery. No evidence of flexibility in school personnel decisions. No evidence of providing learning resources and instructional practices that are adaptable and fully accessible to all students.		
(D)(2) LEA and school infrastructure (10 points)	10	8
(D)(2) Reviewer Comments: D2 As evidence the applicant has outreach programs for the parent and the community. Parent workshops are provided and childcare is available. Transportation is also provided. The education foundation support the attendance at a national debate workshop, fees for SAT prep, Smart Boards for secondary classroom distance learning in Mandarin Chinese. Each campus has a technology support person who is available to assist students and parents who have specific needs. Various web based program are included in the curriculum to gather data on students' progress. The student information system is aligned with the district's human resource and financial system. Resources and instructional practices in the districts are cited to be adaptable and fully accessible to all students, including students with disabilities and English language learners. This is supported by the fact that partnerships with vendors will provide equal access to programming and technology for students. Weaknesses: No evidence ensuring that all students have access to necessary content, tools, and other learning resources both in and out of school to support the impelmentation. Not timelines and targets provided. No specifics about the infrastructure supporting personalized learning.		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	13
<p>(E)(1) Reviewer Comments:</p> <p>E.1</p> <p>As evidence, the applicant demonstrate a continuous improvement process that provide a method for allowing constructive feedback of all stakeholders. All individuals, whether they are elective teacher, instrional assistants, clerks, custodians, parents, community members or elected officials will have clearly communicated method for providing feedback to the executive management team. This team is tasked with facilitating the continuoius improvement process. The forming of a stakeholder's advisory committee composed of students, teachers, parents, community members and organizations, business sector partners, social service providers, colleges and universities and others as evidenced to oversee and guided the development and implementation of the project. This illustration presented lays a found for continuous improvement strategies that support the identification of measures of the fidelity of implementation and student outcomes. To ensure fidelity, a thorough fidelity log will be kept by the program director and will include all relevant information on adjustments and revisons. This log is crucial and important part of the data being collected.</p> <p>Weaknesses: Plan is not aligned with RTTD initiative.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>E.2</p> <p>The applicant describes a strong system of communication and engagement. This is evidenced in the applicant's response by sending written communication in both English and Spanish. In addition, having the ability to verbally translate into Spanish when communicating face to face shows not only the individual's culture is being honored, but also that their opinion and voice is values. Written communication is published on the website and had the added capability to be translated in Spanish. The district possesses a list of all employees who speak, read, and/or write in other languages. As evidence the district is meeting the needs of the Hispanic population.</p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>The applicant outlines achievable performance measures that will enhance learning from graded PreK-3, grades 4-8, and grades 9-12. As evidence, the applicant is showing increases in all performance measure targets by subgroups. The applicant has proposed a 5% increase which indicates that all students are held to the same standards. As indicated in the proposed prediction, the applicant reduced the number of qualifying for pregnancy related to zero. This prediction can be in direct corelation with the implementation of the new program.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p>E.4</p> <p>As evidence, the district rationale is to evaluate the effectiveness of the grant activities by using multiple sources. The evaluator and program Executive Manager Team will meet or hold conference calls at least once a month. The evaluator will provide an annual report presenting and analyzing key data regarding project implementation, progress toward objectived, program implemmtation and outcomes when applicable. The final report will include a full anlysis and summary and possible expansion possibilities. The data will be collected and entered into an electronic format and analyzed throughout the grant period, A cost benefit analysis will be completed for the program. This information can assist both the district and federal decision makers in more efficiently allocating scarce public resource among competing demands.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8
(F)(1) Reviewer Comments: F.1 The \$9,999,142 that the district is requesting is in accordance with the federal guidelines. The amount requested will meet the needs of involved in the grant. The supplies and equipment are in line with what is needed to maintain a successful program. Personnel is also in the guidelines. the monies requested will help achieve the project goals and objectives. Costs are presented for all major line items. The applicant demonstrates that funds will be budgeted to provide the required services to eligible schools. Weaknesses: Receiving funds from other sources..		
(F)(2) Sustainability of project goals (10 points)	10	2
(F)(2) Reviewer Comments: The applicant outlines measures that will enhance the community over the grant period. The project will be extremely beneficial to the district by moving the educational system in a new direction. As evidence once the project is implemented the district will offer all stakeholders a world class education that prepares all students for career and college readiness. Weaknesses: Did not address level of support locally. No budget after the three year grant.		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	5
Competitive Preference Priority Reviewer Comments: The applicant presents information to address the Competitive Priority for the competition. By joining in partnership with public and private sectors, the plan can maximize and resolve current problems in the community. The proposed project is designed to engage parents and families of participating students to become an integral part of the decision making process by meeting and addressing the family, student and school needs. Weaknesses: Does not create a plan about the district's performance measure. No evidence of department chair. No evidence provided on how the partnerships will build capacity of staff. No evidence of key goals. No clarity about how to to scale up the program.		

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
Absolute Priority 1 Reviewer Comments: The applicant does meet Absolute Priority because it creates a learning environment that is designed to significantly improve learning and teaching by using a personalized learning styles and support of students and educators that are aligned with college and career ready graduation requirement.		

