



Race to the Top - District

Technical Review Form

Application #1059WA-1 for North Central Educational Service District
171

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>The applicant provided an exceptional description of its comprehensive vision. The applicant plans to provide a personalized career driven program in rural America across geographic lines. The purpose of the project is to ensure that every student is college ready and learns to utilize their strengths and weaknesses. The applicant plans to serve a consortium of 48 school districts, 100 middle and high schools, 25,725 students, and 2,420 teachers. The project will use onsite and videotaped lessons as a virtual webbing of professional development and coaching to increase the number of rural students having the opportunity of being taught by effective teachers. It is anticipated that the Career Driven Education in Rural America (CADERA) will enhance graduation rates, and increase students' participation in college and training programs. The vision has been adequately shared and supported by the CADERA Consortium consisting of seven Education Service Agencies in four geographically diverse states - Washington, Arkansas, New Mexico, and West Virginia. The Consortium constituted the Planning Group who met weekly by telephone conference to develop the vision. The project design, staffing, program resources, teaching and learning goals. The group reviewed research, evidenced based strategies, and innovative practices.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>The applicant's approach to the implementation of its reform vision was clearly demonstrated. The applicant's Planning Group developed the selection criteria which included high poverty and high risk student populations. The Planning Group met weekly via telephone conference. The group identified the program goals that included improving student achievement, increasing the amount of highly effective teachers, and scaling up rural educational systems. In Arkansas, the applicant will serve 59 educators and 3,052 students. In West Virginia, the applicant will serve 1,392 educators and 11,072 students. In Washington, the applicant will serve 462 educators and 7,492 students. In New Mexico REC 3, the applicant will serve 90 educators and 802 students. In New Mexico REC 4, the applicant will serve 212 educators and 1,832 students. In New Mexico REC 5, the applicant will serve 133 educators and 1,102 students. In New Mexico REC 6, the applicant will serve 72 educators and 372 students. Sixty-two percent (62%) of the students participating in the program receive free and reduced lunch. sixty-eight percent (68%) of the students live in rural, isolated communities. and fifty-one percent (51%) of the students are considered high need in terms of poverty, below grade level performance, homelessness, incarceration, English language learners and students with disabilities. The statistical data was provided to support the project.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>The applicant has a high-quality plan describing how the project will be scaled up and translated into a meaningful reform to support district-wide change beyond the participating schools. The applicant has identified several change models including: Technology Access in Rural Communities; and Extending Career Exploration to Academic Programming. The applicant provides a detailed logic model that includes inputs, outputs and outcomes. The logic model is framed to address two strategic areas which are the development and support of highly effective teachers through a virtual/online professional learning community and the development of a new model for personalized student learning. The CADERA includes five project areas to facilitate a phased implementation framework that will allow districts to enter at different points. The CADERA Share Portal, a multi-sided, multi-platform network, is the virtual meeting place for school stakeholders and the conceptual staffing and supervision model will be aligned with the Common Core Standards. The Portal will establish two Experiential Career Academies - Healthcare in Year 2 and STEM in Year 4. The applicant adequately described the role of the various project components. The School Leadership, the Executive Leadership, and the District Design Teams will meet regularly to review the implementation progress, outcome measurements, and data analysis. The Consortium functions to find appropriate effective interventions, instructional formats, and timelines that will ensure student success. The project is designed to build</p>		

capacity, sustainability, and scalability. Data collection and analysis will provide for continuous improvement. The project will share best practices internally and broadcast reliability externally. To ensure clear diffusion of this change model and with the support of national organizations, it is anticipated that 80% of students and certified teachers will receive relevant project results. With the scope of Scalability, the applicant shared the incorporation of Everett Rogers' five attributes of "Diffusion of Innovation - relative advantage, simplicity, compatibility, trialability, and observability.

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

The applicant provided a detailed description of the LEA's goals for the improvement of student outcomes on policy and infrastructure flexibility and support for schools and teachers. The personalized approach will blend online and face-to-face learning. The applicant will focus on ongoing summative and software embedded formative assessments plans to measure student mastery through learning strands and the success of intervention. The applicant plans to strive for at a least two percent increase in reading and mathematics proficiency and in the graduation rate for each of the grant years. College enrollment rates are low. Scores are provided tfor the subgroups for high need, high poverty, disabilities, and limit English proficiency. The summary across all project LEAs were presented in table format for the middle schools in reading and mathematics and for high school graduation rates. The goals are ambitious yet achievable. The implementation plan was also included in a table format, which.was provided to offer additional description and support for the project.

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

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

(B)(1) Reviewer Comments:

The applicant provided a high-quality plan and evidence to demonstrate that a clear record of partnership successes have existed for the past four years. The applicant carefully provided a clear review of its success in addressing student learning outcomes, closing student achievement, and equity in teaching and learning innovations. The plan provided a clear record of its partner, The Educational Services Agencies (ESA), who has established support and resources using federal and state guidelines. ESA provides support in the areas of fiscal management, data collections, student achievement, special education services, and professional development. The ESA has years of experience in developing, delivering and assessing initiative to build teacher efficiency. Although the project vision is shared within the consortium, the applicant tracked the student success stories using the following three example categories

School of Excellence - Wayne County West Virginia Institute Project Lead the Way, Cabell County West Virginia Innovation Zone

Improving Student Learning Outcomes and Closing Achievement Gaps - Mingo County West Virginia STEM Program, Washington ESD 171: Lake Chelan School District for Science, New Mexico Regional Education Cooperatives

Reforms in Lowest Achieving Schools - Washington ESD 171: Nespelem SD Math

These schools will form the foundation of the CADERA project. The CADERA project will look to this exemplary model as it designs its two Experiential Healthcare and STEM Career Academies. Participating ESAs and LEAs make student performance data available to the school stakeholders in meetings and through test scores to inform and improve participation, instruction, and services. The applicant provided charts, graphs, and student data to further support additional evidence of its track record for the past four years.

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

The applicant described its plan for sharing its LEA processes, practices, and investments. ESAs is a part of the CADERA Consortium and is a public agency to provide high quality, cost effective necessary educational support program. ESAs are funded through property tax levies, state allocations, contract fees, federal and state grants, and entrepreneurial activities. These funding sources are transparent to the public in which 47 individual LEAs are served by the Mesas who hold open meetings, share performance and achievement data, and accountability reports are posted on their website. It is evident that the applicant has demonstrated transparency under this grant criteria using the applicant's response as listed above, even though the applicant did not address the following indicators:

- a. Actual personnel salaries at the school level for all school-level instructional and support staff.
- b. Actual personnel salaries at the school level for all school-level instructional staff only
- c. Actual personnel salaries at the school level for all school-level for teachers only; and
- d. Actual non-personnel expenditures at the school level for all school-level (if available).

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

The applicant demonstrated a high-quality plan for state context for implementation and evidence of successful conditions and sufficient autonomy under State legal statutory and regulatory requirements to implement personalize learning environment. Each of the ESAs have successful conditions and sufficient autonomy under State legal statutory and rewgulatory requirements. The ESAs in Arkansas are eligible to receive and spend state and federal funds. In New Mexico, there is a Joint Powers Agreement between the REC and each school district which allows the RECs to use federal and state funds. In Washington, there is the North Central Educational Service District which operates as one of nine regional educational agencies providing educational services; statewide services and technology services. In West Virginia, RESA 2 is one of 8 Regional Education Service Agencies, and it serves six counties/districts. It reports directly to the West Virginia Department of Education. The applicant addressed the key context for implementation and support.

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

The applicant described in detail a high-quality plan and analysis of each LEA and provided sufficient details to support stakeholders' engagement in the project. The planning process began in August. Feedback was received from students, families, teachers, and principals. The applicant demonstrated that it has the necessary support of its teachers or teacher union groups representing the 47 school districts as indicated by the Memorandum of Understanding found in the Appendix. The applicant has also included in the Appendix letters of support from additional key stakeholders representing business entities, parent groups, etc. The applicant has formed strong project partnerships.

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

The applicant provided details of a high quality plan for an analysis of its current status in implementing a personalized learning environment and the logic behind their reform proposal. The plan identified the needs and gaps to be addressed for each of its LEAs. The applicant has identified some compelling needs. In particular, the applicant describes its economic disadvantage, geographic isolation and students who are at risk of academic failure. In the Southwest Arkansas Education Arkansas Cooperative, 70% of the students qualify for free and reduced lunch. In the North Central ESD #171, the graduation rate is only 55%. In New Mexico, 8 in 10 students live in poverty. West Virginia has one of the highest poverty rates in America. In general, the applicant will make use of a virtual high school component, a connection to technology, STEM program, and its healthcare segment to address the needs of students in isolation.

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

	Available	Score
(C)(1) Learning (20 points)	20	17

(C)(1) Reviewer Comments:

The applicant has a high quality plan for improving learning by personalizing the learning environment. The applicant plans to provide a career based education model that utilizes project based learning. The applicant plans to ensure that students are equipped with skills that will enable them to be successful in both college and their careers. The applicant plans to develop virtual career academies. The applicant advocates for the incorporation of career education into each high school course. The project addresses career education in middle school. Middle school students will develop personalized career

pathways. In addition, the applicant plans to use a variety of instructional strategies. Through the share Portal, students will be able to collaborate with their peers. Although the applicant mentions that it plans to incorporate multicultural education, the applicant does not provide a comprehensive description of how it plans to promote multicultural education.

The applicant cites research to support career focused education. The applicant plans to develop career exploration sites in the healthcare, manufacturing, and information technology industries. The applicant states that students will develop personalized career plans.

The applicant plans to ensure that the career component of the project is aligned with the Common Core State Standards. The applicant describes research to support project based learning. The applicant has not fully described how it will provide shadowing and mentoring activities online. Although the applicant states that enrollment will not be capped, the applicant has not addressed how online teachers will be able to facilitate and extend the discussions and how many students each facilitator may be assigned to in order to ensure that there is meaningful dialog and engagement online.

The applicant plans to incorporate soft skills, and the applicant cites to research to support the importance of soft skills in preparing students to be workplace ready. Although the applicant plans to provide some onsite programming, the applicant has not fully planned when the project will be implemented during the school day and whether each school has the flexibility to offer the program as it chooses or whether it must follow a prescribed model of implementation. The applicant plans to provide onsite training for students at the beginning of each school year. The applicant does not provide sufficient information regarding the days, hours and location of such training.

