Race to the Top - District

Technical Review Form

Application #0653AZ-1 for Peoria Unified School District

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

Peoria has a clear foundation from which to build their case in this proposal. By partnering with Microsoft and creating a virtual portfolio system (Peoria 360) the district promises to continue its successes (93% graduation rate) through personalized learning and transparent data sharing with educators, students and parents. The proposal identifies a variety of performance measures by which teachers and students will be assessed and evaluated and subsequent professional development is already being conducted to prepare all stakeholders. A clear vision to align with RTTS policies in AZ is in place and presented in table 1. The reform vision builds on the four core educational areas by adopting the common core standards and participating in a RTTS. The plan to implement a more rigorous data infrastructure is both ambitious and achievable. A partnership with Microsoft will only enhance the achievability of an elegant data system. PUSD already has a plan for recruiting and retaining high quality teachers and their reform vision builds on this by planning to restructure salaries for high need content areas and providing professional development for all teachers in the district. Finally, this is not a low-achieving district by the full definition, but the success of improving a title I school in the district suggests the proposed plan can only enhance what has been accomplished previously.

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

(A)(2) Reviewer Comments:

Peoria has a clear plan to scale their implementation although it is not presented as such in this section of the proposal. It is presented elsewhere, however, as a seemingly high quality LEA and school level implementation. Based on their presented track record and the district's distinction as a national elite school system by the Western State Consortium suggest PUSD is a high quality LEA. (a) Every K-12 school in the district is targeted. A description of the process used to select schools was not provided but a rationale stating all schools would be included to be systemic in approach was articulated. (b) Again, not presented in this section, however the next section has a table of participating schools. (c) Almost 37,000 students will be impacted by this project, accounts for almost 40% are low-income students. They define "high needs" by standardized test results of each grade level.

	Available	Score
(A)(3) LEA-wide reform & change (10 points)	10	8

(A)(3) Reviewer Comments:

There is a district wide systemic plan to scale seems solely based on the parameters of the AZ Race To The Top State (RTTS) grant. The state of Arizona will supplant district initiatives in a sense and drive much of the reform proposed. There is little description of how this implementation will be scaled-just that it will be scalable and the RTTS funding will guide any implementation at scale. Throughout the proposal, there are some suggestions as to how the model will be scaled but a much more clear articulation of that process is needed. It is important to note that the description might be missing because the applicant is concerned about validating the model before scaling it. This was alluded to in the text.

	Available	Score
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	7

(A)(4) Reviewer Comments:

This section is presented more as data tables showing the projected trajectories, which give a clear plan for start/stop times and deliverables across the timeline. There is little supporting text but the data in the tables tell a story of success. This section could have been strengthened by articulating what exacty the data in the tables mean for student improvement. (a) An upward trajectory of proficiency scores is presented in table a4a for all content areas at all grade levels. The tables are also broken out by ELL, FRL, Hispanic and SPED. (b) Taken from the state report card and presented in table a4b, a baseline and

projected goals at each grade level for reading and math at each school is illustrated. (c) A district such as Peoria with such a high graduation rate already has limited room for improvement. However, table a4c shows increases in graduation rates over the life of the grant funding. (d) Using data from the National Student Clearinghouse file, a project growth in college enrollment for the total and Hispanic populations are presented in table a4d. Based on these data, it seems likely that improved student learning and performance and increased equity is feasible. It is also unclear as to how the proficiency data for years 2012-13 increased while the actual scores from 2010-2011 dipped.

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:

(a) Already successful when compared to most districts across the state of AZ and the country, Peoria's boasts a continuous improvement model that begins each June with the motto "unified-not uniform." It is acknowledged that there is still work to be done at a district level in terms of analyzing data but principals and school leaders use the data the school level to inform practice. Data sharing is done in a public meeting at the end of each cycle. (b) Not having many low performing schools by most definitions, Peoria uses the AZ A-F Accountability System and the Peoria Instructional Audit process to inform personalized learning practices at all levels. An example of how the system worked this past year at a title I school was presented and thus seems reasonable for significant reform in these low-performing schools. (c) A rich description of the data sources and data collection systems are provides but how those data and subsequent analyses are presented to students, educators and parents is lacking. In the previous section, an open community forum was described but missing from this section was how all of these data sources are transparent. That is, a description of how a parent without technological savvy could easily use all these data to help their child improve in school.

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

(B)(2) Reviewer Comments:

Transparency as it pertains to salaries is apparent by the description in this proposal. This is not to be confused with the lack of transparency on data sources referred to in the previous section. (a) All salaries are presented both on the school website and the Governing Board packet each year for actual personnel. This encompasses all non-personnel exoenditures in the district as well. This is considered a high level of transparency as it pertains to salaries.

(B)(3) State context for implementation (10 points)	10	9

(B)(3) Reviewer Comments:

Relying on the RTTS mandates, AZ have created legislation as to how to reform education based on the RTTS grant funding. Peoria Unified is poised to follow those mandates for the four areas of college and career readiness, effective use of data, great teachers and leaders, and support for struggling schools. Although not completely clear in this section, it can be surmised throughout the proposal that Peoria Unified has sufficient autonomy under state legal, statutory, and regulatory requirements. Points are deducted because of the lack of clarity about sufficient autonomy.

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

(B)(4) Reviewer Comments:

(a) The proposal preparation was a community effort. The first layer of contact was with students, teacher's administrators, parents and community members and a second layer of business leaders, community and parent groups, institutes of higher education, etc. PUSD is without collective bargaining; there is an agreement to meet the minimum 70% requirement for participating teachers. Actually, 97% of the teachers were in full support of this plan. (b) Externally, parents, business community, city government, and the state board of education gave input to the proposal and school improvement plan. A letter of support is provided for each of these areas of stakeholder input. These letters justify that these partnerships not only exists but there is a high level of support from each partner. Business, higher education, and community leaders are included in the stakeholder line-up.

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

(B)(5) Reviewer Comments:

There is a clear plan to measure the gaps in student achievement and methods to reform based on the gaps are articulated. Table 9 of the proposal is extensive in the district's high quality plan to analyze student data and personalize learning. A comprehensive gap analysis is presented that summarizes the data sources and tracking needs/gaps.

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

	Available	Score
(C)(1) Learning (20 points)	20	9

(C)(1) Reviewer Comments:

This section is comprehensive and exhaustive and addresses each section of this strand. However, there are some areas of concern. (a) Relying on the development of the Peoria 360 system, the e-portal will allow free sharing of student learning to all constituents. It is stated that students will be taught how to use the system to self-analyze strengths and weaknesses but there is no description of how they will be taught and if parents will also be brought up to speed with the technology. There is no support for access to diverse learners. (b) A wide variety of instructional approaches are currently being used and more are planned. Very little is explained as to how parents are involved in this decision or how skills will be developed based on the results of the measures presented. The Peoria 360 is a catchall, but its description earlier in the proposal did not provide discourse about these important areas. (c) There are several digital assessments described and how teacher professional development is critical to student success. Using grade 8 tests and the ACT to measure college readiness is the only criteria in place right now. It is anticipated that the Peoria 360 platform will provide broader guidance as it pertains to college and career readiness. More formative assessments are needed to better measure college and career readiness.