Total	210	159
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Race to the Top - District

Technical Review Form

Application #0787TX-3 for Navasota ISD

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8
<p>(A)(1) Reviewer Comments:</p> <p><i>The applicant strongly articulates a comprehensive and coherent reform vision addressing four core educational assurance areas with a thoughtful reflection on its philosophy that guides all decision within the district. The narrative presents a credible approach (i.e., Academic Success and Proficiency) to the goals of increasing student achievement and deepening student learning. However, the vision does not provide the clear/explicit language in promoting equity through personalized student support. For example, the applicant provides a chart of its reform plan and the personalized learning is part of its Innovative Instructional Practices. However, it takes a more careful examination of the applicant's vision to find that the applicant intends to provide "engaging educational experiences for students in innovatively creative environments so that each student is capable of learning to their fullest potential," which is in line with personalized student support in the RTT-D reforms. Furthermore, it is not convincing that the applicant intends to aim at addressing the fourth assurance area in much part because the narrative was unclear about the applicant's approach to reforming lowest-achieving schools.</i></p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p><i>The applicant provides adequate evidence that the participating schools collectively meet the competition's eligibility requirements. The applicant also presents a list of participating schools including the total number of participating students/educators, participating students from low-income families/with high-needs. The narrative also includes a strong description of the thoughtful consensus-seeking process that the applicant used to decide that all schools should participate.</i></p>		
(A)(3) LEA-wide reform & change (10 points)	10	9
<p>(A)(3) Reviewer Comments:</p> <p><i>The applicant demonstrates strong evidence that it has a high-quality plan to scale up meaningful reform to make district-wide changes and achieve its outcome goals. The applicant's ASAP logic model delineates key elements, instruments, objectives to allow its reform process to achieve its goal that the applicants conduct evidence-based interventions to ensure students can graduate college and career-ready. The model also includes "Innovative Instruction and Personalized Learning Environments" as a major piece of the program components, which helps clarify the process of improving student learning outcomes.</i></p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9
<p>(A)(4) Reviewer Comments:</p> <p><i>The applicant presents strong evidence that its plan has ambitious yet achievable annual goals addressing (1) Performance on summative assessments; (2) Decreasing achievement gaps; (3) Graduation rates; and (4) College enrollment rates. The narrative provides sufficient details about methodology for determining status/growth and setting quantitative target goals. However, the narrative is not clear about the applicant's thinking behind setting different target goals depending on grade bands and subject areas. For example, the post grant goals for Reading are fairly consistent regardless of the grade bands, but the post grant goals for Math are inconsistent by the grade bands.</i></p>		

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

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	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13
<p>(B)(1) Reviewer Comments:</p> <p><i>The applicant demonstrates a clear record of success in the past four years in advancing student learning. There is strong evidence that the applicant improved student learning outcomes and raised high school graduation rates. It is impressive that the applicant achieved a passing rate of 100% in dual credit courses with the Texas Virtual School Network when other major school districts in the same state had a passing rate as low as 19%. The applicant also demonstrates strong evidence of achieving ambitious and significant reforms in its persistently low-performing schools; its specific actions for change include changing administrators, school day alignment changes to create more prep time for teachers, and many other reasonable and strong reforms. Furthermore, the applicant has a portal (Career and College Readiness System) so that students, educators, and parents have a wide range of student data in such ways that inform and improve participation, instruction, and services. The applicant illustrates a strong case in which a data-driven decision (linking student performance data with teachers) allowed the new campus leadership team to make changes in course scheduling as part of a school improvement plan.</i></p> <p><i>It is noted, however, that the narrative provides insufficient information about the applicant's success with closing achievement gaps and college enrollment rates. The information was limited to attendance by race/ethnicity and the student passing rate on dual credit courses.</i></p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p><i>The applicant demonstrates evidence of a high level of transparency in the district processes, practices, and investments. The applicant clearly demonstrates and articulates that it publishes actual district-level expenditures for instruction, instructional support, and school administration. Although the narrative does not document the actual "school-level" expenditures in the narrative, it is noted that the applicant makes a clear statement that the salary schedules, aggregate salary, and non-personnel expenditures for each campus is available for instructional staff, administration, support staff and teachers, and that this data is reported monthly at a public meeting of the Board of Trustees with public copies available.</i></p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p><i>The applicant demonstrates strong evidence that the applicant has successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments. The applicant's options for the personalized learning environments include distance learning, online courses, FLIP classrooms, blended classrooms, team teaching, supplemental web based instruction, open course electronic learning, project based learning, student designated activities, and integrated technology in instructional processes. The applicant provides specific information that ensures that Texas values autonomy and local control on education, and it is noticeable that the applicant is confident that it can integrate new programs and strategies for the personalized learning environments effectively with sufficient autonomy.</i></p>		
(B)(4) Stakeholder engagement and support (10 points)	10	9
<p>(B)(4) Reviewer Comments:</p> <p><i>The applicant demonstrates strong evidence of meaningful stakeholder engagement in the development of the proposal and stakeholder support for the proposal. The applicant provides a convincing description of how students, families, and teachers, were engaged in the development/revision of the proposal based on their engagement and feedback. The applicant provides evidence that 88 percent of teachers from participating schools support the proposal. Letters of support from other key stakeholders including advocacy groups, local civic and community-based organizations, and IHEs are provided. It is not clear from the documents provided whether the 10-day State/Mayor comment period was enforced.</i></p>		
(B)(5) Analysis of needs and gaps (5 points)	5	5
<p>(B)(5) Reviewer Comments:</p> <p><i>The applicant demonstrates strong evidence that it has a high-quality plan for an analysis of the applicant's current status especially with the comparison of poverty indicators in implementing personalized learning environments. The applicant also strongly articulates the logic behind the reform proposal including identified needs and gaps that the plan will address. In particular, the narrative articulates the principles of the raising Healthy Children/RSVP program within the frame of the</i></p>		

personalized learning environments and posits that the current personalized learning environments are neither in any systemic fashion nor with organized professional development guidance. This type of reflection lends a more credence to the applicant's readiness to scale up the reform efforts after the thoughtful and intellectual analysis of needs and gaps.

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

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

(C)(1) Reviewer Comments:

The applicant does provide evidence that it has an approach to learning that engages and empowers at-risk students. It is evident that its project-based learning and other relevant programs can address students' need to learn with a purpose and help student link their learning to college and career-ready standards. It is convincing that a host of unique programs the applicant can offer help students pursue deep learning experiences in areas of individual academic interest and may lead students to develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving.

Furthermore, the applicant demonstrates strong evidence that it has a strategy to ensure that each student has access to a personalized sequence of instructional content and skill development, various high-quality instruction, and digital learning content aligned with college and career-ready standards. Additionally, the applicant has a data-driven system (the college and career portal) in place to provide training and support to students that will ensure that they understand how to use the tools to track and manage their learning.