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

The applicant has provided a high quality plan for improving learning and teaching by personalizing the learning environment. The applicant plans to provide four phases of professional learning including: planning, teaching and training, coaching and reflecting. In the planning phase, the applicant plans to develop a professional development plan and a menu of professional development offerings. In the teaching and training plans the applicant plans to ensure that teachers and administrators are participating in professional development opportunities. The applicant plans to provide on site training for staff. However, the applicant does not describe how often, when and where this training will occur. Although the applicant states that it will provide continual embedded assessments, the applicant does not describe the frequency of such assessment nor does it describe the instrument to be utilized or the person responsible for developing the instrument to be utilized. The applicant describes the teacher evaluation system in Arkansas, New Mexico, West Virginia and Washington. The teacher evaluation system in Arkansas links standards and professional development activities. It also utilizes student growth data. In New Mexico, a new teacher evaluation system is being piloted. This system contains a provision that links 35% of a teacher's evaluation to student achievement growth. In West Virginia, the new teacher evaluation system includes parent and student input, professional development and increases in student achievement. In Washington, the teacher evaluation system addresses the following areas: high expectations for student achievement, effective teaching practices, individual student learning needs, safe learning environments, using student data, collaborating with parents and collegiality.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
(D)(1) Reviewer Comments:		
<p>The applicant has a high quality plan to address the LEA's processes, practices, and policies. Learning resources and instructional practices are adaptable and fully accessible to students. The applicant plans to make use of project based learning, foundational and a soft skill curriculum, CADERA will make use of eLearning tools and software will be used to support personalized learning especially for students with disabilities. The applicant also plans to make use of learning trajectories, which supports differentiated instruction. The coursework will be available in Spanish and is tiered and mastery based. Opportunities are provided for students to demonstrate course mastery at multiple times. Students can take as much time as is needed to build skills at individual's assessed levels. Students are provided the opportunity to progress and earn credit based on demonstrated mastery and not the amount of time spent on a topic. CADERA software will use natural voice audio, college and career choice options, and a fully descriptive screen to accommodate students with hearing impairment.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	8
(D)(2) Reviewer Comments:		

The applicant has a high quality plan to support implementation through policies and infrastructure to ensure the goals and objectives are met. The implementation plan thoroughly addresses its LEAs and school infrastructure. The applicant plans to utilize a Leadership Team, 47 District Design Teams and 100 School Teams to support the implementation of the applicant's proposal. In addition, the applicant plans to make use of instructional technology specialists, information technology systems and ESA data systems as a part of the school's infrastructure to support personalized learning. The applicant has not addressed how low income parents will have computer access in order to ensure that their children are able to access the share portal.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	12
<p>(E)(1) Reviewer Comments:</p> <p>The applicant provided a high quality plan to ensure a continuous improvement process. The applicant plans to use an external evaluator. The applicant has identified three research questions it plans to address. The applicant plans to have the evaluator develop some outcome indicators. The external evaluator will conduct a contextual analysis to discover barriers to implementation. The applicant plans to utilize a Continuous Improvement Cycle to provide timely and regular feedback on progress toward project goals. The applicant should provide additional details regarding its plan to publicly share information regarding its Race to the Top Project.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>The applicant provided a high-quality plan to promote ongoing communication and engagement. The applicant plans to utilize evaluation representatives and Evaluation and Data Coordinators for ongoing communication and engagement with internal and external stakeholders. The evaluator plans to facilitate professional development webinars on data analysis. The applicant plans to develop informational materials that summarize the internal project. The applicant plans to mail these materials to social service agencies.</p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>The applicant presented a high quality plan to promote performance measures that are ambitious and achievable. The applicant plans to utilize an Expectation and Academic Engagement Scale to determine the students who are on track to college and career readiness. The applicant will develop a Social Skills Development Scale as well as a College/Career Transition Preparation Scale. The applicant plans to use data from standardized tests in English Language Arts and Math. The rationale for selecting the performance measures was based on current research, which provides strong evidence that high expectation and high academic engagement are predictors of college and career readiness. There are several indicators used to enhance student achievement, however, these performance measures were based on rigorous, timely, and formative assessments.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p>The applicant provided a high-quality plan to evaluate the effectiveness of its investments. In its implementation plan, the applicant has a clear approach to its continuous improvement efforts. The applicant has identified five key outcome questions to be used to provide implementation adjustments and revisions. The applicant plans to evaluate the effectiveness of some project components including: highly effective teachers, students ready for college and careers, improvement in academic achievement, social/soft skill development, and completion of FAFSA forms.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score

(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>The budget is reasonable to serve the development and implementation of 7 ESAs, 47 LEAs, 100 schools, 2,420 teachers and 25,725 teachers. The applicant has identified \$3,000,000 in other funds. The applicant provides a detailed description of the supplemental funding it plans to receive to support the implementation of the proposal and to ensure the long-term sustainability of the personalized learning environments. The applicant provides a detailed budget narrative.</p>		
(F)(2) Sustainability of project goals (10 points)	10	10
<p>(F)(2) Reviewer Comments:</p> <p>The applicant adequately described its sustainability efforts and the use of its funding sources to meet for its project goals. In Washington, some Title I funds will be used to sustain the project. There is also a plan to expand and grow partnerships. In New Mexico, the training provided during the grant term will prepare its staff to sustain the project. The applicant plans to sustain the National Conference through registration fees.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	2
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The applicant provided a general description of its results, resources alignment and integrated services. Although the applicant made reference to Check and Connect to monitor students who are not succeeding on high-stakes ESEA measurements, the applicant failed to address the specific components of the selection criteria. As required, the applicant did not identify more than 10 population-level desired results for students in the consortium that align with and support the applicant's proposal. The applicant did not address items 3, 4, 5, and 6.</p>		

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
<p>Absolute Priority 1 Reviewer Comments:</p> <p>The applicant has met absolute priority 1 - personalized learning environment - Career-Driven Education For Rural America. The applicant comprehensively addressed how it will build on the core educational assurance in the four identified states. The applicant described how it will significantly improve teaching and learning.</p>		

Total	210	189
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Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	15
<p>Optional Budget Supplement Reviewer Comments:</p> <p>The applicant has fulfilled the criteria for requesting additional funding in this category. The applicant has a clear, discrete and innovative solution that can be replicated in schools across the state. The CADERA is innovative and can be replicated in other regions. The applicant presented a high quality plan to implement this plan across two LEAs in Mississippi and Alaska. With this request, Washington, the lead LEA, will provide supplemental funding of an additional \$3.76 million dollars to support</p>		

this. The supplemental budget is adequate to accommodate additional project participants - 11,072 middle and high school students, and the 1,392 educators. The other states, West Virginia and New Mexico pledged similarly significant funding. AESA, the national organization for all education service agencies in the country, will serve as the liaison between the CADERA and the other ESAs in its implementation of the supplemental project.



Race to the Top - District

Technical Review Form

Application #1059WA-2 for North Central Educational Service District
171

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>The consortium articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning and increasing equity through personalized student support ground in common and individual task that are based on student academic interests. They include statements that are relevant like, improve student achievement and enhance student learning by engaging students in their own education and create a strong research based professional learning network. The consortium uses language that fits two of the four core educational reform areas: Personalizing learning in the classroom through career and college exploration and project based learning and Increase the number of effective and highly effective teachers in rural networks and available to rural students. Core area educational reform B-building data systems.... and D-Turning around the Nation's lowest achieving schools are not discussed in this section, but are embellished in other narrative sections.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>The selection of schools for this consortium was initiated by the seven ESAs in the CADERA consortium who invited districts in their own service areas to participate. In turn the LEA's invited their middle and high schools to participate. A total of 47 districts committed to the project containing 100 schools are listed with assurances that they meet the competition's eligibility requirements. Middle and high schools in the catchment area were invited to participate. The applicant's approach to implementing its reform proposal will support high quality LEA and school level involvement by supporting a significant base of high need secondary students who reside in rural regions of the US.</p> <p>A list of the schools that will participate in grant activities is provided under the heading of each ESA that is participating. The district and school is listed under Southwest Arkansas Education Cooperative, Regional Education Service Agency II (WV), Washington North Central ESD #171, and New Mexico High Plains Regional Education Cooperatives, 3-6.</p> <p>The 47 participating LEA's have a total of 25,725 students. The total number of participating students from low-income families, participating students who are high-need students are also provided. 13,273 (51%) of the students are considered high need and a total of 16,254 receive free and reduced lunch which translates to 62.8% across the total population of students. The applicant also indicates that there are 2206 participating educators.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p>		

The application includes a high-quality 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. The applicant proposes to address the challenges of rural America and its lack of the use of technological advances and how it will open access to technology for all teachers and students by putting it on the cloud by creating a linked learning and teaching network among rural school districts in America. The applicant believes that in a authentic personalized educational environment, students access information at their own pace based on their unique needs by giving all students as they suggest, no matter how isolated, equity in access in opportunity in a cost effective manner.

The applicant is clear to state in support of this initiative: that the approach to early engagement in career exploration and counseling, restoring value to all types of STEM careers including construction and manufacturing, helping students to understand post high school options they have by bringing career discussion to the learning environment, helps students to be motivated to achieve in the academic school setting.

The project scalability is described by the applicant as being a new paradigm for education in 100 rural districts and it will be personalized, career driven and without borders that many times restricts rural communities, but now can increase student achievement and graduation rates. This reviewer applauds the applicant in its projected use of real time labor market information in the web based software to insure a clear intersection and integration of the economy, the workforce and education, to bring the context of real jobs and relevant preparation for those jobs to benefit rural secondary students.

Future change to reach a large scale network, the applicant asserts, flows through AESA, the national organization uniting the nation's educational service agencies. The applicants asserts, that the impact of this project has the potential to reach more than 80% of all students in the US. and 80% of all certified teachers.

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

10

10

(A)(4) Reviewer Comments:

The focus of the applicant's goals, appropriately, to improve student outcomes is on policy and infrastructure flexibility and support for schools and teachers as they move from what is suggested as a static teaching model to an open model transformed by changes in the classroom and virtual outreach. This approach is likely to improve student learning as embedded in this project. This is supported by the emphasis on the model for personalized learning that the teacher will focus on student needs, rather than on whole group topics through authentic project based hands on learning applied onsite and through virtual teams. This vision is likely to result in improved student learning and performance and increased equity.

The applicant's forecasting at least a 2% gain per year on the average for all our LEA's as a result of professional development and personalized learning as well as an average gain of at least 12% in their levels of proficiency in reading and math proficiency levels by the end of 2016-17. These projections appear to be a low growth rate based on the expectations expressed for project success. In decreasing achievement gaps, the applicant, due to the size and magnitude of the project which encompasses so many districts, faces a difficult task to project decreasing achievement gaps; especially with the numbers of special populations in 47 districts. This reviewer, based on the applicant's vision, supports that fact that the goals are ambitious and achievable as presented because of the magnitude of the education and economic issues facing a significant rural are populations, a 2% growth annually does at this time represent goals that are ambitious and achievable. This is also true for high school graduation rates with the number of districts involved based on geography and other local circumstances. The applicant indicates that they will pay special attention to documenting the many efforts to improve graduation rates for all students and especially for those at risk.

College enrollment rates are low across most of the participant LEA's, but can vary widely according to the applicant. Most of the districts in the consortium use the NCHD to determine college enrollment for this measure and will continue for the project. In addition to the NCHD, the project will develop their own transition plan survey for all 12th grade participants regarding postsecondary plans.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13

(B)(1) Reviewer Comments:

The applicant justifies a specific and meaningful response that components of the consortium have over the past four years advanced student learning and achievement and increased equity in learning and teaching by describing particular schools with noticeable recognition. A school of excellence in Wayne County West Virginia Institute Project Lead the Way where all

the vocational technical schools have been designated as schools of excellence. It is planned that the consortium will look to these model schools as it designs its Exceptional Healthcare and STEM Career Academies. In Mingo County WV STEM Program specific relationships are noted with WV University's College of Engineering, supported by local businesses and industry. Other examples are cited centered around math and science and closing achieving gaps. Specifically for closing achieving gaps, New Mexico Public Education Department Kids First, New Mexico Wins plan has seen key initiatives as the A-F School Grading Act and a redesign of the states' teacher and school leader system. Additional initiatives are also described for this state and other states in the consortium.

The applicant provides synopses of successful programs of achievement in selected schools within the scope of the project that are persistently the lowest achieving. Achievement gain data for this category of schools over a four year period is not listed. This subsection criteria is not addressed in full.

The consortium cites the examples above and others such as the Progress to Proficiency Program aimed at increasing student math and science achievement by increasing teacher content and pedagogical knowledge at the middle school with a high population of migrant populations. Results, as reported by the applicant for both 2009 and 2010, showed the percent of middle school students who met math standards nearly doubled and for the 2011, Science MSP, the region reached a historical high in the percentage of students that took the 5th and 8th grade science MSP and 10th grade HSPE. The applicant cites the outcomes for improvement in the lowest achieving schools and gives an example for the Nespelem, a remote district with 99% Native American students, where math assessments increased at a large pace.

The applicant states that participating ESA's and LEA's make student performance data available to students, educators, and parents. These are distributed in meetings as requested and through test scores to inform and improve participation, instruction and services. Citing examples, as the applicant provides for other sections, would demonstrate the depth of the intent of this criteria to make performance data available.