(C)(2) Teaching and Leading (20 points)	20	17

(C)(2) Reviewer Comments:

A very detailed plan to implement PLTs and subject-specific professional learning teams is provided. There is a clear description of how college readiness is the target for all students, but all students, as defined by the notice are not accounted for in this plan. (a) As an identified elite district by Western States Benchmarking Consortium, the professional development plan is comprehensive and meets the call for effective learning environments. Through the Peoria 360 portal, all teachers will have access to data to inform their practice. It is important to note that although the aforementioned pieces were missing from this section, these areas were described in more detail in other sections. (b) Although not yet determined, there is a plan to evaluate the current tools on the market to help teachers with course design and lesson planning. A description of the potential tools to be evaluated could have strengthened this section. The Proficiency-based Learning System will ensure adequate student progress toward meeting college and career readiness goals. A new data tool will also support student needs. (c) A more specific visualization of how the Peoria 360 platform will enhance communication is illustrated. A clear path for how the system will aid in school progress and student achievement is reinforced in the text. Teachers are currently mapping curricula to the common core standards to ensure student access is equitable. Professional development will commence in August 2013 but what exactly will occur during that professional development is unclear. (d) A rich description of a proposed compensation plan is provided but a description of how compensating will aid in increasing the number of highly qualified teachers in need content areas is lacking.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

(a) An organized leadership structure of support is provided and described in detail. They have implemented a Non-negotiable Goals for Achievement and Instruction model within the district while all leaders have engaged in the Marzano 21 effective leadership practices framework training. (b) Clearly, the plan is for LEA oversight with individual school autonomy to meet the needs of their student population. (c) Block scheduling is used to provide more flexibility in student schedules and Peoria Unified requires four more credits then the state minimum. Career and technical education is a focus of improvement during

this timeline. (d & e) Open access through technology portals is currently provided to every student in the district. With the advent of the Peoria 360 model, more access will be provided. Missing is a stronger rationale for students to demonstrate mastery at multiple times on comparable ways. This is a critical piece to personalized learning and although language about the Peoria 360 portal is used, it is not clear as to how the technology will assist in progressing students to mastery.

(D)(2) LEA and school infrastructure (10 points)	10	7

(D)(2) Reviewer Comments:

a) There is a strong technology infrastructure in this district. All schools are connected to a data center via private fiber lines. However a current or future plan to reach those families void of the computer technology and connectivity is not made. This has huge implications for the often-cited Peoria 360 portal. For it to be a full success, all families need to have access. (b) A variety of technological solutions are in place for student's parents and educators. Of most concern are the parents of low SES students who generally don't have the technology or expertise to circumvent technological issue. A help desk and website are described as resources but these are inadequate for families without a strong background technology base. (c) There are several technologies in place for parents and students to access data online. The Pinnacle Internet Viewer is available within the district and the AZ Department of Education has several other portals. (d) Peoria Unified has several interoperable platforms to access data streams for human resources mangers, student information, budget, etc. Of course the Peoria 360 platform will likely absorb all of these to be the hub of interoperable data for the district.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

Research driven decisions are driving the continuous improvement process in this district. The district already has a proven cycle being used for continuous improvement. Teachers and administrators use this cycle alike and it is predicted that the cycle will be improved to meet the goals of personalized instruction. How information is monitored, measured and made publicly aware is not clear. As previously mentioned, the proposed Peoria 360 platform will seemingly do all of this but there is not enough information to make those decisions based on this proposal.

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

(E)(2) Reviewer Comments:

There are already seemingly open channels of communication throughout the district and communities. The district has several online portals (such as Edmondo) and is using channels on Youtube and Facebook to communicate with the community. There is evidence of stakeholder feedback toward a high quality approach to continuous improvement.

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

(E)(3) Reviewer Comments:

Several ambitious performance measures are described and the appendix sheds more light on how the measures will be used and calculated. There is a plan to measure beyond the required performance measures as well. Most measures are end of grade-standardized tests, which are common but a rationale for why these measures were chosen, is missing. Standardized test are generally not formative in nature and the description of these tests provided in the text are not sufficient formative assessments to plan a course of action for students. There is no plan to improve these measures over time primarily because a standardized test can't be revised by one district.

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

(E)(4) Reviewer Comments:

Six key performance indicators or classroom instruction are currently in place (Engagement, Student Cognition Level, Aligned Standards and Objectives, Lesson Design and Delivery, Learning Environment, and Use of Best Practices). There is a clear commitment to changing the culture of evaluation in this district. These indicators and the commitment to change how the district evaluates programs suggest this is a high quality plan based on current thinking. Clearly, PUSD is reflecting on how they can improve and these reflections are seemingly driving this proposal. This is a major strength. Throughout the proposal,

employing technology to add productivity has been apparent. Reforming compensation models and reaching out to the community is something already happening in the district and a plan to improve those practices has been articulated.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

(a) The budget identifies RTTD funds and other sources (e.g. Title II funding, bonds, etc.) that will support project activities. There is a detailed examination of how the funds will be used as well. (b & c) The budget and subsequent justification have been thought through and provides reasonable support for development and implementation for the size of the district proposing. A sustainability plan is in place to continue the project after the funding timeline as well. It is impressive that much of the budget is allocated from funds other than RTTD. This supports a plan for sustainability. Further, much of the proposed funding supports one time personnel salary for curriculum development.

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

(F)(2) Reviewer Comments:

As previously mentioned, a strong plan for sustainability is described. This is especially true with the commitment for funds outside of RTTD funding. This includes securing more funding from other sources such as Title II funding and reallocated district funds to support the proposed initiatives. A detailed explanation of how each area will be funded after RTTD funding runs out is provided. Continued improvement to data and technological infrastructures are clearly described as well. Partnering with Microsoft and their committed in kind donation adds to the sustainability plan.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

Several partnerships are in place for all students and their families to ensure postsecondary success. Four goals are indicated to improve student achievement on the AIMS, Lexile reading levels and authentic learning assessments. More formative assessments in the form of surveys to create a map of the individual learner are planned as well. Points were deducted for not describing how the data will target resources toward improving results and the rationale for the projection numbers in the presented tables. For example, there is a question as to how the proposers reached the projected numbers. The criteria used to come to those conclusions are not clear. Certainly, providing a trajectory of improved numbers is a good idea but where those numbers came from needs to be explained in some detail. Collaboration on tracking selective indicators for students are noteworthy and a strength to the proposal. The use of a liaison at each school in conjunction with the PTC is another good indication that PUSD has a plan to sustain and scale this project beyond these funding limits. All partners will provide support through curriculum development and/or behavioral needs. How parents are engaged, or not, in the decision making process is not clear either. Peoria 360 can be a great tool only if external constituents can use it effectively and efficiently.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

This entire proposal coherently and comprehensively addresses how the district will build to create personal learning environments to improve college and career readiness for all students. Adoption of the common core standards and adhering to RTTS requirements provides a strong infrastructure that would support the PUSD vision after RTTD funding. Continuing on

their prior success of recruiting, rewarding and retaining high quality teachers strengthens the overall plan as well. Although there is not a low achieving school in the district per se, PUSD admirably has a strong commitment to make their lowest achieving schools better.