However, the narrative is not concrete about how the applicant plans address allowing students to have opportunities to have access and exposure to diverse cultures, contexts, and perspectives. If such impact is meant to be implicitly achieved or a natural byproduct of implementing all the listed programs in the proposal, then the applicant contradicts its reform efforts to provide the personalized learning environments with a more systemic manner as well as a clear purpose. Similarly, the human traits such as perseverance and creativity are the important characteristics of the "Expert Learner" as articulated in the applicant's ASAP model and the Universal Design for Learning; however, the applicant's narrative is unclear about how students will have a more focused and purposeful opportunity to develop such skills and knowledge. Overall, the narrative provides an extensive list of programs that contribute to the goals of the RTT-D project in one way or another. However, the applicant does not provide a convincing articulation about the unifying system the applicant specified as what it needs to achieve that ties all the programs together for meaningful learning that engages and empowers all learners.

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

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(C)(2) Reviewer Comments:

The applicant demonstrates evidence that it has an approach to teaching and leading that helps teachers to improve instruction and increase their capacity to successfully implement personalized learning and teaching for all students. To be more specific, the applicant allows teachers to receive quality and purposeful professional development with a focus on content and instruction as well as building appropriate classroom cultures which can in turn impact personalized learning environments by addressing students' social emotional competencies. It is noticeable that the applicant partners with University of Washington and the Schlechty Center and uses student data to make recommendations for PD that addresses the areas of weakness. Furthermore, the applicant utilizes observation rubrics to assess the effectiveness of PDs into actual instruction.

The applicant presents clear evidence that school leadership teams have training, tools, data, and resources that enable them to structure an effective learning environment. The applicant's practice of allowing each campus to enable teachers to have multiple and meaningful opportunities for guided and independent practice and reflection is a strong aspect of the applicant's commitment to use PD as a significant instrument in implementing the RTT-D reform.

Additionally, the applicant's action plan includes improving teachers' and principals' practice and effectiveness by using feedback provided by the district teacher and principal evaluation systems and creating a data-driven system in which teachers have access to, and know how to use, tools, data, and resources to impact student learning. However, the narrative does not provide enough details about the action plans. In particular, the narrative is unclear about (1) the district's teacher evaluation system as for helping school leadership teams assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and (2) how the applicant's

training and practices can influence school progress toward the goals of increasing student performance and closing achievement gaps. Although it is clear that the applicant intends to make the new teacher evaluation system with more clarity and address the recruitment/retention of effective teachers, the narrative is limited regarding the extent to the applicant has a high-quality plan for increasing the number of students who receive instruction from effective teachers and principals including in hard-to-staff schools, subjects, and specialty areas.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
(D)(1) Reviewer Comments: <i>The applicant demonstrates evidence that its Superintendent's office plays the roles typically expected from the central office to provide support and services to all schools in the RTT-D project. The applicant also ensures that school leadership teams have sufficient flexibility and autonomy over school schedules, staffing models, personnel decisions and responsibilities for staff on the campus, and campus level budgets, and that the central office administrators have effective, frequent communication with campuses. Despite the seat time stipulation by the Carnegie Unit, it is convincing from evidence that he applicant does the best it could to give students the opportunity (1) to progress and earn credit based on demonstrated mastery and (2) to demonstrate mastery of standards at multiple times and in multiple comparable ways. The alternatives to seat time credits include virtual schools, online courses, and credit by examination. It is also clear that the applicant (1) provides learning resources and instructional practices (e.g., IEP) that are accessible to all students, including students with disabilities and English learners; and (2) uses student data to guide this process.</i>		
(D)(2) LEA and school infrastructure (10 points)	10	10
(D)(2) Reviewer Comments: <i>The applicant demonstrates evidence that its district and school infrastructure supports personalized learning. For example, the applicant's plan ensures that students, parents, and teachers have access to various content, tools, and other learning resources both in and out of school and have appropriate levels of technical support. The applicant clearly commits to increasing access to modern technological tools and learning resources by students and parents regardless of income as its priority of policies and procedures. It actually conducted needs assessments and as a result started a tech support program in August 2012, and it also formed the Navasota Education Foundation that provided necessary funds for technological infrastructure. The narrative also addresses the applicant's plan to improve the applicant's current information system so that parents and students to export their information in an open data format, use the data in other electronic learning systems for learning supports, and benefit from using interoperable data systems.</i>		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
(E)(1) Reviewer Comments: <i>The applicant demonstrates strong evidence that it has a strategy (i.e., the Green, Yellow, and Red adaptations guideline) for implementing a creative/rigorous continuous improvement process that provides effective feedback on progress toward project goals and opportunities for ongoing corrections during the term of the grant. The applicant has a thoughtful process as it monitors, measures, and publicly shares information on the quality of its RTT-D investments. The applicant's thoughtful and methodical approach to continuous improvement process especially with its planning for revision and adjustment (as evident in the seven categorizations) makes its plan more credible and achievable.</i>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
(E)(2) Reviewer Comments: <i>The applicant demonstrates a creative and effective communication plan (e.g., networks of relations and word-of-mouth communication, email hotline, web site, etc.) while engaging both internal and external stakeholders. It is also noticeable that the applicant is reflective about potential push-backs and values collaboration, compromise, vision and determination as</i>		

essential piece in effective communication and engagement.

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

5

2

(E)(3) Reviewer Comments:

The applicant provides performance measures, overall and by subgroup, with annual targets. However, the narrative including rationale for selecting measures, information to understand how the measures fit in the plan and theory of action, and an action plan of reviewing and revising the measures over time is not provided.