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

In dealing with a consortium of this size, 47 individual school district entities and seven ESAs, responding to the components of this criteria can be somewhat difficult. The applicant addresses this by expressing that ESAs are funded through local property tax levies, state allocations, contract fees, federal and state grants and entrepreneurial activities and states that all these funds are made transparent to the public. The 47 individual LEA's served by the ESAs hold open meetings and share performance and achievement data, accountability reports, school ratings, NCLB report cards, etc. The applicant does not address that information on actual personnel salaries at the school level for all school level instructional support staff, actual personnel salaries at the school level for instructional staff and actual non personnel expenditures at the school level are made available here for participating partners in this project. What the applicant does detail is that as public entities under state law there is a presumption that school districts have vehicles in place to make this information available. This reviewer concurs with the applicant's future ability to increase the levels of transparency under this grant initiative, but it is necessary that a high level of transparency be demonstrated for the consortium at this time.

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

The applicant provides sufficient information to demonstrate evidence of successful conditions and sufficient autonomy under state legal, statutory, and regulatory requirements to implement the personalized learning environment described in the applicant's proposal. In the state of Arkansas each ESA is governed by a board of directors appointed by each school district within the boundary of the cooperative. The state board of education authorized the education service cooperatives to be intermediate service units in the states elementary and secondary school system allowing them to receive and spend funds from state and federal sources. In New Mexico the ESA is governed by a board of directors that is made up of superintendents of the districts in that cooperative and the agreement encourages cooperative programs be established. It is the New Mexico Public Education Department that receives the signed annual agreements for services. The remaining ESAs meet the test to demonstrate evidence of successful conditions and sufficient autonomy under their state laws and regulations. ESAs have a long standing history of providing educational and other services to multiple districts.

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

The applicant provides sufficient detail to show meaningful stakeholder engagement in the development of the proposal. Being able to mobilize the number of districts, district leaders and ESAs to provide the mandated forms and signatures indicates

a high degree of stakeholder involvement and cooperation. The applicant indicates that their inclusionary posture, the project reflects suggestions from parents and students and what they assert are students' requests to use technology in learning and having real type experiences in their academic courses. The applicant details parents involvement in the development of this project with updates being provided by the development team to parent organizations as well as informal outreach in the districts and schools to parents throughout the planning process.

MOU's are found in support of the project in the Appendix pages and includes signatures for teachers' unions or teacher groups from all of the 47 school districts that make up the consortium.

Letters of support are generously provided and are included in the Appendix pages. Outside support is strong and includes Non Profit organizations, Post secondary education facilities, Public agencies and private businesses and for Profit groups.

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

The applicant has a high quality plan that addresses the current status of the consortium districts in implementing personalized learning as well as identifying he needs and gaps that the plan will address. The thread that permeates the consortium's demographic areas include being economically disadvantaged, students at academic risk, and the isolation of these communities. Specific details within the narrative authenticate the need and the logic behind the proposal. The project plan is directly related to addressing the identified gaps.

For example, cites the applicant, West Virginia RESA #2 has over 53% of the population living in rural areas and is the nation's third most rural state. RESAs 2 LEAs seek an aggressive reform plan to upgrade the teaching of reading and math. The districts face teacher quality issues, high levels of uncertified teachers, limited resources, lack of basic foundations in math, poverty, a lack of accessible data and low parental education levels. The applicant sites the high poverty rates for the counties affected and they reach a staggering 34% in Lincoln County. The overall average range for poverty across the ESAs range is 63%.

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

	Available	Score
(C)(1) Learning (20 points)	20	18

(C)(1) Reviewer Comments:

Understanding of what students are learning to help them prepare for the future and their life goals are a strong theme of the applicant. The applicant makes relevant comments about the relevancy of what takes place in the school to prepare students. For example, career readiness is not saying all students enter the workforce directly following high school. As students build their own career pathways through middle and high school, they better understand what more they need to be successful in that field they need by the time they enter high school and gain a preliminary understanding of the world of work. The applicant describes how this concept will be incorporated into the school day. They share that students across middle school and early high school will begin career exploration, first with electronic counseling tools that help them determine their career interests, and then with structured software and Web based in depth career exploration of their job interests. Separate career explorations will be tailored to different states' needs.

The applicant provides a high quality plan with specific strategies to improve learning through personalizing the learning environment. These include developing a web based Share Portal for opening up diversity and multiculturalism for these isolated students, introducing a career driven educational model classrooms to create context for personalized learning, introduce project based learning to fully support differentiated, personalized and team based leaning, and improve the foundation and soft skills for college and careers a launch a virtual Experimental Career Academies to model workplace experiences across four geographical separate states.

The applicant proposes to identify and seek learning and development goals linked to college and career ready standards by aligning project goals with CSSS which demonstrates the knowledge and skills in math and literacy student need to be ready to succeed in college and the workforce. The consortium has developed two initiatives that measure student progress Smarter Balance and PARCC. PARCC is a consortium of states working together to develop assessments in math and English anchored to career and college readiness.

Deep learning experiences in the context of project based learning in the context of careers are presented in specific terms to

support the project and represent a high quality plan. For example, state of the art math and reading project based content maps link to CCSS and provide high quality instruction and personalized learning. Students work individually or collaboratively in the classroom or through the Share portal on real world projects. Outcomes can produce products such as inventions or virtual businesses with PowerPoint presentations, marketing plan and financial budgets. Project based learning, as indicated by the applicant, students with different levels in math and reading can participate in different ways within the same module.

With the development of the Share Portal, students on a 24/7 basis can work online in career exploration, math and reading projects or other self driven projects. The Experiential Career Academies one in Healthcare and one in STEM as determined have high demand in the labor market. These academies will be fully online and organized around industry leaders with curriculum being supported in the regular classroom. The applicant in dealing with rural school districts does not specifically detail multicultural experiences within the context of groups other than rural communities affecting this aspect of the plan.

There is a specific plan which meets the criteria to personalized sequence of instructional content by introducing individual skills reviews in to middle and high school. These short assessments will measure students' foundational skills levels and crosswalk those levels to the percent of careers for which students are qualified. Additional support for on time graduation and career readiness will be provided by building foundational skills. These skills reviews will be linked to career readiness coursework to point students and teachers toward the precise starting point for building skills.

High quality approaches are provided in support of the project. These include delivery methods are in place for personalized learning. These are the project based leaning and Share Portals and delivery methods for career exploration and planning are onsite at the school in computer labs and anywhere the students have access to a computer. The availability of one on one lessons and support provided by high qualified teachers from within their own classroom or in the network with personalized support form classroom teachers and other onsite high quality eLearning tools to support personalized learning.

Specific details provided by the applicant to support high quality content are described in sufficient detail. All eLearning tools and software will be web based and or cloud based being able to be displayed by an electronic device and sharing will also be through uploading materials into the open source share portal. This portal will include a workbench for creating new digital learning content, also to be shared access the rural network.

Support is also provided for the project to provide ongoing and regular feedback. All project eLearning tools are mastery based and include imbedded assessments to determine skill levels and readiness to move to the next learning levels. In addition all eLearning tools are aligned with CCSS and students are continually better prepared for high stakes state testing and career and college readiness. Rubrics are made available for student assessment, summative assessments will measure student achievement and diagnostic assessments of each student's progress through the material will document understanding of key skills and concepts. The human element, teacher or coach or mentor, to provide the student with feedback and support is not discussed as part of the equation for student progress. The applicant places a high importance on career readiness and improved graduation results and without specific follow up in this area outcomes may not meet project expectations.

Accommodations for high need students are provided within the project design. Software and leaning tools will use a a tiered design that according to the applicant, easily accommodates SWD and LEP students. Students can take as much time as they need to build skill levels and Natural voice audio will be implemented to allow full participation of students with visual impairments as well as special displays for hearing impaired students. Customized career planning components will identify college and work opportunities with special needs accommodations for college and career choices. Access to the shared portal with teachers or parents or by themselves are options as well. This is appropriate for improving teaching and learning.

Mechanisms for training are provided and are appropriate for the plan that include onsite training conducted by the project Career Coaches and School Teams. A review of eLearning tools and software and the cloud based portal will be reviewed. Webinars will also be available to students who want more in depth training or need additional help. Self paced material also provides for continual assistance with lessons as needed.

(C)(2) Teaching and Leading (20 points)	20	18
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(C)(2) Reviewer Comments:

The applicant provides detail specific information on the project's efforts to support the effective implementation of personalized learning environment strategies. Included in this extensive list are: Onsite initial presentations of project reaching to all project staff school and district leaders and teachers; onsite product training for all project staff, school and district and teachers, virtual and onsite coaching to support changes in instructional strategy and video presentations to create a live forum for modeling highly effective teaching strategies to create personalized spaces and support career and college readiness. The applicant provides a specific example to support the project which is detailed explained as the West Virginia Department of Education is partnering with its RESAs and districts to provide customized professional development to support implementation of Support for Personalized learning. Modules that correspond to the guidance document, Support for Personalized Learning Guidance for West Virginia Schools and Districts were released in April 2012.

There are sufficient examples provides that support the project's adapting content and instruction for common and individual tasks. A specific example is provided for project based math programs that will look at four critical design components: Experiential - students build math or reading content for their own experiences; Authenticity-s students are at the generative center of the classroom, the curriculum is project and real world based that center on issue in the workplace; Learning Trajectories- as a way to organize the approach to the "big ideas" in the standards, as well as to contrive development, instruction and assessment; and Blended Classrooms- provide opportunities for group discussion and teacher presence along with personalized and multimedia resources in a technology driven curriculum

Frequent measure student progress toward college and career standards is being carried for project based learning in math and reading by focusing on learning strands for both middle and high school, through Algebra, to capture both students who are on grade and those up to three years behind. A vertically aligned learning curve can be established across mathematics, from numbers and operations through Algebra and be aligned to national and state standards and assessments. The applicant proposes to use a learning trajectory approach, a new innovation, that uses project based learning. In this approach teachers can move linearly through topics and will allow teachers to adjust teaching modules to accommodate personalized and differentiated learning. Trajectories, according to the applicant, lend themselves well to continuous assessments since each concept needs to be mastered before moving on. Trajectories, as cited by the applicant, allow the differentiation of the elements of learning that comprise the development of skills. This innovative approach provides for frequent measure of student progress.

The applicant takes each state involved in the proposal and summarizes the efforts to improve teachers' and principals' practice and effectiveness. The applicant states that each state involved in the consortium has a teacher, principal and superintendent evaluation system in effect. In New Mexico for example there is a 3-tiered licensure and professional evaluation system that emphasizes teacher growth through differentiated teaching indicators reflective of the competency levels of teachers and the creation of individual professional development plans with nine areas of competency defined. In West Virginia they have expanded the new educator evolution system statewide. In Arkansas, the state passed the Teacher Excellence and Support System which is coupled with the state's longitudinal data system teacher/student link to provide essential feedback to school personnel. The applicant provides sufficient information to support the project's effort in this area.

The applicant provides an excellent example of how a teacher in the classroom to use optimal learning approaches to provide for different levels of learning groups in the same class. The problem scenario is introduced about planning a car trip across the country. While students can use counting strategies more advanced students can apply algebra to represent the problem as an equation using variables or graph the information using a graphing tool. In the collaborative classroom students at their own level will be able to use the same module to increase their own competencies in one or more topics and the teacher will have the tools to support these efforts.

The applicant has identified that the nation is experiencing a disconnect between jobs available and people career ready - between skills required and skilled workers available to business. A valuable point stated by the applicant highlights the relevancy of the project goals. The statement is: Education needs to be driven by external realities as well as internal traditions and Labor Market information needs to be used to define goals and priorities in education and prepare students for high demand jobs. The applicant indicates that these are the types of building blocks driving this project. the applicant also summarized that they will provide an economic and educational plan that defines a student's place in a workforce, which embraces well prepared young adults at multiple entry pints-after high school, two or four year college , training and certifications and apprenticeships.

The project is student centered as supported by specific comments by the applicant. The project will redefine top down educational decision making, a model, the applicant states,generally excludes students. Twice a year in support of this notion, teachers will set aside classroom time to facilitate a student focus group that gathers input on ways to best engage them in school leaning, career exploration and planning, and their opinions on whether they think initiatives work particularly using the Share Portal. The intent is to also bring together larger scope focus groups to summarize total project initiatives. This is a permanent agenda for the project.

School Leadership will participate in video coaching to assist them in learning and sustaining the project,, understanding the use of personalized care plans for each student; supporting career driven educational models across the district ; and participating fully in the network development for education in rural America., Video of highly effective teachers will also be used to further teacher effectiveness.