Total	210	177

Race to the Top - District

Technical Review Form

Application #0653AZ-2 for Peoria Unified School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7

(A)(1) Reviewer Comments:

The applicant described a comprehensive reform educational vision that is aligned with the state RTTT program addressing the four core areas that will support student achievement through activities with a personalized learning approach that include research-based and best practices but lack documented strong support in some areas to ensure all students are prepared to succeed in the 21st century.

- The project, Peoria 360, is a digital system to be created and implemented during the grant period in partnership with Microsoft that would allow stakeholders, parents, teachers, students, and administrators limited access to student data that would be used to drive instruction and professional development. The system will included virtual portfolios on every student that promotes student ownership in their education. Students would have the capability of course and career track selection and choosing their own type of remediation if needed and enrichment activities, track achievement as well as access homework assignments and grade reports does provide inclusion in the education process.
- The project will allow the incorporation of the Common Core Standards and state assessment into teaching strategies and other professional development such as learning styles to impact classroom instruction.
- It is unclear how the virtual portfolios and remediation would be accessed and utilized by younger students, such as early childhood (prekindergarten) and elementary students who may not have the skill set needed to make such decisions about their educational goals. The plan includes students creating goals based upon assessment results but does not discuss how students assessed in grades 3-8 would be able to understand and complete this process especially when staff would need training on analyzing such data.
- The applicant did not indicate training for parents in the project to be partners in the education process since they cannot access much of the data such as remediation, course and career tracks, educational goals entered by students in the digital system.

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

(A)(2) Reviewer Comments:

The applicant described a district wide approach in school selection for participation in the project by including all 40 schools totaling over 39,000 students in grades prekindergarten to 12 which is acceptable for this grant.

- The demographics for all schools provided supports the applicant's choice to serve all students. The tables show overall

40% of students from low-income families equating to over 14,000 students and over 1,700 educators to be served in the project.
- The applicant's trajectory data with the implementation of the Common Core Standards indicated the students in grade eight were having difficulties in reading and math therefore the applicant chose to serve all students.

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

(A)(3) Reviewer Comments:

The applicant's Theory of Action plan will serve all students within the district leaving no additional schools for later participation through the creation and validation of an evidence-based reform project that if it received a "best practice" designation could be replicable in other districts. The plan will focus on reading and math content areas as it basic structure which impacts all students.

- The Instructional Audit process is a component that could be replicated that the applicant utilizes to evaluate the quality of classroom instruction after observations via walk-throughs. This evaluative tool was developed based upon six key performance indicators which are engagement, student cognition level, aligned standards and objectives, lesson design and delivery, learning environment, and use of best practices shown in appendix J all effectively aligned with student achievement.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	6

(A)(4) Reviewer Comments:

The applicant has made previous improvements that allows the district to be in good standing in most areas. The data tables provided identified grade level baseline data with attainable improvements in the target areas and minimal effect in other areas.

- The applicant will utilize state assessments results that would be disaggregated by school to monitor annual improvement and easily linked to components of the project.
- The applicant ensures increased equity in performance projections for all students served.
- Third, fifth, and eighth grade reading scores were identified as as area of concern yet projected to increase two to three percentage points each year which is minimal improvement for the amount of funds being requested and full implementation of the project, the Peoria 360 system occuring prior to school beginning in the 2013-14 school year.
- The applicant listed only graduation rates for Hispanic students as being a concern while English language leaners show a 50% rate since overall graduation rates are at 93% but expects very little improvement by the end of the project.
- The data provided by the applicant indicated that the achievement gap for all subgroups listed would have little to no effect as the project is implemented.
- The applicant provided college enrollment from 2009 to 2016 for overall students of 58% to 75.7% which is a high expectation with Hispanic students following the same growth trends from 47% to 72.8% which may not be achievable in the timeframe projected.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	12

(B)(1) Reviewer Comments:

The applicant provided charts and appendix K that shows a constant record of success in student achievement.

- The applicant has maintained a graduation rate of 93%, Table 2 shows that the applicant's students state assessment scores remain higher than the state average, and Table 6 shows college enrollment rates of 62% to 63% steady range. The applicant successfully meet the measures in the improvement and accreditation cycle it goes through every five years documenting that the services provided has continuous student achievement.
- The applicant indicated that administrators have an annual presentation to share school and student goals in public

meeting that is streamed via the internet but did not clearly show that performance data is accessible to students and parents to improve their participation in the education process.
- The applicant indicated that parents do not have access to data warehouse system that houses student and district assessment data that identifies learning needs accessible to teachers and administrators but can access final grades which is too late to provide input.
- The applicant did not indicated that it had persistently low-performing schools in its boundaries but did address an A-F school rating system in Table 4 to clearly show that schools that were not performing well were identified and provided services the resulted in improved performance.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	4

(B)(2) Reviewer Comments:

The applicant provided the actual salaries for school staff holding instructional, teachers, and support personnel positions in Table 7 and clearly indicated that this information and schedule placement/location appear on the applicant's website, to governmental agencies in various reporting formats.

- The applicant also completes a Comprehensive Annual Financial Report that details district expenses and post findings on the applicant's website. Appendix N list all expenditures by subcategory for each campus.
- The applicant supports school activities with Maintenance of Operations funds. The applicant did not identify all funding sources as it lised expenses that were non-personnel expenditures or disclosure.

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

(B)(3) Reviewer Comments:

The applicant resides in a RTTT state and is also supported by the state legislature in implementation of a quality education system that includes state approved teacher and administrator evaluation instruments that focus on student achievement and slated for full implementation 2013-14 school year.

- The applicant discussed the support of the state in implementation of this project that included alignment of the curriculum, college and career readiness standards and state assessment, The applicant attached copies of the evaluation instruments for teachers and administrators as per state law that will be utilized in this project and in compliance to use the designation of highly effective and effective teachers that will be instrumental in the improving student achievement.
- The applicant has adopted the Common Core Standards and administers the state assessment to grades 3-8, and 10 that measure student academic performances. The applicant administers benchmark testing throughout to year to ensure appropriate grade-level support is given to students to ensure success. The project will support the creation of additional summative assessments to progress monitor and provide feedback to teachers for timely interventions if needed.