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

5

3

(E)(4) Reviewer Comments:

The applicant provides evidence that it plans to evaluate the effectiveness of RTT-D activities, such as effective interventions, effective teachers, and the impact of personalized learning as articulated in the applicant's three research questions. Furthermore, the applicant plans to use a cost benefit analysis as significant part of the evaluation process. However, there is limited evidence that the applicant's evaluation addresses the operational aspect of the RTT-D project including time, staff money, and other resources, which can lead to a more appropriate use of time, staff, and money to improve results through appropriate revisions.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
(F)(1) Reviewer Comments: <i>The applicant successfully lists all funds and fully provides all the budgetary information that is reasonable and sufficient for the implementation of the RTT-D proposal. The budget narrative clearly ensures the long-term sustainability of the proposal and provides clear evidence that the applicant is thoughtful about investments and priorities including specifying one-time investments vs. ongoing operational expenses.</i>		
(F)(2) Sustainability of project goals (10 points)	10	2
(F)(2) Reviewer Comments: <i>The applicant demonstrates limited evidence that it has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan includes strong support from State and local government leaders; however, the narrative in this section is missing, thus being unable to specify their financial support and a budget for the three years after the term of the grant with details about budget assumptions, potential sources, and uses of funds.</i>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	5
Competitive Preference Priority Reviewer Comments: <i>The applicant demonstrates evidence that it has the coherent and sustainable partnership that it has formed with the University of Washington, the Social Research Development group, and Texas A & M University. More importantly, the applicant makes a convincing argument that the Raising Healthy Children/RSVP program supports integrated education and services that address social-emotional and behavioral needs for students. Furthermore, the applicant presents five clear objectives including process objectives and pertaining activities that support the applicant's broader RTT-D proposal and address both educational results and family and community supports results.</i> <i>However, the narrative does not provide sufficient details about how the partnership can track the selected indicators that measure each result, use the data to target its resources to improve results, and develop a strategy to scale up the model for all students. Also missing is the narrative and evidence about how the partnership and the applicant actually grow the capacity of staff in participating schools by providing them with tools and supports for assessing the needs and assets of</i>		

students, the schools, and communities to implement and evaluate appropriate supports that address the individual needs of the students. Furthermore, the narrative is unclear about the applicant's annual ambitious yet achievable performance measures for the proposed population-level as well as desired results for students.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

It is evident throughout the application that the applicant meets this priority. The applicant addresses the core educational assurance areas and intends to create student learning opportunities for personalized learning and meeting academic needs of all students for college and career-ready. Its proposal addresses the personalized learning environments, expanding student access to effective teaching practices, decreasing achievement gaps, and increasing graduation rates.

Total	210	173
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Race to the Top - District

Technical Review Form

Application #0787TX-4 for Navasota ISD

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	6

(A)(1) Reviewer Comments:

The applicant has set forth a reform vision, however, it was vague and at lacking specific details. The applicant does not expand on the vision in detail to include key goals and objectives. The vision is not aligned with the four core educational assurance areas. More information was needed to determine if the reform vision set forth is a credible approach to accelerating student achievement by providing students with personalized learning environments based on student interest and student academic need. Setting forth a coherent vision is key in determining the approach the applicant will take with the full proposal.

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

The describes a high quality approach for implementing its reform proposal. The approach to decide which school would participate was a collaborative effort among many stakeholders. For example, the Navasota ISD used a comprehensive needs assessment and analyzed data relative to student achievement, demographic statistics, and the current status of capacity for transformation within the schools of the district to determine which schools should be participating in the reform vision. Data

from a district wide climate survey, as well as, data used for the district's strategic plan and improvement plans was also reviewed. Results from student surveys on the Communities That Care (CTC) Survey, also played a part in the decision making process. In addition, online surveys and focus groups were conducted to assemble the input of teachers, students, parents, and local community members. Members of the advisory committee included, administrators, teachers, paraprofessionals, parents, plus community and business leaders.

Since all schools within the district are classified as high need, the plan ensures high need and low-income students have been included in the selected participating schools. For example; Navasota Junior High is classified as a persistently low achieving school. The schools within the district and grade levels that will be participating in grant activities include , (1) one high school, (2) one intermediate school , (3) two elementary schools. Current enrollment of students for the 2012-2013 school year is 3014 which would be the actual number of participating students upon award of grant. The participating students make up 100% of the district population. All five campuses within the district are participating. The percentage of participating students from low income families is 77.4% and the percentage classified as high-need is 50%. The number of participating educators is 337.

(A)(3) LEA-wide reform & change (10 points)	10	5
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(A)(3) Reviewer Comments:

The application includes a reasonable and coherent plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools and will help the applicant reach its outcome goals and improve learning for all students who would be served by the applicant. The Navasota ISD has chosen to include all five district schools, and all students in grades PK-12 in the Race to the Top - District Grant (RTT-D). All students will participate in the proposed programs at all levels. The narrative included a logic model that included one program goal. Many of the key components for a high quality plan were missing in the narrative and the logic model. More information was needed to determine if the proposed reform program will support district-wide change. No evidence was available to determine if the proposed LEA-wide plan will lead to improvements in student learning outcomes for all students.

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

Navasota ISD's vision is based on the theory of the Raising Healthy children program which is recognized as an exemplary program by Blueprints Best Practices and CASEL (Collaborative for Academic, Social and Emotional Learning). In addition, the Navasota's vision is grounded in a Positive Youth Development program it strives to increase equity of services and access to services. Annual goals for Navasota ISD that support the overarching goal of the RTT-D program of increasing college and career ready graduates also exceed the State of Texas ESEA targets for local school districts.

As demonstrated in the Logic Model for Navasota ISD's ASAP Program, all short term goals lead to one overarching goal "To implement high quality evidence based interventions to ensure students graduate college and career ready. The applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup for each participating school in the following area specific goals:

- Performance on summative assessments (proficiency status and growth)
 - To increase by 20% the number of students who demonstrate mastery on the state assessment and to increase the number of students who receive a Commended score by 25%.

- Decreasing achievement gaps
 - To decrease achievement gaps by 10% between various sub groups by using data driven decisions to assign the most needy students to highly effective teachers.

- Graduation rates
 - To increase graduation rates by 10% by offering personalized education options that allow students to earn high school credits based on a demonstration of content mastery rather than being dependent on seat time.

- College enrollment rates.
 - To increase college enrollment rates by 20% of NISD graduates by increasing the number and percentage of students

who complete the common application for admission to all state schools of higher education in Texas including all relevant financial aid and scholarship forms.