The project will incorporate online tools and resources to support these changes and to assure CCSS are aligned with career clusters as defined by the UDDOL as they describe reform. One is the shift to CCSS on their state equivalent and the other is to ensure all our standards re career and college ready. The concept that higher expectations are in order are prevalent throughout the project narrative. The ESAs have, according to the applicant, a strong foundation in pace for integration of CCSS into the curriculum and helping educators understand the rigors of these higher standards.

The project creates a personalized learning system which provides customer solutions for learning, teaching and leading in the context of college and career readiness. by using a dynamic digital teaching and learning platform to provide teachers students and parents with anytime anywhere access to a variety of learning resources including project based less sons as well as teacher created and p en source resources form which student may choose to facilitate and demonstrate personal mastery of learning targets. The classroom takes on new meaning for the student and teacher. Highly effective and effective teachers provide modeling for teachers across the project areas. The evaluation system provides supports and interventions for continuous improvement for teaches and principals which includes utilizing videotaped lessons of highly effective teachers for teacher modeling. The applicant does have a high quality plan to increase the number of students who receive instruction from effective and highly effective teachers and principals. However, until the 2014-15 school year, there is no formal evaluation link established between teacher effectiveness and student achievement in LEAs for this project except for one participating district.

The applicant has demonstrated that they have developed a high quality plan for improving learning and teaching by personalizing the learning environment of all students.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

There is detailed evidence presented that describes an appropriate description of the governance structure for this project. The description provides for who are on the team with their functional responsibilities described. For example, there are three sets of teams: Leadership Team, District Design Teams and School Teams. Importantly at the district level (47 districts) this second level of governance, The District Design Team is made up of the District Coordinator, Career Coaches, the ESA Project Managers for those districts they serve and District Academic Specialists. The project director at the Leadership Team provides the communication link to the Leadership Team via scheduled online meetings.

The school's needs are addressed and are appropriate in that each school based leadership team will work with its administration to insure that factors such as school schedules, staffing, roles and responsibility, and site based budgeting are based locally. These teams specifically will be able to adjust implementation timetables, request additional onsite or virtual coaching and assure all participating teachers and students are made comfortable with the changes.

The applicant describes how the different states provide for giving students the opportunity to progress and earn credit on demonstrated mastery, not the time spent on a topic. In New Mexico, for example, IDEA-NM provides courses online at any time during the day or evening by students who progress at their own pace. Courses are taught by highly qualified New Mexico teachers who have received special training in online teaching with small classes to encourage personalized instruction. The applicant cites other examples for Washington and West Virginia. These practices facilitate personalized learning and provide sufficient evidence of a high quality plan.

The project based learning curricula, fully aligned to CCSS, include continuously embedded assessments to determine master of each learning strand before moving n the next strand. Six assessment for problem based learning will use six assessments that reflect personalized learning, student and teacher partnership in learning and teaching and strong data systems. In addition, professional development training, coaching and support on developing and implementing a standards based assessment system will be designed to reflect students' level of performance on formative assessments aligned to the CCSS. These measures support project implementation and provide appropriate evidence of a high quality plan.

Details are provided to illustrate instructional practices that are fully adaptable for all students. The project uses foundational and soft skills curriculum, as well as project based learning to ensure to accommodate students with disabilities and those with LEP by utilizing continuous skill sets imbedded in the software to determine starting level for each unique learner in each content area. Students can take as much time as they need to build skills at their assessed levels which reduces the frustration for all students. These measures do provide full access and support project implementation and a high quality plan.

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

10

10

(D)(2) Reviewer Comments:

Instructional technology specialists provide support for teachers during instruction and provide just in time training and integrating technology into instruction. Technology specialists provide ongoing support to there member district in using the software to collect and report essential data to their respective state departments' of education. ESAs may provide the web based solutions and framework for Student Assistance Team's as well. Training will be provided on how to score, interpret DIBELS Next data with the goal to build capacity and increase student outcomes. These are positive steps to support personalized learning. The district describes state by state how parents and teachers have access to content tolls and resources in this area. For example, West Virginia has taken a proactive stance and provides interactive support resources for students and parents through websites called Learn21.

The project will use information technology systems that allow the export of information in an open data format for use in other systems. Using the eLearning Tools and curriculum system, their is the capacity to export student data into an Excel document that can be formatted in a Comma Separated Values file and then imported into any system to populate its data based in support of personalized learning. Provisions are being made for stakeholders to access technology on a loan basis and from public libraries and will be issuing tablets on an experimental basis. The project utilizes Instructional Technical Specialists to provide support to teachers. These and other technologies support a high quality plan.

ESAs use data systems that are interoperable in areas such as finance, administrative, human resources. This is the model used by ESAs' nationwide to manage information in their individual account management systems. The interoperability of the data management systems maintained for the districts they serve, allows for flexibility and change in staffing at the school, district, or ESA level. In each state, the applicant describes what is being used as an interoperable data system. In New Mexico they use STARS, an interoperable system as an example. These efforts support personalizaed learning and a high quality plan.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant provides for a plan to evaluate the effectiveness of this Race to the Top project. The applicant provides a strategy for implementing a rigorous improvement process for Race to the Top investments that provide timely and regular feedback on progress toward project goals and opportunities for ongoing correction and improvement.

Using the Virtual Share Portal and the emerging Webinars, the evaluator will collect data and provide consistent feedback on the questions of how is the program being implemented across the many and varied sites and in what ways are the interventions generating measurable changes in the ways both teachers and student use new ways of learning. This info to be shared quarterly with all project management in written form. The applicant will develop a continuous improvement evaluation framework to answer their research questions such as: In what ways are project interventions generating measurable change in the ways both teachers and students use new ways of learning? The applicant stresses the value of an outside evaluator in such undertakings and this reviewer agrees with their approach for this initiative. The contracted evaluator will conduct a contextual analysis that looks specifically at barriers to implementation, facilitators to implementation and evidence based innovative practices within sites. Eventually the evaluator will meet with the local implementation teams to determine the system's readiness for change as well as actual changes realized in teaching and learning as services are delivered form site to site.

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

5

5

(E)(2) Reviewer Comments:

The applicant will utilize the evaluators role in continuous improvement process across the multiple sites by using informative

data to support a comprehensive assessment of program implementation and effectiveness. The evaluator, at the first general project conference, will meet with reps from all ESAs and LEAs to present the design for information sharing using the tool of user friendly data collection guidebooks distributed at the conference. Each district will have a data rep that will meet virtually to provide additional training on gathering and reporting data on the implementation. School leaders will also participate in separate training to address the use of data. Single page updates on the project will be developed and distributed through student take homes, mailings, social service agencies and business and community meetings. The idea is to ensure all stakeholders are aware of the project's new tools and processes to improve teacher effectiveness and promote personalized learning.

The plan for the management team to meet monthly with the evaluator virtually the first year and then quarterly provides a basis for adjustments and revisions to the plan. The concept, as envisioned by the management team is to address issues that may impede the progress of full implementation. Data is available in real time in a password protected manner to the leadership team to assist with ongoing decision making. Data that impacts specific project components will also be addressed as a result of presentations and discussions as a result of the annual conference and multiple telephone conferences and webinars. A publicly available link to the CADERA (Project Site) share portal will allow the team to make selected information about the results of the project available to educators and their partners nationwide. The plan is a high quality one designed to continuously improve the project.

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

The rationale for selection is specific and is ambitious and achievable. The data from standardized state achievement test in ELA and Mathematics will be leading indicators of improving student outcomes. Standardized test scores are used extensively as one indicator of student achievement and serve as indicators of school and district academic performance and in teacher evaluation systems. Also to be developed will be an Exception and Academic Engagement Scale for students on track to college and career readiness and a Social Skills Development Scale to assess the social emotional growth of students. All of the project performance measures have detail specific measurement instruments. State specific target outcomes are also detailed. The prescribed number of performance measures were contained within the project proposal.

The applicant addresses the criteria for rigorous timely and formative leading information. The project is described as using where available, questionnaire scales with empirically validated psychometric properties will be used to reinforce validity and support scale up. Changes will be made, according to the applicant, by calculating the difference in aggregate scale scores from year to year on the standardized testing then continuing with project developed scales for many of our career readiness and other socio-emotional performance indicators. These formative assessments provide feedback for continuous improvement of the initiative.

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

Key questions by the applicant weigh on evaluating the effectiveness of the investments. These include: Is there improvement in participating students' academic achievement? and Are more participating students on track to college and career readiness as measured by the College/Career Transition Preparation Scale? The methods to provide an empirical response to questions above, the focus will be on change over time in aggregate level data. The applicant provides examples such as in Question 2 above (students on track) students will be examined by assessing change from year to year in aggregate scale scores gathered through data downloads and the annual Student Questionnaire with the inference being impacts of change is in the desired direction. The applicant's plan to evaluate the effectiveness of Race to the Top investments is sound and provides measurement tools and questions that support specific project outcomes.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The applicant identifies a description of all the funds to support implementation and it is sufficient to support the proposal. Race to the Top and other funding is provided in sufficient detail and includes the list of specific sources from special education funding to Title 1 - Student and School Success funding. The project Planning Committee also takes the position that the funding requested is reasonable and sufficient. The consortium is to be commended for initiating such a large

scale project with reasonable costs under \$400 per student for over 25,000 students.

Funds to be used for one time investments are detail specific. They include staffing which will not be grant budget item following the grant. This represents a total of \$20.7 million for a one time investment. The applicant describes other investments in the project where there are startup costs, but they do decrease with efficiencies kick in. For example, funding to support educational reform in math instruction and learning, career and college exploration will be continuous expenses although significantly reduced following the grant through site licensing renewals. Broad estimates, the district explains, illustrates costs are noted at \$387 per student per year will drop to just \$71.85 per student for for years beginning in year 7. With cost reductions and increased achievement and career readiness, the project appears to be sustainable after the life of Race to the Top.

The applicant proposes in the busget a .5 Project Director. With the scope and magnitude of the project -47 districts and several SEAs, it appears that the position responsibilities listed as half-time, would benefit from clarification as to how this less than 1.0 time frame would impact project goals and outcomes. The omission of this explanation, notwithstanding, does not take away from the cost effectiveness and span of this grant to serve more than 25,000 students in rural America with a plan that provides for the development of personalized learning initiatives and resources to a highly underserved population.

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

The applicant describes the sustainability of the project after Race to the Top funding by the State ESA. In Washington for example the ESA will work with our schools in coordination with NCESD Title 1 Coordinator to focus some of the Title 1 funding on the continuation of the project services. New Mexico's efforts will be directed toward diverting grant funds to the project in the future as well as district funding the resources needed by the ESA to continue the program. The applicant also indicates that as career ready standards are integrated into the school curriculum, educators, students and policy makers alike will see the obvious benefits to student learning and theory outcomes post high school. The awareness, they mention, will raise natural support for the activities that will begin with the project on our states and spread outward across America's vast rural areas. The level of sustainability after this funding is detailed with a variety of options that include new participants across the regions, existing support by current participants based on student achievement, effectiveness of programs, infrastructure already available to continue the mission, low cost and high quality programs, and continued support provided by regional ESAs.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0

Competitive Preference Priority Reviewer Comments:

Competitive Preference Priority addresses the need to provide a description of the coherent and sustainable partnership it has formed with public or private organizations. There is no specific description of a project wide (47 districts or 7 ESAs) or any sustainable partnership in each of the regions for this initiative that has been or will be *implemented*. *The applicant lists the needs of their rural population as keeping students engaged in school and increase graduation rates but does not tie these to tracking the selected indicators that measure each result at the aggregate level for all children within the consortium and at the student level for participating students, use the data to target its resources in order to improve student results, develop a strategy to scale the model beyond participating students, etc. The applicant does not develop or provide details asked for in (5) and (6) of the criteria. The applicant does not provide sufficient information on the specific roles of the outside partnership agencies and their direct involvement in providing services to the project districts and schools.*

1. The applicant, has not, at this juncture, provided a description of a coherent and sustainable partnership that it has formed with a particular agency or agencies involved in this overall 47 district consortium as detailed in the criteria for this section.
2. The applicant did not identity more than 10 population level desired results for students in this consortium of LEAs that align with and support the applicants broader Race to the Top District proposal
3. Due to the fact that there is no sustainable partnership existing, the criteria has not been met.