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

(B)(4) Reviewer Comments:

The applicant well documented its efforts to solicit information and gather input from stakeholders to support this proposal utiizing various media and venues within its boundaries.

- The applicant sent emails, flyers, and other correspondences to staff, parents, business owners, community, and students for input and invitation to serve on committees.
- The applicant documented with copies of emails sent to staff, flyers to the public, and invitations to participates and support submission of this proposal. The applicant utilized this same process to gather feedback that was incorporated into the proposal.
- The applicant indicated that it does not have collective bargaining representation therefore teacher surveys were sent and included documented support of more than the 70%of teachers needed for submission of this proposal attached.

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

(B)(5) Reviewer Comments:

The applicant provided Table 9 as supporting documentation of the implementation and action plan for the project that clearly outlines the needs and gaps that will be addressed with activities, timelines, and responsible person to ensure completion.

- The development of the digital data system that will also hold the virtual portfolios of students, teachers, and administrators will be developed and validated throughout the four years of the grant. The applicant describe support from and staff such as the curriculum department, data coaches, technology department, and Microsoft supported by additional information in appendices A and B.
- The applicant indicated a need to provide a quality curriculum to all students therefore ensuring that the Common Core Standards are aligned in English language arts, math, social studies, and science will occur through district support. This process would also be used to align the state assessment and college and career standards with the outcomes of the project.
- The applicant identified a gap in utilizing data and plan to address this in the project with professional development and the infrastructure will be in place to support Peoria 360 to include dashboards accessible by teachers and principals to improve classroom instruction.

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

	Available	Score
(C)(1) Learning (20 points)	20	10

(C)(1) Reviewer Comments:

The applicant described a good plan for secondary students to take advance of personalized learning environments once they have understood the tools and how to access the support needed to meet their goals but lack the clear inclusion of how parents would be involved or how the information would be made age-appropriate to cover all students.

- The applicant described effective methods to assist students with how to and the understanding of pathways which would be manageable for high school students.
- The applicant did not indicate how the information and training on understanding the Common Core Standards, College and Career Readiness Standards, and Workplace Standards would be made age or grade appropriate to ensure that elementary and middle school students would benefit from the project.
- The applicant did not discuss how these components would be adapted for diverse learners being served in the project.
- The applicant did not discuss how parents would have input in goal setting and pathway selections as well as receive training to understand all of the components to ensure student success.

The applicant has made it clear that student understanding of the graduation and exit requirements are critical as students move through the education system year after year but was vague in its discussion on how teachers and administrators would provide needed training and check for understand or realistic goal setting by over 1,600 students per high school in six high schools would occur.

- The applicant did not include parents in this process.
- The applicant described the e-campus system that provides access to on-line courses and remedication for students to utilize for remediation or acceleration to completion of high school.
- The applicant indicated that students would receive feedback regarding their status on meeting exit outcomes but did not discuss the frequency of the feedback or methods of feedback.

The applicant has built in training of the new system, Peoria 360 once it is made available to students to access.

- The system will have an on-line tutorials for students to access at anytime and face-to-face models that once understood, students would have access to personalizing their learning. Students and teachers will be able to monitor student data so that a valuable feature of the system may be used, real-time feedback.
- The other current systems available to teachers with student data are Read 180, Stytem 44, Study island, V-Math, and Ticket to Read but it is unclear if students and parents have access to these systems to monitor their progress.

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

(C)(2) Reviewer Comments:

The proposed project has a high quality approach being an important data system that would allow the utilization of student data and educator evaluation data to create a personalized professional development plan for teachers and administrators with student performance as the primary focus.

- The applicant as one of six districts participates in the Western States Benchmarking Consortium where teachers may share best practices and strategies for improving student learning.
- The data system, Peroria 360 will maintain a virtual personalized space for educators that includes professional development completed or needed based upon areas of weakness.
- The applicant did not clearly indicated that once a professional development plan has been outlined for a staff member, how the training would be made available, assured implementation, or connection to student performance to show effectiveness.

The project will include the creation of teacher data dashboards connecting to the data warehouse, Decision Support System, to provide user-friendly access to data translated into areas of students weakness and suggestions for classroom instruction to ensure students meet their goals and the standards.

- Various media will be accessible to educators to help them with interpreting and analyzing student data to a useful format that would be offered in the Peoria 360 system.
- The applicant recently implemented new evaluation instruments for teachers and site administrators that include assistant principals; the project will connect that data and align it with student data to create personalized dashboards for educators and create trainings suggested for effective implementation to ensure students meet standards.
- Staff will receive training and support from the Curriculum and Instruction Department on formative and summative assessments they will create as teams to be used with students to gather information focused on standards and mastery.

The applicant is aware and ready to support its two key components in the project which are a rigorous curriculum and professional development.

- The applicant adopted Common Core State Standards and staff have begun curriculum mapping in the content areas of English language arts and mathematics to create model lessons plans for implementation in 2013-14 school year.
- the applicant will conduct district-wide trainings in August of 2013 to teachers and administrators in personalized learning, how to adapt content and instruction, and data resources that would be utilized in the project.

The project will incorporate various data that will aid in determining the attributes needed to be effective and highly effective teachers to ensure that all students receive a quality education.

- Through this process, the applicant will have completed a new system to recruit, reward, and retain highly effective teachers to serve students in the project and have a positive impact on learning. The applicant will create criteria to support these designations and an incentitive package to retain these teachers.
- The applicant did not clearly connect the teacher compensation system the attributes of an effective or highly effective teacher.
- The applicant indicated that the completion of the new compensation system and its alignment with the new teacher evaluation system must occut to designate teachers as effective or highly effective teacher. The applicant then ensures that all students would be assigned an effective or highly effective teacher.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	12

(D)(1) Reviewer Comments:

The applicant assures that each department at the central office level have a positive impact on all schools to be served in the project with designated roles that provide needed services and support that shows commitment to education all children in the district.

- The superintendent is involved with the data collection for the Instructional Audit that is currently utilized on some

elementary schools with expansion planned for district wide. This data is used to promote and support effective teaching and learning.
- The chief financial officer and staff ensures that resources are available for building teams and in compliance with regulations as well as the curriculum staff being available to assist teachers in creating the needed formative and summative assessments for timely information of student performance and curriculum writing for the project.

The applicant provide the support building administrators need to have flexibility in staffing, setting the school schedules, and controlling their budget to ensure students and staff meet standards.

Currently, at least 85% of high school student complete one career and technical education course. The proposed project would provide students the opportunity to explore the career and technical education endorsements available in the eighteen career pathways available which supports student selecting career pathways based upon interest and standard requirements. The block scheduling provide students more flexibility in choosing multiple pathways, more course to meet the 28 credit graduation requirement and time to complete.