- Postsecondary degree attainment.
 - To increase by 15% the number of NISD graduates who obtain a degree from an institution of higher learning by increasing the number of dual/college credits a student is eligible to earn in high school by 12 credit hours.

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	12
(B)(1) Reviewer Comments: The LEA has demonstrated evidence of a record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching. The plan included a description of the previous successes, including charts or graphs, and raw student data. A review of the evidence includes:		
<ul style="list-style-type: none"> • In 2008 Navasota ISD was awarded a Teaching American History Grant. The grant allowed for professional development for history and social studies teachers. The professional development was a combination of advance content acquisition and systemic pedagogy that substantially increased the level of rigor and expectation for student achievement. The professional development assisted in increasing student achievement in related courses and increased test scores. • Navasota ISD has been very successful with increasing graduation rates. From 2007 until present Navasota ISD has steadily increased graduation rates from 75.4% to 92.6%. This increase in graduation rates has had a correlated decrease in longitudinal dropout rates which have moved from 10.3% to 3.1%. As Navasota ISD focuses more and more on preparing their student's to be college and career ready, the percentages of honor graduates have additionally increased, and students graduating on a minimum plan have decreased just as dramatically. • State assessment score trends for 8th, 9th, 10th and 11th grades indicate students have demonstrated growth on a consistent basis. 		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5

(B)(2) Reviewer Comments:

The LEA has demonstrated evidence of a high level of transparency exist in the Navasota ISD processes and practices. Data, policies, and school and district practices are available for public review in a variety of ways. Additionally, school level achievement data, school-level expenditures for K-12 instruction, instructional support, pupil support, and school administration are also available for public review. The following evidence demonstrates a high level of transparency and increases opportunities for public and stakeholder support. For example the following practices demonstrates the LEAs the extent of the districts transparency:

- The Business manager at Navasota ISD guarantees that the school district receives all available revenue from local, state, and federal government resources and that these resources are spent in accordance with law, statute, regulation, and policy to accomplish the district's established priorities and goals. The district is required to manage its financial operation in conformity with the regulations and requirements of the Texas Education Agency's (TEA) Financial Accountability System Resource Guide (FASRG), and to report their data to the Public Education Information Management System (PEIMS). Using the data submitted by a district, the TEA publishes the School Financial Integrity Rating System of Texas (FIRST) rating. The School FIRST rating is used to improve the management of a school district's financial resources.
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- NISD has adequate internal controls for its business office processes. Internal controls for the processes and

organizational structures designed to help an organization accomplish specific goals or objectives. The Internal controls play an important role in preventing and detecting fraud and protecting an organization's resources, both physical and intangible. At the school district level, internal control objectives relate to the reliability of financial reporting, timely feedback on the achievement of operational or strategic goals, and compliance with laws and regulations.

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- NISD keeps the public informed of the district's financial status. For example, the district posts public notices in the local newspaper for meetings related to the state financial accountability rating, responds to all open record requests, and ensures that all financial audits are complete, as required by state law. NISD also makes efforts to provide the public with more detailed and current financial data, including budgets and expenditure reports on the website. Navasota ISD publishes information in relation to TEA's expenditure targets requirements. In accordance with Texas Education Code, Section 44.011, TEA establishes and publishes expenditure targets for school districts annually. These funding targets are set for instruction, leadership, student based and non-student-based support services, and administration.
- The School Financial Integrity Rating System of Texas (FIRST), issued by TEA, is published annually by the district, within two months of receiving the final financial accountability rating. NISD distributes the financial management report to attendees at a public School FIRST hearing held at Central Office. Notice of the hearing, including date, time, and location, is provided to the local newspaper for two weeks prior to holding the public meeting.
- Navasota ISD publishes on its website (www.navasotaisd.org) annual audit reports and budgets. In addition, to increase financial transparency, NISD publishes monthly cash flow reports bills payable report, general fund report and tax collection report. Examples of these reports and other financial report information that is made available on request.
- Salary schedules and aggregate salary data for the district and each campus is available for instructional staff, administration, support staff and teachers. In addition, non personnel expenditures are available also. This data is reported monthly at a public meeting of the Board of Trustees and copies are available for the public. Furthermore, Texas considers public school employee's compensation information open for public request. The Texas Tribune publishes on its website a listing of school district personnel salaries. In addition to a step based salary schedule for teachers, the following chart indicates ranges of salaries for Navasota ISD teachers.

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

10

10

(B)(3) Reviewer Comments:

The LEA has demonstrated evidence of the necessary conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments envisioned in the districts' proposal. The applicant clearly and coherently articulated the state and local conditions in the narrative. A review of the narrative demonstrates no conflicts exist. A review of the narrative includes the following evidence:

- State of Texas allows individual districts the necessary conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement personalized learning environments. The personalized learning environments for the Navasota ISD proposal include specifically the following options : distance learning, online courses, FLIP classrooms, blended classrooms, team teaching, supplemental web based instruction, open course electronic learning, project based learning, student designed activities, group activities, interdisciplinary projects, and integrated technology in instructional processes.
- Each state establishes its own regulatory structure. Texas ensures access to high quality digital content, online courses and virtual schools to students of public school districts. Under state law these students are eligible for publicly-funded digital learning. The State of Texas offers high school and junior high/middle school students full time virtual school opportunities as well as individual online courses. A full time virtual school is also offered to 3rd through 5th grade students but they do not have individual online courses available.

- Navasota ISD and all Texas public schools have sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments because state law ensures that all high school, junior high, middle school, and elementary students (except for PK-2 grade) have the right to participate in virtual school on a full time basis, and in individual online courses on a part-time basis. In addition, state law specifically states that students may be enrolled in both individual online courses and traditional face to face brick and mortar schools and it explicitly defines blended brick and mortar schools. Texas state law gives limited authority however for junior high and middle school students to enroll in high school online courses with the purpose of earning high school graduation credits.