- 4. Due to the fact that there is no sustainable partnership existing, the criteria has not been met.
- 5. Due to the fact that there is no sustainable partnership existing, the criteria has not been met.
- 6. Due to the fact that there is no sustainable partnership existing, the criteria has not been met.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

This is an innovative proposal that attempts to scale to include over 25,000 students, 47 districts and seven ESAs in a wide region of the nation. This endeavor, in areas with limited resources and opportunities proposes to bring updated technology to personalize education and transform how rural districts educate their students and how teachers and others are prepared to both teach and assess students with tools they understand that can be customized to meet the needs of all populations and levels.

The applicant has made a strong case for adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy. Statements such as our country is experiencing a disconnect between jobs available and people career ready between skills required and skilled workers available to business (Carnevale, 2010) and the statement that, A major conditions contributing to this disconnect is that high school and college students are preparing for jobs in which there is no demand. are examples. Project based personalized learning is a strong suit in the consortium's presentation by increasing the number of virtual career academies, the applicant plans to use web based programs that provide easy to organize labor market information.

A strong case is made that the applicant is able to build data systems that measure student growth and success and inform teachers and principals about how they can improve instruction as well as how they can recruit, develop, reward and retain effective teachers and principals in rural school districts and how they can by personalizing the educational process turn around low performing schools.

This endeavor, in areas with limited resources and opportunities proposes to bring updated technology to personalize education and transform how rural districts educate their students and how teachers and others are prepared to both teach and assess students with tools they understand that can be customized to meet the needs of all populations and levels. This transformation is needed and the impetus of this initiative can become the igniter that helps change traditional models of classroom learning into opportunities across rural, suburban and urban centers.

Total	210	190
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Optional Budget Supplement (Scored separately - 15 total points)

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

Optional Budget Supplement Reviewer Comments:

The rationale is strong for this supplementary budget request. AESA, the national organization has the ability to unite the nations educational service agencies with the impact of reaching more than 80% of all students in the US and 80% of all certified teachers. The goal is to increase the number of ESAs in the project by 2 during year 3 of the proposal. This is justified that by year 3, the project's professional development arm will be in full effect and a library of downloadable videos will be available to the project. This will allow us to determine how easy is it to add new districts, schools teachers and students to the network.

The project has already identified two ESAs that wish to participate. One is in Alaska and one is in Mississippi. At the end of year 2 each ESA will hire a Project Manager who will work with the Project Managers from each of the ESAs in the Consortium and with Professional Development Directors. to come on board. This would be in time, the applicant asserts, for

the annual conference at AESA in Washington, DC. This the applicant feels will infuse excitement and passions for the project. The applicant describes a detail plan for the inclusion of these two new ESAs with specific schools. It is also understood that the Executive Directors of the two new ESAs will participate as equal members on the Leadership Team.

The supplemental budget would add 1392 educators and 11,072 middle and high school students to the existing project. This budget is adequate to support the additional project participants and represents an opportunity to increase the scope of the project with students and other geographic areas within rural communities.



Race to the Top - District

Technical Review Form

Application #1059WA-3 for North Central Educational Service District
171

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

The applicant articulates a high quality comprehensive and coherent reform vision that builds on the four core educational assurance areas. The vision articulates a clear and credible approach to the goals of accelerating student achievement, and increasing equity in rural schools. The reform effort articulates a vision for developing and implementing personalized student and teacher supports based on common and individual tasks that promotes and encourages student academic interests. The applicant has provided in the proposal's vision a high quality rationale for the key goals, as well, as outlined all the responsibilities of the multi-layered consortium.

The vision of the Career Driven Education in Rural America (CADERA) RTT-D project is to create a global network in rural America that personalizes education across geographical lines and creates community among teaching and learning. The proposed comprehensive reform effort represents a consortia of multi-state and cross-section rural LEAs. The CADERA project is proposing to create an infrastructure for building a national community of teaching and learning across remote rural school districts through technology-based personalized learning.

To meet the goals and objectives outlined in the vision each LEA member of the Consortium partnership is committed to meeting the four core educational assurance areas by developing, implementing and building the following key activities.

- Support implementation no later than the 2014-15 school year, a teacher evaluation system a principal evaluation system and a superintendent evaluation.
- Support preparation of all students for college or career, as demonstrated by being located in a State that has adopted college- and career-ready standards, or measuring all student progress and performance against college- and career-ready graduation requirements.
- Support maintenance and expansion as needed of a robust data system that has, at a minimum, an individual teacher identifier with a teacher-student match and the capability to provide timely data back to educators and their supervisors on student growth.
- Support the current and/or developing capabilities to receive or match student-level preschool through-12th grade and higher education data.

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

The applicant provided a very high quality and comprehensive approach to implementing the proposed reform endeavors. The plan will support high-quality LEA-level and school-level implementation. The (CADERA) RTT-D project is proposing to create

a global network consisting of rural schools across America that personalizes education and create community among rural schools. The CADERA project will create an infrastructure for teaching and learning across remote rural school districts. The proposed plan creates a new and innovative paradigm for personalizing education and providing career driven resources for students and teachers without borders. Teacher effectiveness and student achievement will increase as a result of the cloud-based learning, share portals, and professional learning community that will take place in virtual settings to forever link geographically isolated, resource-poor, high-poverty schools nationwide. The applicant provided a detailed description of the participating LEAs, schools and student demographics. The information is evidenced throughout the plan and the extensive MOU agreement. The high quality approach is evidenced by the following in the proposal:

- The MOU constitutes an understanding among these three Consortium member ESA's and four partner ESA's. All of the participating ESA's serve rural communities and small towns in America. (Washington State, New Mexico, Arkansas, and West Virginia) Together, these seven ESA's represent 47 local school districts (LEAs), which in turn include 100 schools that are participating in this grant. Taken together, the full consortium membership and partnership represents 2,408 participating educators and 25,309 participating students for this RTT-D grant project.
- The target population for the project are middle and high school. Each of the participating LEAs are considered rural with less than seven persons per square mile, high pockets of minority populations, and high poverty. Of the 25,725 students participating, 16,254 receive free and reduced lunch, 68% live below poverty and 68.7% live in rural areas. Across the 47 LEAs and 100 schools, 13,273 (51.6%) are considered high need and at academic risk for failure.

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

The applicant provided a high-quality 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 provide a model for systemic change for across rural America. The applicant provided a detailed and high quality logic model in addition to providing two high quality theory of change models. Both documents are comprehensive and describes in detail how the proposed plan will improve student learning outcomes for all students to be served in the multi-state partnership. The logic model and the two theories of change model included key goals and activities. The goals and activities were aligned by rationales, timelines, strategies and implementation responsibilities. The reform plan includes a phased implementation framework which will allow districts to enter at different points of readiness. With so many districts involved in the partnership, the phased implementation strategy is an excellent plan for ensuring all LEAs prepare appropriately for incorporating career and college readiness and personalization into their school's curricula. Additionally, it provides LEAs time to develop and build the necessary technology infrastructure needed to be successful. The applicant has clearly provided a high quality and detailed narrative and the evidence is demonstrated throughout the selection criteria.

The high quality plan has multiple layers and is detailed in the strategic plan. The plan outlines three distinct strategic areas the project will address. The applicant included detailed project activities and timelines for implementing each activity. The strategic areas have been agreed upon by each Consortium member and partner, as attested by their signature on the MOU. The strategies summary provides clear and focused guidelines for determining how the applicant intends to reach their outcome goals. For example, (a) the applicant will integrate Common Core Standards into the career-driven education models; (b) develop project-based learning environments for local learning and virtual project share; (c) provide virtual college preparation through middle and high school; (d) develop online career academies with local onsite training; and (e) develop a virtual STEM academy.

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

The applicant provided a detailed and high quality summary of the multiple-state LEA-wide goals for improved student outcomes. The applicant's vision aligned with the key goals are likely to result in improved student learning and performance and increased equity among a cadre of rural schools. The goals of the plan and the projected improved student outcomes are demonstrated in the evidence. Each LEA has projected ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s) overall and by student subgroup. The high quality plan anticipates increased student achievement and the learning patterns of students will be transformed as students in the targeted LEAs move from an onsite only teaching model, to a 24/7, 365 day teaching and learning model offered through virtual educational opportunities. The virtual and digital educational content will create various models of blended and online opportunities to assist students with

personalizing learning environments. The virtual educational content will also increase students' probability of achieving mastery through competency-based models of learning. The plan is high quality and innovative because it will give students in rural areas who traditionally have not had the same opportunities for online learning educational programs a chance to personalize and accelerate their learning environments. With these opportunities, students who were once at risk for dropping out, now have chance to complete high school. The applicant included in the narrative detailed summary assessment data for each LEA. The plan includes key goals, timelines, activities with rationales and persons responsible for delivery. The aggregated data reveals the following evidence:

- Aggregated data show CADERA students scored far below their states' averages in proficiency in reading and math across many of the high stakes test reported within the four states, seven ESAs and 47 districts. While there were pockets of success across the participating 100 schools, the achievement rates across individual LEAs for the most part show between 30% and 40% of students are proficient in reading and mathematics. Scores for subgroups, including high need, high poverty, disabilities, and limited English proficiency, are even lower. The proposed plan will increase by the end of SY 2016-17, participating students will have gained *on the average* at least 12% in their levels of proficiency in reading and math by implementing personalized instructional environments and increased support and resources.
- Aggregated data in the 47 participating LEAs show scores below their individual state's averages. Subgroups, especially economic disadvantaged, special education and limited English proficiency, vary considerably from their own district averages. Where a district's score can be 30% proficient in statewide testing in 10th grade reading, English language learners might score 12%, and students with disabilities just 22%. Because CADERA will personalize learning to meet the needs of individual learners, these gaps will decrease over time. Beginning with SY2013-14, anticipated gap decreases average 2% per year as all students gain in reading and math skills through project-based learning, access to learning on their own schedules, and remediation with highly effective teachers anywhere in the CADERA network. The proposed plan will decrease achievement gaps through personalized environments.
- Current graduation rates are widely varied across most of the LEAs—ranging from 68% to 90% in the four New Mexico ESAs; from 69% to 80% in RESA 2 in West Virginia; 54% to 72% in SWAC in Arkansas; and 65% to 100% in Washington. Graduation rates for subgroups, are significantly lower—in some cases more than 30% lower. The proposed plan will provide high quality effort to improve graduation for all students, especially those at risk for dropping out. The plan will offer at risk students instructional E-learning tools with project-based learning opportunities. Through the efforts of the project, the goal is to increase overall graduation rates by 2% in all LEAs.
- College enrollment rates, like graduation rates are low across most of the LEAs, varying widely across the ESAs and even within the ESAs across LEAs. Some counties in West Virginia RESA 2 send only 39% of their students to college; others send as many as 69% of their students. In New Mexico, the reported range is also quite large—from 43% to 92%. In Washington, despite a relatively high graduation rate, just 47% to 58% enroll in college. Conversely, in Arkansas, despite lower graduation rates, between 55% and 85% go to college. Most of the participating states currently use the National Clearing House Data for this measure. This will continue to be used for CADERA. In addition, these data will be compared with results from a CADERA project-based transition plan survey to be designed and implemented for all 12th graders.

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

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

(B)(1) Reviewer Comments:

The applicant provided a high quality plan and evidence to demonstrate that a clear record of partnership successes has existed over the past four years to advance student learning and achievement and increasing equity among rural schools. The plan includes a clear and convincing track record that the partner Educational Services Agencies have established support and resources through federal and state mandates. Some of the services include, fiscal management, data collection, special education services and professional development partnership relationships with the LEAs. Joining forces with the rural communities will build capacity for innovative education and expected to impact and redefine the classroom. The implementation of this project will build upon years of experience in developing, delivering, and assessing initiatives to build teacher effectiveness and student achievement. The applicant provided high quality charts, graphs and student data. The

information demonstrates that the consortia has the capacity to improve student learning outcomes and close achievement gaps because of successful prior experiences advancing student learning.