The applicant did not discuss multiple methods for students to demonstration mastery of standards or multiple times.

The applicant did not discuss how project resources or instructional practices would be accessible to meet the needs of special needs students such as English language learners or students with disabilities.

(D)(2) LEA and school infrastructure (10 points)	10	7

(D)(2) Reviewer Comments:

The applicant will ensure students and educators have access to learning resources with the necessary support in place but it is unclear if access for parents and other stakeholders regarding the interoperable data system would be available.

- The current system, Learning Management System provides access in and out of school to staff for professional development opportunities. The new proposed system, Federated Identity Management in partnership with Microsoft is described as a more efficient system but the applicant did not provide detail into cost, availability, provider, testing, etc. This newer system would be needed to provide access to tools and materials as well as access for parents and stakeholders outside of the school. Parents may still only access grades, attendance, and classroom assignments but cannot monitor progress or view/suggest interventions.
- The applicant indicated that once the new system is fully functional and integrated with Peoria 360 most data regarding students, staff, and school operations will be accessible through password protection.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant plans to utilize various media to share and receive information about all projects and district activities but it is unclear when specific information about this project would be made available to stakeholders for feedback to make improvements, revisions to all components, or when updates would occur.

- The applicant indicated that the superintendent of school meet quarterly with the Student Advisory Council, district news is broadcasted via cable channels, the Public Relations Department maintains ongoing communications with school personnel, to share information about the school and the project will be included. The applicant also plans to use social media outlets such as Facebook and Twitter to share successes about the proposed project.
- The applicant outlined strong support of current personnel and additional personnel in the budget to ensure the Common Core Standards are aligned, formative assessments are developed, and staff have time to receive necessary training and follow-up to meet the goals in the personalized learning environment.
- It is unclear how the feedback collected regarding the project translates into updating the project before the end of each school year.
- The applicant provided in appendix AI Teaching and Learning Graphics a clear process used for teaching and monitoring that includes evaluation of students with formative assessments.

(E)(2) Ongoing communication and engagement (5 points)	5	4

(E)(2) Reviewer Comments:

The applicant described various media utilized to engage all stakeholders and ways ongoing communication occurs many which are once annually but essential to school success.

- The applicant plans to incorporate the project as one of the topics shared during the 21st Century Education Forum held annually that involves community members, parents, students, and school staff. The applicant will add a session to share information about RTTT.
- The applicant plans to review project services from data collected from the yearly on-line survey administered with parents, students, and teachers.
- The applicant did not discuss additional methods of reveiw of the project with multiple stakeholders that would occur more than once per year which does not allow time to make adjustments prior to the end of each school year.

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

(E)(3) Reviewer Comments:

The applicant chose appropriate instruments per grade level that would screen and measure student progress towards meeting or exceeding standards on state assessment and college and career readiness standards.

- The applicant provided several overlapping indicators that would validate findings and support interventions or show that students were on target.
- The teachers set literacy growth targets for prekindergarten students to determine if they had the skills needed to be successful in kindergarten and if not to ensure if at-risk appropriate instruction would occur.
- The applicant indicated that it would use the research-based assessment, DIBELS that would be administered to kindergarten and first grade students at least three times during the school year to screen and monitor program so that interventions occur. The applicant would ensure that student who did not score "Core" which indicates they met the standard would be provided appropriate interventions.
- The state assessment and ACT would be used in grades 3-8, and 10 to measure progress/mastery and college readiness.
- The applicant provided performance measures for all students and subgroups that are served in the district with high expectations that would be monitored after the grant ends.
- The frequency of screening and progress monitoring occurs more with students in the earlier grades allowing time to make adjustments and provide additional services before the end of the school year.

(E)(4) Evaluating effectiveness of investments (5 points)	5	3

(E)(4) Reviewer Comments:

The applicant described an adequate cycle of review to monitor progress but the data collections that would be needed to review, analyze, determine modifications, and implement modifications are collected annually.

- The Instructional Audit system that allows the correlation of student data and teacher evaluation data to be used to drive classroom instruction is used at eight of the forty schools in the project. Even though the audit collects data three to four times per year, the teacher evaluation happens only once per year and the time of year was not discussed.

- The applicant described other progress monitoring that would occur throughout the year but did not indicate the frequency of data collection, review, analysis, or modifications that would completed in a timely manner for change for example changing a student's schedule or pathway would need to occur prior to course completion in the fall or spring.
- The applicant described its current improvement plan and accreditation cycle that has been successful for overall school improvement.

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 adequate rationale, position description/duties, and cost to support budgeted categories and included other funding and resources that would be used to collaboratively support the proposed project.

- The applicant has access to state Race-to-the-Top funds that will support professional development and other resources.
- The applicant provided a budget breakdown by project that encompasses the comprehensive proposal that resulted in four projects with grant funds that will be supported with other federal funds such as Title IIA for professional development.
- The project one-time investments will cover extensive curriculum writing during the summer by teachers and substitutes while staff attend professional development sessions to implement the project which are reasonable.

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

(F)(2) Reviewer Comments:

The applicant's commitment to educational reform is evident by the additional resources that will be allocated to sustaining the project during and after the grant ends. The partnerships in place for example with Microsoft will continue and provide additional resources at no cost to applicant.

- The applicant will utilize grant funds to cover the initial writing of curriculum and assessments and use Title IIA and Maintenance of Operations funds to revise and re-align as needed as well as absorbing the cost of some additional staff to maintain the needed Data Systems and equipment.
- The applicant indicated and supported in the appendix support from the long standing partnership with Microsoft to provide the delivery framework for the Peoria 360 system.
- The applicant plans to provide additional time for staff to write, revise, and receive professional development to ensure the personalized learning environment benefits all students.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	5

Competitive Preference Priority Reviewer Comments:

The applicant described a high quality plan that through fidelity of implementation would have a positive impact on students served in the Peoria Transitional Cener where the entire student population is identified as having special needs due to either behavioral, academic, or social-emotional issues that impede learning.

- The center serves approximately 100 students grades 7-12 has several partnerships with public and private entities that support and provide services to all students and families to support educational goals as listed in table 10. The applicant indicated that several programs are offered to address the social, emotional, and behavioral needs of students to support improved academic performance and college-and-career readiness.
- The applicant did not clearly discuss how data results would be used to target resources for continuous improvement.
- The data systems that contain student data such as state assessment results, ACT, and district benchmarks are not accessible by non-district staff therefore partners may not access to this information to aid students with post-secondary attainment.
- The applicant included these students in overall data charts and also provided aggregated charts so that tracking students success would be clear.
- The applicant plans to scale the personalized learning plan at the site to other schools by utilizing school liaisons that would be assigned to each school and meeting monthly for various trainings.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant described a high quality plan comprehensive plan that addressed the four core assurances to provide resources to students and staff to implement a personalized learning program for a students at the school identified. The applicant described a strong infrastructure that includes resources from the state Race-to-the-top Grant and other funding that would support their vision beyond the grant period. The plan as described will have a positive impact on student achievement, improve teaching skills and strategies, and make a significant impact on the achievement gap for some subgroups.