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

10

10

(B)(4) Reviewer Comments:

The applicant has demonstrated high quality evidence of meaningful stakeholder engagement, support and collaboration in the development of the proposal. The narrative was comprehensive and focused. The district had many meaningful attempts to reach all stakeholders for support and collaboration. A review o the narrative produced the following evidence to document the support:

- Navasota ISD held seven public meeting focus groups for teachers, staff, parents, students, and the community so that meaningful input could be incorporated into the grant application. Several meeting was geared solely at students. Total participation at all meetings was 174 individuals. Notice of these meetings was delivered through the Navasota electronic newsletter, multiple emails to staff members, and through public service advertisements on the local radio station and in the local newspaper.
- Navasota ISD provided a strong foundation of involvement and support from teachers, staff, administrators, parents, students, and community members. The applicant provided many letters of support and sign in attendance sheets at focus group meetings. Letters and MOU agreements were available from business stakeholders and local politicians. Additionally, 88% of the teachers signed a pledge of support and participation. Every school participating in the program was represented in the development and planning of the RTT-D proposal.

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

5

5

(B)(5) Reviewer Comments:

The applicant has demonstrated and provided evidence of a high-quality plan for an analysis of the applicant's current status in implementing personalized learning environments. The applicant provided detailed charts and data that aligns their plan with the needs and gaps that the applicant indicated needed to be addressed. The plan included reasonable timelines, measurable deliverables and the persons who would be responsible for each activity. The analysis included detailed rationales aligned with each activity and the population of students that would benefit from the activity. For example, the applicant provided the following evidence to demonstrate the needs and gaps:

- NISD serves a predominantly at-risk student population with over 77.4% being served by free/reduced lunch. Poverty rate as indicated by the US Census Bureau for NISD is 29.1%. The Navasota ISD students are plagued with risk factors. Some of those include: low educational status of adults in the community, poverty rates for families, many parents commuting 30-90 miles each way to urban areas for employment, lack of public transportation, lack of community social support services, and lack of organized youth activities. Increasing outreach is imperative to increasing parental engagement in their child's academic success. This outreach is hampered by cultural and language barriers. Many of the families within Navasota ISD struggle with self sufficiency and other barriers to school success.
- Project based learning and inquiry based learning in the proposed plan are examples some of the activities included in the plan for personalized learning environments. This method will allow students to be personally connected or bonded to the school when they are learning material that reflects what is meaningful in their life. Students, who work with teachers to negotiate assignments, develop personalized learning plans, scaffold complex tasks, or structure internships are invested in their learning because they can see and explore the relationship between school, and their goals for the future.

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- The major goal: To implement high quality, evidence based interventions to ensure students graduate college and career ready. 80% of participating youth will demonstrate an increase in academic performance as measured by the passing percentage on a state assessment or other standardized measure of academic growth by July 31 of each year.
- Increase in students participating in nontraditional classroom environments as measured by personal graduation plans and transcripts
- Increase in students who routinely access personal grades and data through the use of technology as measured by self report surveys.
- Increase in available bandwidth for student and teacher learning as measured by technology usage data.
- Increase in teachers implementing strategies learned through PD as measured by instructional coaches walk through rubric data sheets.

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

	Available	Score
(C)(1) Learning (20 points)	20	11
<p>(C)(1) Reviewer Comments:</p> <p>Although the applicant set forth a reform vision to implement a comprehensive district-wide program that includes: (1) to implement a positive youth development philosophy throughout the school district and the community to increase protective factors and decrease risk factors in all areas of a student's life, (2) expands educational opportunities for students by increasing instructional technology integration in the classroom, and (3) provide instructional technology specialists support teachers and deliver continual professional development opportunities at the campus level.</p> <p>The applicant does not expand on the vision in detail. The applicant did not provide a high quality plan for improving and learning by personalizing the learning environment to provide students support and to graduate college and career ready. The plan does not address the key components outlined in the selection criteria for C(1). For example, there were no instructional strategies nor a rigorous course of study put forth to that aligns with career and college readiness. The criteria for aligning the plan with the four core educational areas was not included in the applicant's narrative. The following evidences provided some indication that the applicant attempted to address the criteria, but did the narrative and justifications were limited in scope:</p> <ul style="list-style-type: none"> • The plan will offer personalized learning environments that will be utilized in Navasota ISD including both the virtual classroom experience where the student's entire course is completed through online lessons and blended classrooms where the teacher integrates some online assignments with traditional • The plan will effectively have an impact on the use of alternative obtainment of high school credits for graduation for English language learners (ELL). Offering a hybrid plan of traditional and non-traditional educational techniques allows the student to remain a grade level for content acquisition while at the same time developing their English language ability. • The school district will utilize personalized learning to facilitate academic achievement is with special education students. Special education students exist on a wide range of abilities. Some students are severely cognitively impaired and others have physical limitations or perhaps a speech only or learning disability. Each of these students needs to have their individual circumstances taken into account when developing their Individualized Education Program (IEP) and making choices on how to implement personalized education options. 		

(C)(2) Teaching and Leading (20 points)	20	8
<p>(C)(2) Reviewer Comments:</p> <p>The applicant did not provide a response to address each of the criteria outlined in C(2). The response was limited in scope, thus not providing a clear and comprehensive plan for improving teaching and learning. For example, the plan did not include an approach to implementing instructional strategies for all participating students. Without this narrative, the reader was unable to determine if participating students would be able to pursue a rigorous course of study aligned to college- and career-ready standards and college- and career-ready graduation requirements. There was not information provided on a teacher evaluation system. However, as it relates to teachers, the applicant will implement The ASAP Model to promotes the use of professional development for teachers. The ASAP Model allows individual schools within the district to determine how they provide this time for skill acquisition, but they are required to enable teachers this time. For most schools within the district this will be accomplished through (1) common planning periods; (2) protected time for professional learning communities, and (3) academic coaches who utilize standardized rubrics for classroom observations on a regular basis and which include a professional conversation that creates a natural feedback loop.</p> <p>The applicant's response lacked information to determine if through effective teaching and learning they will increase the number of students who receive instruction from effective and highly effective teachers and principals.</p>		