While the vision of the project is shared among all the consortia LEAs, each LEA demonstrates their clear record of successes through various programs: Examples of those successes include:

- West Virginia has had success with the Virtual Career Academy for engineering and biomedical sciences collaboratively designed by teachers, university educators, professionals, and school administrators. The hands-on, project-based courses integrate problem-solving and critical-thinking skills taught in traditional career and technical education (CTE) with national academic and technical learning standards and STEM principles. The program is a great model of the new CTE programs succeeding all across the country. PLTW has had a positive effect: For the 2012 graduating class, seven of the ten students completing the course are currently majoring in engineering or computer science. Another is serving in the military and plans to pursue a STEM career. The CADERA project will look to this exemplary model as it designs its Experiential Healthcare and STEM Career Academies. The model provides evidence that the LEA has improved student learning outcomes and close achievement gaps by raising student achievement, improved high school graduation rates, and increased college enrollment rates.
- Washington State has achieved ambitious and significant reforms in its persistently lowest-achieving schools through the School Innovation Zones Act. The program gives schools greater flexibility and more opportunities to define and measure student achievement. A consortium of schools in Cabell County high schools are personalizing the learning experience by differentiating graduation requirements and providing flexibility in the way students earn their high-school credits. Once students are firmly grounded in the core curriculum, beginning in 9th grade, they have the option to pursue different pathways toward graduation, e.g., online options, internships, embedded content in a CTE class. This imbedded personal flexibility will be introduced to teachers and principals in webinars and through videos for modeling effective teaching and learning.
- All of the participating partners make student performance data available to students, educators and parents to inform and improve participation, instruction, and services. The data is distributed in meetings, through school report cards. All are good measures of informing the public about the successes and failures of schools.

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

5

4

(B)(2) Reviewer Comments:

The applicant has demonstrated a high level of transparency in LEA processes, practices, and investments by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. The applicant addressed all the selection criteria. However, the applicant failed to address the personnel salaries at the school level for all school-level instructional and support staff. The information was vague and lacking specific information for each LEA. The applicant (s) provided evidence to demonstrate transparency through the following:

- ESAs, which constitute the CADERA Consortium, are public agencies established to provide high-quality, cost-effective necessary educational support programs for the districts they serve. The ESAs supply services for schools and districts necessary for the operations of the educational system. ESAs are funded through local property tax levies, state allocations, contract fees, federal and state grants, and entrepreneurial activities. All these funding sources are made transparent to the public. ESAs are created by federal and/or state statute and have representative governance structures varying from state to state. Meetings are held regularly and open to the public. Meeting calendars are posted on each ESA's website.
- The 47 individual LEAs served by the ESAs hold open meetings for the public and share performance and achievement data at these meetings and posted on their websites. Accountability reports—including School Ratings, No Child Left Behind (NCLB) Report Cards, Adequate Yearly Progress Reports, and state tests—are posted, generally by districts to provide open access to all interested parties. In addition to achievement ratings, ESA's provide access to a wide range of information through their offices and on their websites.

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

The applicant demonstrated a high quality plan for state context and ensuring successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments as evidenced in the proposal. Each of the ESAs have successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environment designed for the CADERA project. The consortia is a partnership of four states. The applicant addressed the key context for implementation and support. A review of the evidence for each state includes the following:

Arkansas Context for Implementation Each education service cooperative in Arkansas is governed by a board of directors consisting of one (1) representative appointed by each school district board of directors within the boundary of the education service cooperative. The State Board of Education authorized the education service cooperatives to be intermediate service units in the state’s elementary and secondary education system. As such, the ESAs are eligible to receive and expend funds from state and federal governments, school districts, and other public and private sources, and to do so with autonomy on behalf of the districts and schools.

New Mexico Context for Implementation Each of the four ESAs in New Mexico is governed by a Board of Directors comprising the superintendents of their respective member school districts (NMAC 6.23.3.9). The governance structures provide a framework for the ESAs (Regional Educational Cooperatives, RECs) to provide meaningful support and services to all participating schools. A Joint Powers Agreement (JPA) between the REC and each school district defines the governance structure. In addition, the JPA states that member districts “through the Regional Education Cooperative, may participate in cooperative programs related to education related services with the use of federal, state and other funds, in accordance with all applicable federal and state laws, rules, and regulations”. Within New Mexico, RECs are a *state agency*. Supports and services provided to districts and schools are annually agreed upon between each district and their REC through a formal REC-District Agreement, which contains a detailed scope of work. These signed agreements are submitted annually to the New Mexico Public Education Department (NMPED), which for this project has voiced its strong support.

Washington Context for Implementation North Central Educational Service District was formed by authorization of the Washington State legislature in 1969 as one of nine regional educational agencies serving school districts and state-approved private schools in Washington. ESDs in the state create regional efficiencies, improve the effectiveness of educational programs, deliver vital services otherwise unavailable, and bring millions of dollars in new funding to schools in our state.

North Central ESD is governed by a seven-member board, elected by local school directors. Each board member represents several school districts within the ESD region.

West Virginia Context for Implementation RESA 2, one of eight Regional Education Service Agencies in West Virginia, was established by the West Virginia Board of Education under WV Code 18-2-26 in 1972. As mandated, RESAs provide assessments of educational needs, technology support, cooperative purchasing, cost effective programs, integrated professional development, EEOs, Exemplary teacher recognition, feasibility students, instructional models, legislative evaluation reports, and technical assistance to low-performing schools.

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

The applicant has demonstrated a high quality plan for stakeholder engagement and support. The plan documents in detail a description of how students, families, teachers, and principals in participating schools were engaged in the development of the proposal and how the proposal was revised based on their engagement and feedback. The applicant provided a detailed 68 page MOU agreement that outlined extensively the partnership agreement. Included in the MOU were key goals, timelines and explicit mandates for agreeing to become a partner LEA. In addition, other evidence included support and confirmation of the LEAs discussions and involvements with teachers unions and teachers. A signed MOU exists for each LEA documenting agreements from over 95% of teacher support for the proposal. Additionally, over 100 letters of support have been included in the proposal from key stakeholders such as: (1) parents and parent organizations, (2) the business community, (3) nonprofit agencies (4) community-based organizations, and (5) institutions of higher education. All key stakeholders participated and were given opportunities to contribute to the development of the proposal. The high quality plan exemplifies an authentic partnership relationship, as well as, support of the development of a project that will support and increase student outcomes in the four core educational areas. A summary of the evidence include the following:

- Throughout the planning process the proposal development team for CADERA provided the Planning Team with weekly updates of the vision, design, and implementation process. These were updated after every meeting and, through the ESAs, distributed to districts and schools for their input. Schools were asked to distribute these to parents, teachers, and students. All feedback from this process was reflected in subsequent development.
- The MOU, found in the Appendix includes signatures for teachers' unions or teachers' organizations in support of this proposal. All participating LEAs secured these signatures to show full support.
- The project included support from parents, which was evident through parent teacher organizations and informal outreach in the districts and schools throughout the planning processes for the grant. As a result of being inclusionary, the CADERA reflects suggestions from parents and students, particularly students' requests to be able to utilize technology in learning and have more "real" experiences in courses. The ESAs have formed strong partnerships in their communities to revitalize the economy and provide stronger links between careers and education on behalf of students, their families, the schools, and the districts.
- Businesses and public and private agencies and organizations were also consulted in the development of the CADERA project. Letters of support for the proposal from stakeholders are located in the application.

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

5

5

(B)(5) Reviewer Comments:

The applicant described in detail a high quality analysis of each LEA's current status in implementing personalized learning environments and the logic behind the innovative reform proposal. The plan identified in detail the needs and gaps that the plan will address for each LEA. While each of the Consortium members and partners are unique, they all share many of the same issues facing the majority of rural communities. Among those commonalities are; (1) extreme economic disadvantage, (2) students at academic risk, and (3) communities that are geographically isolated. The proposed plan will address all of the needs and gaps identified by the applicant by sharing resources and developing programs that will personalize individual learning environments for students who would otherwise not have the opportunities to engage in improved academic content and highly qualified teachers and administrators. A review of the data indicate that 63% of the participating students across the four LEAs are low-income students. Overall, 63% of participating students across participating ESAs qualify for free and reduced price lunch, with FRPL rates ranging from 49% to 82% as below. A review of the evidence reveals the following details about the partner LEAs:

Southwest Arkansas Education Arkansas Cooperative (SWAEC) SWAEC covers four counties in the southwest corner of AR, with ten K-12 school districts whose average size is 1,200. A total of 64% of all students are considered rural, and 70.4% are eligible for FRL. The state has identified two of SWAEC's high schools as Priority schools, meaning in the lowest 5% (Tier 1); four middle schools and high schools as Focus schools due to large achievement gaps between all students and key subgroups; and eight schools in need of improvement. Yet, the average graduation rate is fairly high (89.6%).

North Central ESD #171 in Washington The service area for the lead applicant, North Central ESD, covers a vast 12,600 square mile territory, which is extremely isolated and poor. The area has a growing migrant population, leading to a 35% Hispanic population and high levels of LEP students in the schools. In addition to the impacts on students of high poverty and homelessness across the community, schools report high rates of teen pregnancy, bullying, and gang membership. Primarily due to academic failure and low parental education levels, graduation rates for all students across the ESA remain low (55%), with rates for Hispanic and low-income students at 44% and 42% respectively. With rates up to 135% lower than state averages, 75% of all 10th grade students across the ESA fail at least one content area on the state assessments.

New Mexico RECs New Mexico's rural students make up only about one-fifth of all public students in the state, but they are one of the nation's most diverse rural student populations. Eight in ten rural students are minorities, eight in ten live in poverty, nearly 14% are English language learners, and more than one in ten has changed residences in the past 12 months. Educational outcomes are poor, with fewer than seven in ten students graduating and rural NAEP scores below those of nearly all other states. Many of New Mexico's schools are also challenged by distances. For instance, in the northeast corner of the state (REC #3) there are 1.4 persons per square mile, compared to the national average of 79.6.

West Virginia RESA #2 With over 53% of the population living in rural areas, West Virginia is the nation's third most rural state. Only 20% of West Virginia citizens over 25 hold a college degree. Many factors contribute to low achievement in West Virginia: teacher quality, high levels of uncertified teachers, poor resources, poverty, poor math foundation, lack of accessible data, and low parental education. The need for an immediate, high-impact intervention is greater in fewer places in this country than West Virginia. Of critical importance to this project is that West Virginia has one of the highest poverty rates in America. The following statistics illuminate this pressing issue: Cabell County has 24% poverty; Lincoln, 34%; Logan 32%; Mason 24%; Mingo, 35% and Wayne 27%. Other significant issues that impact the necessity for programming to support the development and achievement of students includes the high number of students on free and reduced lunch, high unemployment, the large numbers of adult learners in these six counties who cannot read, the numbers of students living in single parent homes, and transiency.

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

	Available	Score
(C)(1) Learning (20 points)	20	18

(C)(1) Reviewer Comments:

The applicant has a high-quality 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. The plan clearly demonstrates a high quality and innovative approach to implementing instructional strategies for all participating students that will enable participating students in each LEA to pursue a rigorous course of study aligned to college and career ready standards and graduation requirements. The plan is unique and innovative. Each LEA will have an opportunity to personalize the program to meet the needs of their target student population. Students will begin career exploration early on to infuse relevance into their studies and help keep them engaged in school, thus decreasing the risk of drop-out and increasing graduation rates. CADERA's continuous looping of skill building, career planning, and assessments will assure all students, including those who are high need, have individual learning goals, graduate on-time, and are ready for careers, training, or college. All CADERA eLearning tools are mastery-based, they include imbedded assessments to determine skill levels and readiness to move to next learning levels. Additionally, because all eLearning tools are aligned with CCSS, students are continually better prepared for high-stakes state testing and career and college readiness standards.