Total	210	168

Race to the Top - District

Technical Review Form

Application #0653AZ-3 for Peoria Unified School District

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

The Peoria Unified School District meets the four Core Assurance Areas in the following manner:

1. Standards and assessments will be aligned with the Common Core

2. Utilization of the Peoria 360 system dashboards for all stakeholders including students, parents, teachers, and administrators to provide access to real-time data linked to standards.

3. Implementation of teacher and principal evaluation systems that include at least 33% student achievement data identifying effective/highly effective status for teachers and leaders

4. Restructuring of the compensation system to reward/retain highly effective teachers and leaders and develop a system for placement of these teachers at the lowest performing schools.

The Peoria Unified School District has proposed a comprehensive plan for reforming teaching and learning that includes a personalized learning center around a virtual portfolio system (Peoria 360). Peoria 360 will provide students with access to assessment data that they will be taught to gauge and monitor related to standards. The system will also allow users to choose a learning tool to demonstrate mastery of a particular standard or allow them to enrich or remediate as needed. The system will provide teachers with access to student data from which to make instructional decisions and identify and match community service or internship opportunities. It will provide parents with access to ensure their students are achieving college and career readiness and building administrators can use the system to identify trends, achievement gaps, and professional development needs for teachers. The comprehensive approach to reform that includes each of the core assurance areas and a personalized learning center based on student need rate this section as high.

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

(A)(2) Reviewer Comments:

In an effort to bring reform to scale within the district Peoria Unified will include all 40 schools in the district in the project. Based on 2012-2013 enrollment figures approximately 40.3% of students qualified as low-income students. This figure certifies that Peoria Unified collectively meets the 40% eligibility requirement. A list of all schools in the district with appropriate demographics is included in the application including:

1. total number of participating students – 36,893
2. participating students from low income families – 14,903
3. participating students who are high need – 14,405
4. participating educators – 1,733

Based on the approach presented in the proposal, including the review of data related to Common Core implementation and their targeted approach to improvement based on that data, there is evidence that high quality LEA and school level implementation can be achieved.

(A)(3) LEA-wide reform & change (10 points)	10	8

(A)(3) Reviewer Comments:

The proposal is based on a theory of action related to the quality of the student-educator relationship to drive achievement while utilizing an evidence-based reform model. The overall plan includes a direct relationship to the core assurance areas and a high quality plan for implementation of a personalized learning system. Scale-up was not discussed as the plan calls for full district implementation. Limited discussion of the theory of action and reform model results in the low high-range rating.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	6

(A)(4) Reviewer Comments:

As a historically high-performing district in Arizona with an A rating, a 93% graduation rate, and the intended reforms including the Peoria 360 system there is sufficient evidence to suggest that the proposal will result in improved student learning and performance to the degree which they have proposed with the exception of the ELL population.

a) The performance on summative assessments are ambitious and likely achievable with the exception of the ELL population. In most instances these students will be expected to make gains on the order of, in some cases, 70 percentage points in four years.

b) The closing of gaps again is extremely ambitious, but may not be entirely achievable. Some groups within individual schools will be expected to make up in excess of 60 percentage points on the assessment in a 4-year period. The proposal does not specifically address if there will be targeted interventions for specific populations who have the most ground to gain.

c) Due to the fact that the district has high graduation rates, 86-93%, with the exception of the ELL population it would appear that the proposed targets are ambitious and achievable. A 57% improvement for the ELL population is likely not achievable.

d) The district has proposed an approximately 10% point gain in college enrollment which is both ambitious and achievable based on the proposed program.

e) The district has proposed a 3-5% increase in post-secondary degree attainment. This is much less ambitious as compared to the other proposed goals. In this instance as the project begins to take hold one would expect to see greater gains in the later years than in the preceding, as students will be better prepared for college or career. These goals are achievable, but less than ambitious.

The goals proposed by the district are largely ambitious and achievable, with the exception of the ELL goals. The lack of narrative response to the section made the review somewhat difficult. For example, without the narrative there was no discussion of why there were drops (some significant) in achievement data from 2010-2011 to 2011-2012 along with a lack of discussion about ELL and
SPED targets and how the proposed gains would be accomplished. While it is feasible that the proposed program could result in improved student learning and performance and increased equity the lack of a narrative component does not provide

sufficient background information resulting in a score in the mid range score.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	11

(B)(1) Reviewer Comments:

Peoria Unified has, in the past 4 years, demonstrated a clear record of success in advancing student learning and achievement. The district boasts a 93% graduation rate, achievement gains greater than the state and county, rising college enrollment rates, and a recent Advanced Ed International Accreditation. Increasing equity was not evidenced.

a. Over the past 3 years the district has seen rising student achievement averages, a stable graduation rate, and stable college enrollment rates.

b. The proposal does not identify specific lowest-achieving or low-performing schools. The proposal does list the number of schools in each grade designation using Arizona's A-F labels. The chart provided indicates that in 2011 7 schools were rated C and 1 D, and in 2012 5 rated C and 0 D. To improve persistently low-performing schools Peoria Unified hand-placed effective principals into positions and conducted and Instructional Audit Process to systematically evaluate specific sites. The Instructional Audit is being scaled to seven additional campuses with a plan to move toward district-wide implementation.

c. The proposal indicates that student achievement data is reported by school and district by utilizing the Decision Support System (DSS) and is used to determine overall effectiveness for the school, grade level and teacher. Although parents can access student grades via the DSS, there is little evidence that that this is a transparent system in which parents can easily access data to make informed decisions. There is evidence that building administrators utilize the data to report how their schools are faring against their goals. Public reporting occurs at a live-streamed meeting attended by Governing Board Members.

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

(B)(2) Reviewer Comments:

Peoria Unified publishes, on an annual basis, the salaries of all staff members in the district in a report to the Governing Board and on a public website maintained by the district. Additionally, the report also includes school level expenditures for regular k-12 instruction, instructional and pupil support and school administration. In efforts to increase transparency the district completes a Comprehensive Annual Financial Report and releases it to the public website. There is strong evidence of a high level of transparency in processes, practices and investments thorugh the use of comprehensive reports presented and placed on the district's website.