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
<p>(D)(1) Reviewer Comments:</p> <p>The applicant has a reasonable plan to support project implementation. The applicant demonstrated in the narrative comprehensive policies and infrastructure that will provide every student, and all educators with the support and resources they need. The applicant has practices, policies, and rules that facilitate learning in the LEA. The organization of the LEA central office, and the governance structure is well organized and allows for autonomy through it's structure to provide support and services to all participating schools. For example, the following evidence demonstrated that the LEA has the necessary policies and infrastructure in place:</p> <ul style="list-style-type: none"> Navasota Independent School District (NISD) is governed by a seven-member Board of Trustees elected at-large who serve three-year staggered terms and are assigned by place to determine the order of election. NISD's superintendent, who is hired by the Board of Trustees, oversees daily operations of the district. The superintendent's responsibilities include but are not limited to: assuming administrative responsibility and leadership for the planning, operation, supervision, and evaluation of the education programs, services, and facilities; assuming administrative authority and responsibility for the assignment and evaluation of all personnel; managing the day-to-day operations; preparing and submitting to the Board of Trustees a proposed budget; and organizing the district's central administration. Navasota ISD provided a strategic plan to serve as a map for the school district to guide actions towards meeting educational goals. The plan connec 		
(D)(2) LEA and school infrastructure (10 points)	10	8
<p>(D)(2) Reviewer Comments:</p> <p>The applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that will provide all students and teachers the support and resources needed to implement all project goals, objectives and activities. The plan is comprehensive and the applicant provided detailed key goals aligned with rationales that are consistent with the reform efforts. The plan include achievable timelines and measureable deliverables with persons responsible for each task. The LEA and school infrastructure supports personalized learning through the following evidenced in the proposal:</p> <ul style="list-style-type: none"> Navasota ISD and each of the campuses demonstrated clearly in the proposal that they will support personalized learning for all students, parents, educators, and other stakeholders regardless of income or other barriers. Navasota 		

ISD has been working with the community to develop multiple methods for mitigating barriers for students and families. Navasota ISD conducted an intensive student and family needs assessment to ascertain the availability of technology and internet access that is currently available.

- To increase personalized learning environments and the desire to integrate more technology into the innovative instructional practices within the NISD classrooms, Navasota ISD started a program to establish a technology lending library for its students and families. Students and families have the ability to check out devices such as laptops, netbooks, and iPads to be used in classrooms and to be taken home for extended educational opportunities. Navasota ISD will allow students to check out mobile access cards that will enable them to have access to the Internet away from the school facilities. Funding for this project is limited and thus so is the availability of the devices, however the ASAP model intends to expand this program so that no student is disadvantaged due to not having access to tools and resources that are becoming essential for 21st century learning.
- Navasota ISD also supports extensive outreach to parents and the community. Parental workshops are held on a continual basis on school facilities and in community locations such as churches and housing units. Transportation and childcare is often a barrier for parents and community members partaking of services offered. Childcare of available for parenting workshops and transportation assistance can be arranged with sufficient advanced notice.
- Parenting workshops have a myriad of topics and include academic supports for parents to give to students, English classes, resume and workforce readiness skills, literacy classes, technology classes, and topics that are specific to accessing tools and resources within the schools such as gaining access to a student's grades online, accessing teacher lesson plans, and monitoring college application, financial aid application, and scholarship applications at NISD's online parent portal. Additionally, each campus has a technology support individual who is available to assist students and parents who have specific needs related to accessing data and reports as well as using online tools and resources.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant's strategic approach for continuous improvement and implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals was rather vague at times and uninformative to determine if the ASAP model will provide the needed inputs and feedback to ensure ongoing corrections and improvements during and after the grant. The model does not address measures for monitoring RTTT-D investments, such as professional development, technology and staff. However, the applicant does provide a plan to provide information for stakeholders concerning the grant. This is evidence by the fact that the applicant will publish in the district newsletter and distribute a summary of the report to the school board of the grant's activities

(E)(2) Ongoing communication and engagement (5 points)	5	2
<p>(E)(2) Reviewer Comments:</p> <p>The applicant indicated they will adopt the ASAP Model Strategies for ongoing communication and engagement with internal and external stakeholders. The plan presented in the narrative was vague and did not demonstrate evidence of a high quality plan that is fully developed and ready to be implemented. At times the narrative was consistent with a research report on ASAP Model. Although the ASAP Model intends to implement a multi-layered approach to data review and continuous improvement. The narrative did not connect the ASAP Model for Continuous Improvement with RTTT-D mandates and the applicant's proposed program goals and objectives. No timelines were implicated and who would be clearly responsible for managing the flow of multi-layers data and inputs.</p>		
(E)(3) Performance measures (5 points)	5	2
<p>(E)(3) Reviewer Comments:</p> <p>The applicant provided evidence of twelve ambitious performance measures, overall and by subgroup, with annual targets for their required and proposed performance measures. However, the applicant did not provide for each proposed measure a rationale and support for the measure. For example, the applicant did not address by grade level the required and applicant-proposed performance measures based on the applicants population. Additionally, the plan did not include a narrative plan that rigorously aligned the proposed measures to the previously stated theory of action or vision. The applicant's response was vague and missing many of the key responses needed for evaluation of the selection criteria.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p>The applicant demonstrated in the narrative reasonably high quality plan to evaluate the effectiveness of Race to the Top District funded activities. Navasota ISD intends to evaluate the effectiveness of the Race to the Top – District level grant activities using multiple methodologies. The evaluation plan will take place in various stages and using multiple methods for capturing the data needed for the evaluation. The proposed plan will be aligned with the project's key goals and objectives. The applicant provided some evidence a timeline is in place for data collection and review.</p> <p>A review of the evidence demonstrating a reasonably high quality plan includes:</p> <ol style="list-style-type: none"> 1) Evaluation of needs/ resources will use qualitative data from surveys and qualitative data from student achievement, etc. 2) Evaluation concerning the extent to which program activities were implemented will use quantitative output data collected and analyzed. 3) Evaluation concerning how effective the activities were in achieving the goals and objectives of the project will be assessed using outcome data. 4) Evaluation of the impact of the activities of the project on the participants will be completed through questionnaires given to students, teachers, and parents assessing which aspects of the program are used most and least often, and what aspects were the most and least beneficial. 5. Evaluation of the cost benefits of the program will be completed by contracting for an electronic model to be built that will determine the relative program impact compared to the financial and resource allocations committed in obtaining those outcomes. <ul style="list-style-type: none"> • The applicant will utilize the services of an external evaluator. This person will work with the program Executive Manager Team. The evaluator will provide an annual report presenting and analyzing key data regarding project implementation, progress toward objectives, program implementation and outcomes when applicable. The report will be due by September 30 of each year. In addition, a final evaluation report will be due by February 15, 2017. The final 		