Personalized Plans and Project-based Learning

- Students will develop personalized career plans that clearly outline how their job interests determine the courses they need in high school, how core math and reading skills are essential for every job, and what education and training they need following graduation. These personalized plans, compiled by the software based on each student's exploration activities, define a student's place in a workforce at multiple entry points—after high school, two- or four-year college, training and certification, or apprenticeships. Project-based learning is an excellent example of personalized learning it provides opportunities for students to look at important ideas and ask questions and it differentiates student needs and interests by how they participate in projects.
- Teachers will be able to provide regular feedback on the project-based learning activities and personalized learning plans. A review of the plans include the following strategies: (1) curriculum monitoring is competency-based and will assess student skills for each topic, moving students forward when topics are mastered; (2) rubrics, made available to students for self-assessment and applied to the work of their peers, will create a revision cycle in which students learn the goals and standards, do the work, get feedback, and revise their work to continually move forward; (3) summative assessments will measure student achievement; and (4) diagnostic assessments of each student's progress through the

material will document understanding of key skills and concepts.

Experiential Career Academies

- CADERA will implement the first of its kind virtual Experiential Career Academies—one in Healthcare in Year 2 and a second one in STEM in Year 4. These foci were selected based on labor market information which identifies both these areas as having high demand and open jobs both now and projected in the future. Experiential Career Academies were identified by districts and teachers as an outstanding initiative to enable them to give their students a broad learning experience in a college and career context and to augment their often limited resources. The Academies will: (1) be fully delivered online, including shadowing, mentoring, and exploration opportunities, (2) be organized around industry speakers and demonstrations of career applications in settings not available to students in their communities. This allows rural students to benefit from clinical experiences and professionals from other communities.

Accessibility and Accommodations

- All digital learning content will be accessible to individuals with disabilities, including individuals who use screen readers. Software and eLearning tools will be use a tiered design that easily accommodates students with disabilities as well as those with limited English proficiency (LEP) and other at-risk learners by utilizing continuous skill reviews imbedded in the software to determine starting levels for each unique learner in each content area. The courseware is tiered and mastery-based; thus, students can take as much time as they need to build skills at their assessed levels, thereby helping them reach their next level of development. Natural voice audio will be implemented to allow full participation of students with visual impairments. The CADERA project will ensure students with special needs or Limited English Proficiency have support and access.

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

20

18

(C)(2) Reviewer Comments:

The applicant has a high-quality 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. The plan included high quality approaches to implementing instructional strategies to support all participating students to pursue a rigorous course of study aligned to college- and career-ready standards and graduation requirements. For example, in the area of teaching and leading the applicant's approach to teaching and leading will assist educators to improve instruction and increase their capacity to support student progress toward meeting all the key goals. Currently, only one of the partner States have a teacher evaluation and effectiveness system in place based on student growth. The partnership is developing teacher evaluation systems for the other three partner States and they will be in place by 2014-2015. Therefore, it is difficult at this time to determine if teacher effectiveness is supported by interventions and feedback as needed for improvements. A sample review of the evidence(s) below provides documentation that the applicant has designed strategies and high quality approached to teaching and leading to ensure educators have the resources, training and best practices knowledge needed to improve instruction. The plan includes the necessary resources and professional development teachers and leaders will need to increase their capacity to support students' progress toward meeting college and career ready standards and graduation requirements.

- CADERA will support personalized learning environments, student academic growth, and college and career readiness through a highly engaging program of professional development activities delivered onsite and through the CADERA Share Portal. Training and professional teams will progress through three phases. During planning, the Leadership Team and District Design Team will work with the professional development director and continuous improvement group to develop a comprehensive plan for personalizing the learning environment. The plan will include benchmarks toward the performance measures and goals. eLearning tools and software will generate continuous data to assure student achievement and graduation plans are monitored. The resulting plan will support educators in transitioning to requirements for effective and highly effective teachers. Teachers will be supported and taught through webinars and online coaching to understand how to best use a project-based design.

- Virtual coaching will be delivered by coaching professionals contracted for this project; and by highly effective teachers across the rural network. Coaching will be onsite at the schools, and virtual through webinars and one-on-one sessions. Coaches will work with small learning groups of like teachers across the rural network, as well as, individual one-on-one coaching as scheduled for a teacher by school administrators or the teacher. The goal will be to help teachers across all states to *personalize education* and *create relevance* in teaching and learning for each student. The coaches will address personalized learning in the context of the activities of the network. For example, the CADERA Career Coaches will assist teachers and schools to integrate career- and college-readiness standards into teaching; to identify the most effective ways to align CCSS to content and careers; to support career exploration beginning in middle school; to help students develop individual career paths based on their interests and which lead directly to careers, training programs, and/or two- or four-year post-secondary education programs.
- CADERA will create a professional learning network comprising more than 2,400 teachers from across 100 schools in four states. The commonality of these teachers is that they all teach and live in rural communities, and share many of the same challenges in preparing their students for career and college readiness in a global economy from a geographically isolated community. Teachers and principals also face challenges in achieving the status of effective and highly effective for many of the same reasons. With the implementation of teacher and principal evaluation systems in place, teachers and principals will be helped along toward this goal.
- School leadership will participate in video coaching to assist them in leading and sustaining this project; understanding the use of personalized career plans for each student; supporting career driven education models across the district; and participating fully in the network development for education in rural America. As such, video captures will also be used by coaches anywhere to do live, remote observations, including principal leadership meetings.
- Virtual professional development webinars and coaching targeted for school leadership will help; (1) encouraging reflective practices that demonstrate the higher expectations of CCSS; (2) providing virtual forums through the CADERA Share Portal for collaboration, discussion, and sharing of best practices with other principals across the 100 schools in the project; (3) showing the similarities and disparities among existing state standards, college and career-ready skills, and CCSS; (4) illustrating the differences between a state's current tests and CCSS; and (5) articulating the connections among the 16 national career clusters and pathways and CCSS. CADERA creates a personalized learning system, which provides customizable solutions for learning, teaching, and leading in the context of college and career readiness.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

The applicant has provided a high-quality description to support project implementation through comprehensive policies and infrastructure that will provide every student and all educators in the four LEAs the support and resources they need to ensure the key goals for the project are met. The applicant demonstrated in the narrative that practices, policies, and rules in place to facilitate personalized learning environments. The following documentation are examples of the evidence(s):

- The LEAs and the consortium governance structure provides support and services to all participating school. The CADERA governance structure has been organized into a series of Teams—Leadership Team, District Design Teams, and School Teams. With this governance structure, all voices are heard, and continuous input to the project and problem-solving always includes those who are most affected by decisions. At the same time, the governance structures at each level are manageable and of reasonable size to be efficient models of governance.

- To ensure school leadership teams are in place at participating schools with sufficient flexibility, autonomy and oversight. The applicant has designated that at each participating school, school leadership teams in the CADERA network will work with its administration to ensure that factors such as school schedules, staffing, roles and responsibilities, and site-based budgeting are based on the school's needs, which allows optimal strategic planning, teacher effectiveness, and student growth.
- To ensure and provide learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners. Additionally, the career exploration sites identifying industries in demand in each region are public sites and available to students, parents, educators, and other stakeholders. All these resources are available 24/7/365, to ensure all students have opportunities to demonstrate mastery of standards at multiple times and in multiple comparable ways the CADERA project design embraces the demonstration of mastery of standards through multiple times and ways. For example, the project-based learning curricula, fully aligned to CCSS, include continuously embedded assessments to determine mastery of each learning strand before moving on to the next strand.

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

10

10

(D)(2) Reviewer Comments:

The applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that will provide every student and educator with the support and resources they need to meet the key project goals and objectives. Given the project will take place in multiple LEAs and over four states, it is imperative for the project to have an infrastructure in place to support the overall project, as well as, all the project sites. The applicant has provided an in-depth discussion to assure all LEAs will have the infrastructure to support personalized learning. The plan includes key goals, rationales and timelines for implementation. A review of the narrative provided the following evidence of a high quality plan and how the activities will be implemented:

- All participating students, parents, educators, and other stakeholders regardless of income will have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal. For example, as part of CADERA, the ESAs will work closely with the LEAs to ensure effective and engaging personalized learning through the use of an information technology systems that allow parents and students to access their information in an open data format and to use the data in other electronic learning systems. The core of this information technology system is the Share Portal which will be able to be accessed by student and parents to information in an open data format.
- All students, parents, educators, and other stakeholders will have the appropriate levels of technical support by utilizing technical assistance to educators, school principals, and district administrators will be available through face-to-face

meetings, email, and telephone. Topics range from curricular selections, summative data applications, special needs students, student character development, technology support, and infrastructure support. These will be delivered through online group and individual coaching for teachers, school principals, and district leaders.

- The applicant will use informational technology systems that allow parents and students to export their information in an open data format and use the data in other electronic learning systems. For example, all of the participating schools have implemented a Response to Intervention (RTI) model which creates the framework and structure to provide personalized learning in CADERA. In every case, the content, tools, and resources in the RTI framework become more systematic as the student's needs increase. Each school's short-cycle assessment and other data will be reviewed at least quarterly to evaluate student, grade, content areas, and school effectiveness and outcomes. Based on the data, content and instruction will be modified to more effectively meet each student's needs and thereby more personalized.
- The applicant will ensure that LEAs and schools use interoperable data systems that include human resources data, student information data, budget data, and instructional improvement system data. For example, teacher and principal evaluation systems will be in place for each of the states in the Consortium. Accompanying the implementation of these systems is a focused course of workshops, seminars, and onsite assistance. ESAs provide instructional technology specialists to the districts. The Instructional Technology Specialists will provide support for teachers during instruction and provide just-in-time training. The specialist will be instrumental in supporting the integration of technology into the curriculum.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>The applicant describe in the narrative a high-quality plan and approach for implementation and improvement. The plan included strategies for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities. The plan has ongoing corrections and improvements during and after the term of the grant. The MOU describes in detail strategies to address how the applicant will monitor, measure and share information regarding the project. The continuous improvement system includes high quality methods for consistently enriching services and ensuring that resources are being used effectively and assure delivered services are relevant and contributing to positive results. Since this is such a massive project, input that comes from all levels is really important. A summary of the evidence of the plan includes:</p> <p>The CADERA will work with an external evaluator whose responsibilities will be to, (1) Collect data from the seven participating ESAs, 47 LEAs and 100 schools, (2) Analyze and synthesize information from stakeholders and (3) provide feedback to CADERA's Leadership Team.</p> <p>The use of an independent evaluator for this project is especially important because of the sheer breadth of participation, the innovation of virtual education to link geographically isolated schools, the true opportunity for systemic change in education, and the means to scale the project to all of rural America through the ESAs and AESA. CADERA will initiate a continuous improvement evaluation framework structured around ongoing and continuous re-assessment and pre-structures research questions designed to gather information on program processes and successes. CADERA's management structure and design teams at each level of responsibility will work closely with the evaluator to develop a set of outcome indicators that measure change across time in the effectiveness of participating teachers and the ultimate gains in the development and achievement of participating students.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>The applicant provided detailed and comprehensive strategies for ongoing communication and engagement with internal and</p>		

external stakeholders. The following examples of evidence documents the high quality plan:

- For example, the evaluator will measure program implementation, student achievement data, and outcome data using data sources captured through the virtual network created on the Share Portal. Some of the data to be collected are; (1) administrator and teacher interviews, (2) teacher and student surveys, (3) program records maintained with web-based forms, (4) data downloads from LEAs and project-based software, and (5) student data (achievements, graduation, college enrollment). Findings from these measures will be shared quarterly with all levels of project management through written reports. The evaluator and leadership teams will meet “virtually” monthly in the first year and quarterly thereafter to review implementation progress and outcomes in detail. In this way, issues can be addressed before they impede the progress of the full implementation. In addition to these reports and meetings, all performance measurement data will be available in real-time to the leadership team through the project’s password-protected leadership website. Much of these data will be presented graphically to enable the leadership team and then all project participants and stakeholders to grasp the findings instantly.
- Virtually throughout the year and in-person and at the annual conference, the evaluator will present implementation and outcome data to participants for discussion. This formative feedback will enable the project leadership team and then all participants to determine early and continuously how the project might be adjusted to maximize the benefits for students and teachers. As the program progresses throughout the four years of the grant, formative outcome data will be included in the analysis to examine the impact of the program across sites. This ongoing information will provide project leadership with ongoing assessments of the program’s model of change in varied contexts, and inform leadership and participants alike of any necessary program alterations going forward.
- In addition to the annual conference, multiple telephone conferences and webinars will be held with relevant project leadership and design teams to review data that impacts specific project components. Following each of these presentations/discussions, the evaluator will summarize in writing the discussion of potential plans of action, thereby documenting the continuous improvement process at every level. All action plans will be revisited during follow up meetings. These written materials will be compiled, along with other program reports and findings, as part of: (1) the informational materials distributed at the annual conferences; (2) a CADERA Operations Manual to guide the scale-up of the project to other rural ESAs and districts joining the network (Year 3 Supplemental Project and/or following the RTT-D grant); and (3) conference presentations and journal articles to increase the evidence base of effective education programming throughout the nation. Additionally, the evaluator and project team will develop a publicly available link to the CADERA share portal that will allow the team to make selected information about the results of the project available to educators and their partners nationwide.