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

(B)(3) Reviewer Comments:

The state of Arizona has adopted legislation that directly aligns with the core assurance areas listed in the RttT-D competition. The components of personalized learning environment within the plan proposed by Peoria Unified fit within the existing legislation related to developing goals to "ensure Arizona's children would be college and career-ready". Additionally, although the Arizona legislation has not been fully enacted, Peoria Unified has taken the necessary steps for compliance including evaluation for teachers and leaders to distinguish effective and highly effective, student-course-teacher data connection, and alignment to the Common Core State Standards.

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

(B)(4) Reviewer Comments:

Peoria Unified took the necessary steps to invite meaningful stakeholder engagement in the development of and support for the proposal including students, teachers, administrators, parents and community members. The district began with core leadership, followed by teachers, of whom 97% were in support. A public presentation was given and volunteers solicited resulting in a team of 38 individuals. Letters of support were included from state-wide advocacy and educational groups, local

colleges and universities, businesses and community organizations. While the proposal does not cite specific comments or changes to the proposal as a result of feedback, the broad support evidenced in letters of support, 97% teacher endorsement, inclusion of a student and parent in the process, and use of a team of 38 individuals offer strong support that meaningful stakeholder engagement and feedback were evident in the development of the proposal.

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

(B)(5) Reviewer Comments:

Peoria Unified has taken the necessary steps to identify the needs/gaps in the core assurance areas. In each of the areas, they have listed the activities, outcomes, timeline and responsible parties. Within the table that is presented the two areas specifically related to the development of a personalized learning environment include adopting standards and building data systems. The activities and outcomes needed are district-level curriculum frameworks and assessments and the development of Peoria 360.

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

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

(C)(1) Reviewer Comments:

Peoria Unified has implemented a rigorous set of outcome-based graduation standards along with increasing the rigor of the curriculum through the use of the Common Core Curriculum and College and Career Readiness standards. Although their approach is a high quality plan for improving teaching and learning through the development and utilization of the Peoria 360 system to create a personalized learning environment that engage and empowers learners through the use of data analytics for acceleration or remediation the lack discussion of the SPED and ELL population accommodations, and K-5 implementation result in a mid-level rating.

a. Through the use of the Peoria 360 system students will be actively engaged in a goal setting and self-assessment process to better prepare them for college and/or careers. Students will learn to use the system to connect personal data to a variety of standards including Common Core and College and Career Readiness. As students learn to self-assess they can identify strengths and weaknesses, set goals, and work toward mastery of standards.

b. Peoria Unified has developed a series of 8 Exit Outcomes that students must demonstrate competency in. The district believes these “soft skills” are critical for success in the 21st Century and as a result each student will be given specific feedback in relation to where they stand on each outcome. Students have the opportunity to demonstrate mastery of these outcomes in a number of ways including real-world performance-based assessments. According to the proposal the Peoria 360 system will be utilized as a virtual clearinghouse for students as they develop their learning pathway including meeting these 8 outcomes. Students also have the opportunity to utilize online courses at the high school level to accelerate, remediate, or acquire core credits.

c. The proposal states that students will be trained in the use of Peoria 360 in several different manners including face-to-face and online tutorials. Understanding benchmarks will be built into the system and to ensure the system is being fully utilized the district will monitor student use. The district currently utilizes several digital systems to provide content at student-driven levels, however it is believed that through the use of data analytics Peoria 360 will provide a more rigorous and customized learning system.

The fact that Peoria Unified has incorporated rigorous standards and clear exit outcomes is clearly a strength, the addition of student-driven customized learning solution lends support to this being a high quality plan. The solution is further enhanced through the use of data analytics to drive student learning and assist in both enrichment and remidiation. What is not entirely clear is how the district will provide support to students who may not be helped by the online tutorials, SPED, and ELL students. Further, the proposal does not give explicit indication as to the mechanisms in place (other than generic face-to-face and online tutorial responses) to provide training and support to sututdents so that then can track and mange their learning.

While this appears to be a high-quality plan, its ultimate success rests upon the ability of students to fully access and utilize the Peoria 360 system. Because there is limited information to suggest that all students will be provided with effective training and support, it is unclear if all students will be able to manage and track their own learning resulting in a personalized learning environment for all students. This missing element results in a score in the mid range.

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

(C)(2) Reviewer Comments:

The Peoria Unified proposal is considered a high quality plan due to the comprehensive and systematic approach they are taking to the development of personalized learning environments for students and teachers. Their approach provides access real-time to students and teachers to align learning opportunities to standards, allows for the integration of teacher evaluation and professional development, while also providing teachers with the opportunity to contribute to the system through assessment and model lesson development. Peoria Unified is taking the necessary steps to recruit, retain, and reward highly effective educators, which working to staff shortage areas through additional compensation. As a result this component receives a high rating.

a. The proposal submitted by Peoria Unified calls for the development of a virtual personalized space for every educator in its Peoria 360 platform. This virtual space will be used to drive professional development by identifying strengths and skill gaps. Administrators will be able to utilize the system at the individual, grade, site, and district level for personnel decisions, succession planning and district-wide professional development.

b. Through the Peoria 360 program teachers will have the opportunity to develop formative assessments to gauge student mastery of standards. Additionally, common formative assessments will be developed to measure learning to determine if a students requires remediation, enrichment, or acceleration. The shift from the current Decision Support System, which the proposal notes is cumbersome, to Peoria 360 will provide real-time student data in a more user-friendly format. Additionally, the resources provided to students will be linked to specific standards and teachers will have the opportunity to add to the resources over time to assist students in attaining mastery of those standards.

c. The district plans to begin delivery of district-wide professional development in the area of personalized learning for all teachers and administrators in August 2013. By the 2014-2015 school year teachers will have access to model lessons developed by their peers that have undergone a rubric analysis and jurying process. It is expected that each of these resources and materials will be available through the Peoria 360 system.

d. Peoria Unified is currently engaged in the process of redesigning their compensation system to recruit, retain, and reward highly effective staff and provide additional compensation for hard to fill positions. This process is being aligned with the new teacher evaluation system which is based on the Danielson Framework and incorporates student data into the overall evaluation rating. The proposal does not provide information regarding how the compensation system will be altered to address the hard to fill positions or how it will increase the number of highly effective teachers.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	11

(D)(1) Reviewer Comments:

Peoria Unified has provided sufficient evidence that a plan has been developed that provides every student, educator, and level of the education system with sufficient autonomy, support, and resources when and where needed. There is a lack of sufficient evidence to support students being given the opportunity to demonstrate mastery of standards in multiple ways as well as ensuring that resources and practices are adaptable and fully accessible to all students including those with disabilities or English learners. This results in a high mid level rating.

a. The central office staff work directly with teachers and leaders in the various disciplines (curriculum writing, special education, CTE, etc.) to provide support as needed.

b. There is sufficient evidence that school leadership teams are provided with flexibility and autonomy. Schedules, budgets, and hiring decisions are conducted at the school site, staffing is developed by district administrators, but it is reported that there is some autonomy at the site level in implementation.

c. While students in the Peoria Unified district have the opportunity to earn A CTE Mastery of Subject Area Graduation Endorsement, evidence is not presented to demonstrate that students are given the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways.

d. Peoria Unified utilizes best practices to ensure access, however no evidence is reported to support the providing of adaptable and accessible learning resources to students with disabilities or English language learners.