report will include a full analysis and a summary of lessons learned for the sustainability of the project, possible expansion possibilities, and a complete and exhaustive cost benefit analysis.

- Both qualitative and quantitative data collection methods will be used. The quantitative data will be separated into two categories: output data and outcome data. Data will be collected for all performance measures and in an effort to analyze all objectives. The data collected through the project will be entered into an electronic format and analyzed (process and outcome) throughout the grant period. Results will guide future modifications or adjustments to the program. Descriptive statistics will be used to assess the accuracy of input and the distribution of data.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	5
(F)(1) Reviewer Comments: The applicant's budget was reasonable based on the planned activities, however, the applicant did not provide a narrative to support many of the budget expenditures. It was different to align the budget to the major goals and objectives of the grant. A narrative would have provide justification for grant expenditures. Navasota ISD will use \$ 9,991,142.96 from federal Race to the Top – District Grant funds and contribute \$ 550,000.00 in non-required cost sharing and in-kind contributions of resources and personnel to achieve the project goals and objectives. The majority of the budget in the first two years of the grant will be spent on technology infrastructure and equipment which supports the applicant's plan to increase online access for students. The applicant indicated having another Teen Pregnancy Grant, however, does not provide demonstrated evidence how these funds will be used to support the implementation of the proposed RTTT-D project.		
(F)(2) Sustainability of project goals (10 points)	10	1
(F)(2) Reviewer Comments: The applicant did not provide a plan for sustainability of the project's goals after the term of the grant. There was no evidence in the budget narrative regarding support from State and local government leaders in terms of financial support. The applicant did present letters of high level support from stakeholders.		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	7
Competitive Preference Priority Reviewer Comments: The applicant's proposal meets the requirements for the Competitive Priority Points. 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. The applicant does		

address in detail the high needs of the participating schools. A sample review of the evidence provided in the proposal addresses the priority:

- The stated vision does not give key goals and an alignment with the four core educational areas.
- The Navasota ISD's vision is likely to result in improved student learning and performance because it is a system wide envisioning how children will achieve that flows through all schools in the district. Navasota ISD's vision is based on the theory of the Raising Healthy children program which is recognized as an exemplary program by Blueprints Best Practices and CASEL (Collaborative for Academic, Social and Emotional Learning). In addition, the Navasota's vision is grounded in a Positive Youth Development program it strives to increase equity of services and access to services. Annual goals for Navasota ISD that support the overarching goal of the RTT-D program of increasing college and career ready graduates also exceed the State of Texas ESEA targets for local school districts. As demonstrated on the Logic Model for Navasota ISD's ASAP Program, all short term goals lead to one overarching goal : To implement high quality evidence based interventions to ensure students graduate college and career ready. The applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup for each participating school.
- All schools within the district are classified as high need. Navasota Junior High is classified as a persistently low achieving school. The schools within the district and grade levels that will be participating in grant activities include , (1) one high school, (2) one intermediate school , (3) two elementary schools. Current enrollment of students for the 2012-2013 school year is 3014 which would be the actual number of participating students upon award of grant. The participating students make up 100% of the district population. All five campuses within the district are participating. The percentage of participating students from low income families is 77.4% and the percentage classified as high-need is 50%. The number of participating educators is 337.
- The applicant provide evidence of twelve ambitious performance measures, overall and by subgroup, with annual targets for their required and proposed performance measures. However, the applicant did not provide for each proposed measure a rationale and support for the measure. For example, the applicant did not address by grade level the required and applicant-proposed performance measures based on the applicants population. Additionally, the plan did not include a narrative plan that rigorously aligned the proposed measures to the previously stated theory of action or vision. The applicant's response was vague and missing many of the key responses needed for evaluation of the selection criteria.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant has set forth a reform vision that was at times inconsistent and not aligned with the four core educational assurance areas. The Navasota ISD's vision is to implement a comprehensive district-wide program that includes: (1) to implement a positive youth development philosophy throughout the school district and the community to increase protective factors and decrease risk factors in all areas of a student's life, (2) expands educational opportunities for students by increasing instructional technology integration in the classroom, and (3) provide instructional technology specialists support teachers and deliver continual professional development opportunities at the campus level. The applicant does not expand on the vision in detail. However, based on a review of the entire application, the Navasota ISD's vision is likely to result in improved student learning and performance because it a systemic vision that flows through all schools in the district. Navasota ISD's vision is based on the theory of the Raising Healthy children program which is recognized as an exemplary program by

Blueprints Best Practices and CASEL (Collaborative for Academic, Social and Emotional Learning).

In addition, the Navasota's vision is grounded in a Positive Youth Development program it strives to increase equity of services and access to services. Annual goals for Navasota ISD that support the overarching goal of the RTT-D program of increasing college and career ready graduates also exceed the State of Texas ESEA targets for local school districts. As demonstrated on the Logic Model for Navasota ISD's ASAP Program, all short term goals lead to one overarching goal : To implement high quality evidence based interventions to ensure students graduate college and career ready. The applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup for each participating school.

Total	210	144
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Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	0

Optional Budget Supplement Reviewer Comments:

The applicant did not provide an optional budget.