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

5

5

(E)(3) Reviewer Comments:

The applicant has a clear and high-quality approach to continuously improve its plan over the life of the grant . The plan includes ambitious yet achievable performance measures, overall and by subgroup, with annual targeted performance measures. The high quality plan includes key goals and proposed timelines and rationales. The plan is aligned with the vision and implementation plan. Questionnaire scales with empirically validated psychometric properties will be used to reinforce validity and support scale-up. For all project-supported scales, change will be measured by calculating the difference in aggregate scale scores from year to year. The evaluator will collect data annually and report findings to CADERA and other ESA, district, and school staff regularly. This formative feedback will ensure that project staff, leadership, and stakeholders are aware of program progress toward achieving set goals and objectives, and allow for continuous quality improvement of the program. The evaluator and CADERA leadership team will validate the performance measures regularly. This validation will be comprised of a review of information, data, and procedures to determine the extent to which they meet the ongoing needs of the project and its stakeholders; are accurate, reliable, free from bias; and are in accordance with standards for data collection and analysis. Open and ongoing discussions with CADERA's Evaluation and Data Coordinators at the ESAs will ensure that limitations or irregularities associated with qualitative and other quantitative data are addressed prior to conducting analyses. All of the below constitutes high quality methods for evaluating and reporting performance measures.

An example of the documented evidence is demonstrated as follows:

- Data from standardized state achievement tests in English/language arts (E/LA) and mathematics will be leading indicators of improving student outcomes. These Performance Measures will assess the number and percent of students who are proficient in the academics of primary interest. Standardized test scores are used extensively as one indicator of student achievement and also serve as indicators of school and district academic performance. This is a good measurement to use because over the course of the grant data from student standardized achievement test can be used as factors in teacher evaluation systems.
- The project will develop an Expectation and Academic Engagement Scale to assess the number and percentage of students that are on track to college- and career-readiness. This scale will measure students' perceptions of their teachers' expectations and students' self-reported academic engagement. There is strong evidence that high expectations and high academic engagement are predictors of college and career readiness.
- CADERA will identify and/or develop a Social Skills Development Scale reflective of the impact of the virtual network to assess the social-emotional growth of participating students. This scale will assess positive social skills including, cooperation, self-control, assertion, and empathy.
- To measure career-readiness among high school students, the project will develop a College/Career Transition Preparation Scale reflective of the impact of the virtual network. This scale will assess student preparedness for either attending a postsecondary institution or career placement after high school. The evaluator will include a "college" track in this indicator to prevent inadvertently punishing districts for having individuals who aspire to go to college, or not. Research has established a correlation between high school preparatory practices and related postsecondary outcomes. This scale will also measure student intentions, as intentions are an important predictor of behavior. Graduation rates are a common indicator of district, school, and student performance. The evaluator will calculate the 4-year graduation rate.
- To measure teacher effectiveness, the project will document the integration of individual states' developing systems for linking their evaluations of teachers and principals to the CADERA data collection system. All states will expand their data systems to include the ability to match student achievement with teacher and principal evaluations. The project will work with each individual state system to measure effective and highly effective teachers and principals by SY2014-15.

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

The applicant provided detailed and informative plans to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology. The applicant will utilize a series of key outcome questions aligned with the goals and objectives of the project. A sample of the key outcome questions are: (1) Are there improvements in student achievement?; (2) Are there students on track to graduate and/or college and career ready based on the College/Career Transition Assessment? The plan additionally includes strategies for the improved use of technology, and working with community. The results from the information derived from the key questions will be used to modify and improve future results. Additionally, the review of practices will be used to revise and modify training for teachers and administrators, as well as, review the technology usage and the need for upgrades.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The applicant provided a high quality and very detailed budget and budget narrative. The budget included detailed and comprehensive tables. RTT-D funding will support the CADERA project at 90% of its costs. The remaining 10% of costs, above what is requested, will be an average across all seven ESAs from state and federal funding as well as private grants.

The majority of funds in this budget are for the start-up, stabilization, and operation of the CADERA network. Therefore, many of these funds will drop off following the grant and the beginning of scale-up through the AESA's national office. Software and eLearning tools will continue to be local expenses. However, with the vast number of students participating, the cost per student of the software/tools is less than \$70/student. Additionally, early discussions with vendors under consideration have revealed some willing to provide fifth and sixth year funding at no charge to assist in the transition period following the grant and to support sustainability. Other state and local funds will augment this support and continue the work begun herein. Specifically, the start up costs will drop of and will, therefore, be considered one-time investments.

The budget identifies all funds that will support the project including other state, federal and funds identified from other grants. The budget is reasonable and supports the key goals and objectives of the project. Additionally, the budget is aligned to the four core educational areas. The budget is broken down to reflect the overall project goals and activities as well as the needs and projects that will be based in each of the four LEAs. Each of the four partner LEAs have identified external funds to supplement and support the implementation of the proposal. A sample of those funds include:

- Math Leadership Alliance: \$156,000.
- LASER Science: \$237,000.
- State funds for math/science: \$360,000.
- Math/Science Support as fee-for-services: \$42,800.
- Federal Title II Literacy Support: \$50,000.

Federal Title III Migrant Education funding to decrease the achievement gap and to reduce the dropout rate for migrant students through support for migrant students and families and improvement in teaching strategies: \$65,000. Two of the CADERA districts (Brewster and Quincy) are "focus" districts for Title III services and interventions, and as such, we will work to integrate Title III funded efforts with CADERA activities that will also assist the migrant students in those districts. In addition to the CADERA funds, Washington State ESD 171, *the lead applicant*, has identified \$3,759,800 in other funds from its state that will in-part support this RTT-D project. Similar funding is available in each ESA as well.

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

The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The project which will provide needed supports for rural schools is an excellent idea and many rural schools will try to replicate the project. The plan includes an abundance of support from State and local government leaders and financial support. The plan includes a comprehensive budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds. The applicant indicated that once the network is operational, it is expected that far-term costs will include maintenance and enhancements to the Share Portal, enhancements to the Experiential Career Academies and software/eLearning tools. Professional development will become part of the ESAs' operations. Funding will be sought for these initiatives from public and private funders and other in-place funding streams.

There have been conversations among the ESAs to suggest models for sustainability. These will be reviewed by the CADERA Leadership Team throughout the grant, and set in place by Year 3. In addition, AESA, as the national organization for all educational service agencies in the country, will perform an umbrella function between the CADERA project and the other ESA members, informing them of the work and the outcomes as they develop, keeping the CADERA project in the limelight, nationally with other ESAs serving rural populations as an innovative and effective model for preparing rural students for

college and careers.

The CADERA National Conference will be supported in post-grant years through participant registrations, and supplemental support from the CADERA ESAs and the AESA national organization. The CADERA Leadership Team will pursue donations of time from presenters who have been involved in CADERA during the grant period. During the post-grant period, the conferences will be opened up to all rural school districts and their ESAs to attend and learn more about the innovative CADERA project's outcomes and lessons learned in implementation.

The availability of the CADERA-developed tools and the capacity developed within so many schools and teachers that will continue well past the end of this grant period will ensure the continuation of much of the CADERA activities. The changes to school policy and state regulations that we plan to pursue will guarantee a change in the climate and culture of education in our states and our districts. As career-ready standards are integrated into the school curriculum, educators, students, and policy makers alike will see the obvious benefits to student learning and their outcomes post-high school. This awareness will raise natural support for the activities that will begin with the CADERA project in our states and spread outward across America's vast rural areas.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	2

Competitive Preference Priority Reviewer Comments:

Although the applicant addressed the competitive priority, the applicant failed to provide the evidence to address the selection criteria. The response provided did not align the project goals with other integrated services. For example, the applicant mentioned relationships with the Boys and Girls Club and and Check and Connect, however, the applicant did provide a full explanation how the relationship would provide additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students. Additionally, there was no description of a coherent and sustainable partnership that has been formed with any agencies. The narrative provided was vague and did not provide the reader with information to determine the applicant's effectiveness in agumenting services and resources to support the project goals and objectives.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant described in detail a high quality plan and analysis of each LEA's current status in implementing personalized learning environments and the logic behind the innovative reform proposal. The plan identified in detail the needs and gaps that the plan will address for LEA. While each of the Consortium members and partners are unique, they all share many of the same issues facing the majority of rural communities. Among those commonalities are; (1) extreme economic disadvantage, (2) students at academic risk, and (3) communities that are geographically isolated. The proposed plan will address all of the needs and gaps identified by the applicant by sharing resources and developing programs that will personalize individual learning environments for students who would otherwise not have the opportunities to engage in improved academic content and highly qualified teachers and administrators. A review of the data indicate that 63% of the participating students across the four LEAs are low-income students. Overall 63% of participating students across participating ESAs qualify for free and reduced price lunch, with FRPL rates ranging from 49% to 82% as below.

The applicant provided a detailed and high quality summary of the multiple-state LEA-wide goals for improved student outcomes. The applicant's vision in concurrence with the key goals is likely to result in improved student learning and performance and increased equity among a cadre of rural schools. The goals of the plan and the projected improved student outcomes are demonstrated in the evidence. Each LEA have projected ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s) overall and by student subgroup. The high quality plan envisions increased

student achievement will be transformed as students in the targeted LEAs move from an onsite only teaching model-to a 24/7, 365 day teaching and learning model offered through virtual educational opportunities. The virtual and digital educational content will create various models of blended and online opportunities to assist students with personalizing learning environments. The virtual educational content will also increase students probability of achieving mastery through competency -based models of learning. The plan is high quality because it will give students in rural areas who traditionally have not had the same opportunities for innovative online educational opportunities. The applicant included in the narrative a detailed summary assessment data for each LEA. The plan includes key goals, timelines, activities with rationales and persons responsible for delivery.

Total	210	197
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Optional Budget Supplement (Scored separately - 15 total points)

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

Optional Budget Supplement Reviewer Comments:

The applicant describes a high quality plan and optional budget. The budget is based on the possible impact of the massive project that could reach to more than 80% of all students in the United States, and 80% of all certified teachers. With this scope of scalability, the applicant is requesting supplemental funding to test the scalability processes built into the CADERA model by bringing on 2 additional ESAs during Year 3. The rationale is that by Year 3, CADERA professional development will be fully in effect, and a *library* of downloadable videos will be available to the project. What the applicant is looking to determine is the feasibility of adding new schools, students and teachers to the network. The goal is to utilize the current webinars and workshops that are in place to increase the numbers of highly qualified teachers, and teacher and professional coaches. With all the infrastructure in place, adding new districts into CADERA will be significantly decreased from the original four-year grant. CADERA has identified two ESAs that wish to participate in the CADERA scale-up during Year 3 (SY 2015-2016). One is in Alaska and one is in Mississippi. The project could have energized interest among rural school districts and a great program to be replicated in rural school across America.