(D)(2) LEA and school infrastructure (10 points)	10	8

(D)(2) Reviewer Comments:

Peoria Unified has provided sufficient evidence that the LEA and school infrastructure supports personalized learning.

a. The district proposes to provide ubiquitous wireless technology and access to stakeholders to content, tools and resources appropriate the to needs of the curriculum with either district-owned or personally owned devices. The proposal does not identify how low income parents will have access to the necessary contente, tools and resources.

b. The district will provide technical support for all stakeholders including students and parents through their Information Management and Technology Department. The proposal recognizes that the personalized learning system will require more robust support including professional development. It is suggested that this will be accomplished though enhanced use of self-service technology.

c. The system currently in place for analysis of student data is not accessible to students and parents. The district does provide Pinnacle Internet Viewer for parents and students to view class assignments, attendance and grades. It is anticipated that the creation of Peoria 360 will allow for the creation of data exports in open formats for parents and students.

d. The district utilizes interoperable data systems for finance, human resources, students information and other data points. Additionally, performance management for teachers is also completed online and the instructional audit is scheduled to be included. With the development of the new system each of these systems will provide data points to create one cohesive system.

Peoria Unified utilizes interoperable data systems and provides students with technology, access, and support. There is sufficient evidence that the development of the Peoria 360 system will enhance their current operations for all stakeholders including students, parents, teachers, and administrators, however the lack of evidence that all families will have access regardless of income will have access results in a low range high rating.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

Peoria Unified's proposal describes the process by which the district engages in a continuous improvement process. The process ensures that students needs are being met and that the district is utilizing data to continuously review progress towards goals. The process and progress are communicated to stakeholders via various formats including face-to-face meetings, online bulletin boards and social media. There is sufficient evidence to suggest that the proposal includes a process for timely and regular feedback for ongoing corrections and improvements that will be communicated to stakeholders.

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

(E)(2) Reviewer Comments:

The Peoria Unified project will be included as a new component of their annual 21st Century Education forum as their primary face-to-face communication with stakeholders. In addition to the annual meeting, the district utilizes various social media resources (Twitter, Facebook), the district website, and annual online surveys to inform decision-making. There is convincing evidence to support a high score for strategies for ongoing communication and engagement with internal and external stakeholders.

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

(E)(3) Reviewer Comments:

The Peoria Unified plan includes a coherent set of overlapping indicators, which are sequenced so that specific progress for each student can be monitored over time. The baseline data does not include effective and highly effective ratings for

teachers and principals, this is in line with the work currently being conducted in implementing a new set of evaluations. The targets proposed once the system is in place are ambitious and achievable. Reading and mathematics proficiency are evaluated using AIMS, DIBELS, SAT10, EXPLORE Reading and Math, and the ACT. The proposal also includes FAFSA participation, college and career readiness indicators (ACT), and attendance rates for students. In each of the performance measures the proposal has identified ambitious and achievable performance measures resulting in a high score.

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

(E)(4) Reviewer Comments:

Peoria Unified will formally review the effectiveness of the project on an ongoing basis utilizing their Instructional Audit Process. Classroom instruction is measured using six key performance indicators. All of the collected data, including student performance, teacher performance, and administrator evaluations will be triangulated to identify areas of growth and trends and be used to make decisions for improvements. Based on the data presented in this section and in the Appendix (school improvement and accreditation cycle) this section scores a high rating.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The proposal includes a detailed analysis of how both internal and grant funds will be utilized to support the proposed program. The majority of grant funds are allocated to implementation and transformation costs, the project will be sustained through departmental redesigns, bonds and capital funds.

a. The proposal includes project-level budget summaries that include total funding based on grant and other sources.

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

c. Peoria Unified provided an acceptable rationale for the allocation of all funds. The vast majority are allocated as one-time including personnel. The proposal also identifies a number of external and internal sources of funding to support the project. Given a total operating budget of nearly $89 million, less than half of which will be grant supported it appears that the project will be sustainable at the conclusion of the grant period, given the bulk of the budget is tied to infrastructure and personnel costs associated with the development of the Peoria 360 program.

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

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

(F)(2) Reviewer Comments:

Peoria Unified provided an acceptable rationale for the allocation of all funds. The vast majority are allocated as one-time including personnel and infrastructure. The proposal also identifies a number of external and internal sources of funding to support the project. The proposal identified how each of the components of the plan will continue to be funded after the grant period through the use of existing funds along with a plan to redesign the Information Technology Department, it is clear that the project will be sustainable at the conclusion of the grant period.

Competitive Preference Priority (10 total points)

	Available	Score

Competitive Preference Priority (10 total points)	10	6

Competitive Preference Priority Reviewer Comments:

Peoria Unified identified 16 specific community agencies with which they partner that serve qualifying students within the district, 10 of which will opportunities for students to experience work and job-related skills. The proposal includes four educational assessments and outcomes that are related to the broader proposal. The proposal describes how:

a. the tracking of these selected indicators that measure each result at the aggregated level for participating students will be done in a collaborative manner such that the selected indicators are mutually beneficial.

b. describe a strategy to scale the model beyond participating students, which will be through the use of a school liaison between the site and the PTC.

c. demonstrate continuous improvement over time

The proposal does not describe how:

a. it will use the data to target resources to improve results

Each of the indicated partners will address social-emotional and/or behavioral needs either through curriculum or work-based support. The collaboration between the partnering institution, the PTC, and other schools will work to build the capacity of staff. Through the longstanding relationship between the PTC and the partners it is assumed that the needs and assets of the community have been identified. There is also evidence that there is a decision-making process and infrastructure that addresses and supports individual student needs including surveys to help maximize impact. The proposal, however, does not address how parents and families will be engaged in an effort to assist in decision-making and solutions for improvement over time.

The proposal provided a description of their partnership with more than 10 population-level desired results that are both ambitious and achievable. There is also a clear plan for building staff capacity in participating schools and for scaling the project. However, the desired results are not linked to specific partnerships at this time, there is no discussion of how the data will be utilized to target resources and the proposal is weak in parent and family engagement. The deficiencies result in a score in the mid range.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

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

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

b. the development of Peoria 360 to create a personalized learning environment that supplies students, teachers, parents, and administrators with real-time data upon which to make decisions for individual students, groups of students, and the district

c. efforts to recruit, reward and retain effective teachers through the new evaluation system that includes student achievement and an alternative compensation model,

d. efforts to turn around the lowest-achieving schools through personnel moves and a compensation system that rewards teachers

Total	210	183